|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Clover Hill Primary School | | Long Term Phonics Plan - Reception | | **Phonics Shed** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| 1 | **Baseline Assessment** | **Chapter 2**  Set 3 – g o c k  HFWs – *on got not d****o*** *t****o*** *int****o*** *can* | **Chapter 2**  Alphabetical Order | **Chapter 3**  Set 3a – ue(you) ow  HFWs – *y****ou*** *now down* | **Chapter 3**  Set 5a – ear  HFWs – *s****ai****d litt****le*** | Chapter **2** and **3**  Consolidation |
| 2 | **Chapter 1**  Introduction to Phonics Shed | **Chapter 2**  Set 4 – ck e u r  HFWs – *n****o*** *g****o*** *get up put mum* | **Chapter 2**  Vowels and Consonants | **Chapter 3**  Set 3b –oi oo/oo  HFWs – *too look* | **Chapter 3**  Set 5b –air | Chapter **2** and **3**  Consolidation |
| 3 | **Chapter 1**  Element 8 – Initial Sounds | **Chapter 2**  Set 5 – h b f l  HFWs – *had him back big but if from o****f*** *help* | **Chapter 3**  Set 1a – ng ch | **Chapter 3**  Consolidation | **Chapter 3**  Set 5b –ure | Chapter **2** and **3**  Consolidation |
| 4 | **Chapter 1**  Element 7 – Beginning to Blend & Segment | **Chapter 2**  Set 6 j v w x  HFWs – *just went w****a****nt* | **Chapter 3**  Set 1b –sh unvoiced/voiced th  HFWs – *th****ey*** *then them this that with* | **Chapter 3**  Set 4a – ar or  HFWs – *w****a****s or* ***a****ll ar****e*** | **Assessment Week** | Chapter **2** and **3**  Consolidation |
| 5 | **Chapter 1**  Consolidation & Intervention | **Chapter 2**  Set 7 y z qu  HFWs – *as is his* | **Chapter 3**  Set 2a – ai ee  HFWs – *see h****e*** *sh****e*** *m****e*** *w****e*** *b****e*** | **Chapter 3**  Set 4b –ur er  HFWs - *her* | **Chapter 3**  Consolidation | Chapter **2** and **3**  Consolidation |
| 6 | **Chapter 2**  Set 1 – s a t p  HFWs – *a at* ***the*** | **Chapter 2**  Set 8a ff f ll l ss s  HFWs – *off will* | **Chapter 3**  Set 2b –igh oa  HFWs - *m****y*** |  | **Chapter 3**  Consolidation | Chapter **2** and **3**  Consolidation |
| 7 | **Chapter 2**  Set 2 – i n m d  HFWs – ***I*** *it it’s an in and dad* | **Chapter 2**  Set 8b tt pp rr mm cc nn dd gg bb |  |  |  | Chapter **2** and **3**  Consolidation |
| 8 |  | **Assessment Week** |  |  |  |  |

NB – We will teach corresponding capitals when we introduce GPCs

HFWs – Bold items are the ‘tricky’ element

**Fidelity** Resources – Phonics Shed Teaching Methods/ Songs and Rhymes – Phonics Shed Assessment Methods – Phonics Shed Progression of Teaching – Phonics Shed

Pace and Timing – Phonics Shed but adapted to fit our cohort

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Clover Hill Primary School | | Long Term Phonics & Spelling Plan – Year 1 | | **Phonics Shed** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| 1 | Recap **Chapter 3** | **Chapter 4a**  Set 2b ie/ee ie/igh | **Chapter 4a** Set 5a split digraphs  continued | **Chapter 4b**  Set 3b or/ur ey/ai | **Chapter 4b**  Set 6b ear/ur ear/air | **Phonics Screening** |
| **(16)** Words with the digraph ‘ee’ | **(29)** Words where ‘ie’ makes an /igh/ sound | **(12)** Words with the split digraph ‘i\_e’ | **(27)** Words ending in ‘y’/ee/ and ‘ve’/v/ | **(35)** Words where the trigraphs ‘air’ and ‘ear’ make an ‘air’ sound |
| 2 | Recap **Chapter 3** | **Chapter 4a** Set 3a aw/or au/or  HFWs - *saw* | **Assessment Week** | **Chapter 4b** Set 4a ue/oo o/oa o/oo HFWs – *old don’t* ***oh*** | **Chapter 4b** Set 7 zh  HFWs – *th****ei****r p****eo****pl****e*** | **Chapter 4c** Consonants j j z z recap (lessons 21-25) |
| **(22)** (Words with the digraph ‘oo’ /oo/ | **(33)** Words where ‘aw’ and ‘au’ make an /or/ sound | **(13)** Words with the split digraph ‘o\_e’ | **(19)** Words where the digraph ‘er’ is stressed | **(3)** Words with the trigraph ‘tch’ | **(6)** Adding the prefix ‘un-‘ and the suffixes ‘-er’ and ‘-est’ |
| 3 | Recap **Chapter 3** | **Chapter 4a**  Set 3b ir/ur oy/oi | **Chapter 4b**  Set 1 recap | **Chapter 4b**  Set 4b ch/k ch/sh | **Assessment Week** | **Chapter 4c** Consonants s s s k k (lessons 26-30) |
| **(23)** (Words with the digraph ‘oo’ /u/ | **(21)** Words with the digraphs ‘ir and ‘or’ | **(14)** Words with the split digraph ‘u\_e’ | **(8)** Words with the digraphs ‘ai’ and ‘oi’ | **(30)** words where ‘ie’ makes an /ee/ sound | **(20)** Words where the digraph ‘er’ is unstressed |
| 4 | **Assessment Week** | **Chapter 4a** Set 4a ou/ow are/air HFWs – *hou****se*** *out about* | **Chapter 4b**  Set 2a c/s g/j | **Chapter 4b** Set 5a a/ai a/o  HFWs – *look****ed*** *c****a****ll****ed*** *ask****ed*** | **Chapter 4c** Consonants p h y b l  (lessons 1-5) | **Chapter 4c** Consonant Digraphs w qu ng zh ch (lessons 31-35) |
| **(15)** Words with the digraph ‘ar’ | **(25)** Words where the digraph ‘ou’ makes an /ow/ sound | **(31)** Words with the trigraph ‘igh’ | **(1)** Words ending in ‘ff’, ‘ll’, ‘ss’ ‘zz’ and ‘ck’ | **(4)** Adding ‘-s’ and ‘-es’ to make plurals | **(7)** Compound words and words with unstressed vowels |
| 5 | **Chapter 4a** Set 1a oe/oa ay/ai  HFWs - *day* | **Chapter 4a** Set 4b ph/f wh/w  HFWs – *when wh****a****t* | **Chapter 4b** Set 2b i/igh u/ue e/ee HFWs – I’m | **Chapter 4b** Set 5b y/igh y/ee y/i HFWs – *by very* | **Chapter 4c** Consonants v d d r r (lessons 6-10) | **Chapter 4c** Consonants Digraphs ch sh sh sh ch/ss (lessons 36-40) |
| **(24)** Words where the digraphs ‘oa’ and ‘oe’ make an /oa/ sound | **(36)** Words with the digraphs ‘ph’ and ‘wh’ | **(32)** Words with the digraphs ‘or’ and the trigraph ‘ore’ | **(2)** Words with the /k/ and /nk/ sound | **(26)** Words where the digraph ‘ow’ makes an /ow/ or /oa/ sound | Recap work to date |
| 6 | **Chapter 4a**  Set 1b ew/oo/ue | **Chapter 4a** Set 5a split digraphs  HFWs – *made came make ha****ve*** *here w****ere*** *th****ere*** | **Chapter 4b** Set 3a ea/e ow/oa  HFWs – *Mr Mrs* | **Chapter 4b** Set 6a ou/oo ou/hard u HFWs – *y****our*** *c****oul****d* | **Chapter 4c** Consonants f f g g m  (lessons 11-15) | **Assessment Week** |
| **(28)** Words with the digraphs ‘ue’ and ‘ew’ | **(10)** Words with the split digraph ‘a\_e’ | **(18)** Words where the digraph ‘ea’ makes an /e/ sound | **(34)** Words where the trigraphs ‘air’ and ‘ear’ | **(5)** Adding the suffixes ‘-ing’ and ‘-ed’ |
| 7 | **Chapter 4a**  Set 2a ea/ee ey/ee | **Chapter 4a** Set 5a split digraphs  continued |  |  | **Chapter 4c** Consonants m n n t t (lessons 16-20) | Recap work to date |
| **(17)** Words where the digraph ‘ea’ makes an /ee/ sound | **(11)** Words with the split digraph ‘e\_e’ | **(9)** Words with the digraphs ‘ay’ and ‘oy |
| 8 |  |  |  |  |

From the start of Year 1, Spelling Shed will run alongside Phonics Shed with children having one spelling lesson and 4 phonics lessons per week lesson 80 (in Yr2) when Phonics Shed finishes. The Phonics focus for each week is written in the yellow shaded cells. The teaching order of the Spelling lessons has been altered to reflect and support the teaching of phonics

Numbers in **red** before each spelling objective indicate the lesson number from Spelling Shed

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Clover Hill Primary School | | Long Term Phonics & Spelling Plan – Year 2 | | **Phonics Shed** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| 1 | **Whole Scheme Recap** | **Chapter 4c –** Vowel Digraphs & Trigraphs oo oo oo/ue oi (Lessons 61-64) | **(13)** Words where’y’ makes an /igh/ sound | **(19)** Words where ‘-er’, ‘-est’ and ‘-ed’ is added to words ending in ‘e’ | **(24)** Challenge Words | **(30)** Words ending in ‘-ful’ and ‘-less’ |
| **(1)** Words where ‘dge’ makes a /j/ sound | **(8)** Words ending in ‘le’ |
| 2 | **Chapter 4c -** Short Vowels a o e e (Lessons 41-44) | **Chapter 4c –** Vowel Digraphs & Trigraphs ow ar ar or (Lessons 65-68) | **(14)** Words where ‘-es’ is added to words ending in ‘y’ | **(20)** Words where ‘-ing’ is added to single syllable words | **(25)** Words where ‘ey’ makes an /ee/ sound | **(31)** Words that are homophones or near homophones |
| **(2)** Words where ‘ge’ makes a /j/ sound | **(9)** Words ending in ‘el’ |
| 3 | **Chapter 4c -** Short Vowels i i hard u hard u (Lessons 45-48) | **Chapter 4c –** Vowel Digraphs & Trigraphs or or or ur (Lessons 69-72) | **(15)** Words where ‘-ed’ is added to words ending in ‘y’ | **(21)** Words where ‘-ed’ is added to single syllable words | **(26)** Words where ‘a’ makes an /o/ sound | **(32)** Words that are homophones or near homophones |
| **(3)** Words where ‘g’ makes a /j/ sound | **(10)** Words ending in ‘al’ |
| 4 | **Chapter 4c -** Short Vowels soft u recap ai ai (Lessons 49-52) | **Chapter 4c –** Vowel Digraphs & Trigraphs ur air air ear (Lessons 73-76) | **(16)** Words where ‘-er’ is added to words ending in ‘y’ | **(22) Words where ‘a’ makes an /or/** | **(27)** Words where ‘or’ and ‘ar’ makes an /er/ or /or/ sound | **(33)** Words ending in ‘-tion’ |
| **(4)** Words where ‘c’ makes a /s/ sound before ‘i’ ‘y’ ‘e’ | **(11)** Words ending in ‘il’ |
| 5 | **Chapter 4c -** Short Vowels ee ee ee igh (Lessons 53-56) | **Chapter 4c –** Vowel Digraphs & Trigraphs ear schwa schwa ure (Lessons 77-80) | **(17)** Words where ‘-ing’ is added to words ending in ‘e’ | **(23)** Words where ‘o’ makes an ‘u’ sound | **(28)** Words where ‘s’ makes a /z/ sound | **(34)** Words with apostrophe for contraction |
| **(5)** Words where ‘kn’ and ‘gn’ make /n/ at the beginning of words | **(12)** Challenge Words |
| 6 | **Chapter 4c -** Short Vowels igh oa oa ue (Lessons 57-60) | **Whole School Assessment Week** | **(18)** Challenge Words |  | **(29)** Words ending in ‘-ment’ and ‘-ness’ | **(35)** Words with apostrophe for possession |
| **(6)** Challenge Words |
| 7 | **Assessment Week** | Whole Scheme Consolidation and Targeted Interventions |  |  |  | **(36)** Challenge Words |
| **(7)** Words where ‘wr’ makes a /r/ sound at the beginning of words |
| 8 |  |  |  |  |  |

From the start of Year 1, Spelling Shed will run alongside Phonics Shed with children having one spelling lesson and 4 phonics lessons per week, until lesson 80 when Phonics Shed finishes. The Phonics focus for each week is written in the yellow shaded cells Numbers in **red** before each spelling objective indicate the lesson number from Spelling Shed