



Year 1 Autumn Term Phonics and Spelling planning

Week	Teaching Focus
1	Revise letters in Sets 1, 2 and 3 (Phase 2 – see p.48); revise blending and segmenting CVC words with these letters (p.69); practise and revise reading and spelling ‘tricky words’ <i>the, /</i> as well as decodable high frequency words (HFW) from Phase 2 (see p.194); apply to reading and writing captions and sentences using HFW and CVC words with letters from sets 1 – 3.
2	Revise letters in Sets 4 and 5 (Phase 2 – see p.48); practise blending and segmenting CVC words using letters from Sets 1 – 5 (p.70); revise reading and spelling ‘tricky words’ <i>to, no, go</i> as well as decodable HFW from Phase 2 (see p.194); apply to reading and writing captions and sentences using HFW and CVC words with letters from sets 1 – 5 (p.71).
3	Revise letters in Sets 6 and 7 (Phase 3 – see p.74); practise blending and segmenting CVC words using letters from Sets 1 – 7 (p.100); revise reading and spelling ‘tricky words’ <i>we, me, be</i> as well as decodable HFW from Phase 2 (see p.194); apply to reading and writing captions and sentences using HFW and CVC words with letters from sets 1 – 7 (p.101).
4	Teach / revise consonant digraphs ch, sh, th, ng (see p.101); practise blending and segmenting CVC words with these digraphs and letters from Sets 1 – 7; revise reading and spelling ‘tricky words’ <i>he, she</i> + decodable HFW <i>this, that, then</i> ; teach reading two-syllable words (p.65); apply to reading and writing captions and sentences using HFW and CVC words with graphemes taught.
5	Teach / revise vowel graphemes ai, ee, igh, oa (see p.102) and practise previously learned grapheme – phoneme correspondences (GPCs) (Phase 3); practise blending and segmenting CVC words with these GPCs; teach reading and spelling HFW <i>was, them, with, see</i> ; practise reading two-syllable words (p.94); apply to reading and writing captions and sentences using HFW and CVC words with GPCs taught.
6	Teach / revise vowel graphemes oo, ar, or, ur (Phase 3); practise previously learned GPCs; practise blending and segmenting CVC words using these graphemes (p.102); teach reading and spelling HFW <i>my, all, too, for, look</i> ; revise letter names; practise reading two-syllable words; apply to reading and writing captions and sentences using HFW and CVC words with graphemes taught (p.103).
7	Teach / revise vowel graphemes ow, oi, ear (Phase 3); practise previously learned GPCs; practise blending and segmenting CVC words; read and spell HFW <i>you, are, now, down</i> ; revise letter names; teach spelling two-syllable words; apply to reading and writing sentences using HFW and CVC words with graphemes taught (p.103).
8	Revise vowel graphemes air, ure, er (Phase 3, see p.102); practise previously learned GPCs; practise blending and segmenting CVC words; read and spell HFW <i>they, her, will</i> ; practise letter names; practise spelling two-syllable words; apply to reading and writing sentences using HFW, CVC words and two-syllable words with graphemes taught (p.103).
9	Phase 4 week 1: practise and revise all Phase 2 and 3 GPCs; teach reading and spelling CVCC words (p.112, p.126); read and spell HFW <i>went, just</i> ; practise reading and spelling two-syllable words (p.121); apply to reading sentences using taught words (pp.122, p.128).
10	Phase 4 week 2: practise and revise all Phase 2 and 3 GPCs; teach reading and spelling CCVC words (p.127); read and spell HFW <i>from, help</i> ; apply to reading and writing sentences using taught words (p.124, p.128).
11	Phase 4 week 3: practise and revise all Phase 2 and 3 GPCs; practise blending and segmenting for reading and spelling words with adjacent consonants (pp.113 – 117); read and spell HFW <i>so, do</i> ; apply to reading and writing sentences using taught words.
12	Phase 4 week 4: practise and revise all Phase 2 and 3 GPCs; practise reading and spelling words with adjacent consonants, including two-syllable words (p.121, pp.126 –



127); practise and revise reading and spelling previously learned HFW (decodable and 'tricky') words from Phases 2, 3 and 4 (see p.194); apply to reading and writing sentences using taught words (p.128).

References are to the Letters and Sounds Teaching Programme

Year 1 Spring Term Phonics and Spelling planning

Week	Teaching Focus
1	Phase 4 revision: Review recognition and recall of all Phase 2 and 3 GPCs (pp.109 – 110); practise blending and segmenting for reading and spelling words with adjacent consonants, including two syllable words (pp.113 – 117; p.121; pp.126 – 127); apply to reading and writing sentences (include high frequency words learned previously, and two syllable words) (p.128).
2	Phase 5 week 1. Teach new graphemes for reading: ay (link to ai), oy (link to oi), oe (link to oa) and ie (link to igh) (see p.151). Practise blending and segmenting for reading and spelling words with these graphemes, including words with adjacent consonants and two syllable words. Read and spell 'tricky words' <i>said, little, day</i> ; apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
3	Phase 5 week 2. Revisit recently taught graphemes. Teach following new graphemes for reading: a-e (link to ai, ay), i-e (link to igh, ie), o-e (link to oa, oe) and u-e (link to oo, ew, ue) (see p.152). Practise blending and segmenting for reading and spelling words with these graphemes, including words with adjacent consonants and two syllable words. Read and spell 'tricky words' <i>were, here, there</i> + decodable high frequency words <i>made, make, came, time</i> ; apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
4	Phase 5 week 3. Revisit recently taught graphemes. Teach new graphemes for reading: wh (link to w), ph (link to f, ff), ir (link to ur) (see p.151). Practise blending and segmenting for reading and spelling words with these graphemes. Read and spell 'tricky words' <i>when, what, where</i> ; apply to reading and writing sentences (include HFW learned previously and two syllable words).
5	Phase 5 week 4. Revise recently taught graphemes. Teach new graphemes for reading: ea (link to ee), ew (link to oo) and ue (link to oo) (see p.151). Practise blending and segmenting for reading and spelling words with these graphemes, including words with adjacent consonants and two syllable words. Read and spell 'tricky words' <i>have, like, one</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
6	Phase 5 week 5. Revise recently taught graphemes. Teach new graphemes for reading: ou (link to ow), au (link to or), aw (link to or) and e-e (link to ee, ea) (see p.151). Practise blending and segmenting for reading and spelling words with these graphemes, including words with adjacent consonants and polysyllabic words. Read and spell 'tricky words' <i>some, come, saw</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
7	Phase 5 week 6. Revise recently taught graphemes. Teach alternative pronunciations for reading: i (fin find), o (hot cold) and u (but put) (p.136; p.152). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Read and spell high frequency words <i>do, who, old</i> ; apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
8	Phase 5 week 7. Revise recently taught graphemes. Teach alternative pronunciations for reading: c (cat cent), g (got giant) and y (yes by very) (p.136; p.153). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Read and spell high-frequency words <i>by, your, very</i> ; apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
9	Phase 5 week 8. Revise recently taught graphemes. Teach alternative pronunciations for reading: ow (cow blow), ou (out you) and ch (chin school) (p.136; p.153). Practise



	blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Read and spell high frequency words <i>out, house, could, would</i> ; apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
10	Phase 5 week 9. Revise previously learned graphemes and alternative pronunciations. Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Revise spelling and reading of previously taught high frequency words (decodable and 'tricky words' on p.194). Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).

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Year 1 Summer Term Phonics and Spelling planning

Week	Teaching Focus (Phase 5 all term)
1	Revise previously learned graphemes from Phases 2, 3 and 5, together with alternative pronunciations (p.74; p.134; pp.136 – 139). Practise blending and segmenting CVC words, words with adjacent consonants and two syllable words using these graphemes. Revise spelling and reading of previously taught high frequency words (decodable and 'tricky words' on p.194). Apply to reading and writing sentences (p.158 onwards).
2	Revise previously learned graphemes and alternative pronunciations. Teach alternative pronunciations for reading: ie (tie field), ea (eat bread) and a (hat what) (p.136; pp.152 – 153). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Teach reading and spelling 'tricky words' <i>Mr</i> and <i>Mrs</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
3	Revise previously learned graphemes and alternative pronunciations. Teach alternative spellings for phonemes /ch/ (<u>ch</u> ip <u>ch</u> atch) and /j/ (<u>j</u> et <u>g</u> iant <u>ba</u> dge) (p.144; p.147; p.154 and Notes of Guidance p.23). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Teach reading and spelling HFW <i>children</i> , <i>which</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
4	Revise previously learned graphemes and alternative pronunciations. Teach alternative spellings for phoneme /ai/ (ai, ay, a-e) (p.144; p.147; p.156 and Notes of Guidance p.24). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Read and spell high frequency words <i>away</i> , <i>take</i> , <i>they</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
5	Revise previously learned graphemes and alternative pronunciations. Teach grapheme '-se' (<i>house</i> , <i>please</i> – see /s/ and /z/ p.154) and revise alternative spellings for /k/ (c, k, ck, ch, qu, x). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Teach 'tricky words' <i>school</i> , <i>house</i> , <i>please</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
6	Revise previously learned graphemes and alternative pronunciations. Teach alternative spellings for phoneme /ee/ (ee, ea, e, y) (see p.156 and Notes of Guidance p.24). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Read and spell 'tricky words' <i>people</i> , <i>these</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
7	Revise previously learned graphemes and alternative pronunciations. Teach alternative spellings for phonemes /n/ (n, nn, gn, kn) and /m/ (m, mm, mb) (see p.154 and Notes of Guidance p.23). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Teach reading and spelling common words <i>know</i> , <i>night</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
8	Revise previously learned graphemes and alternative pronunciations. Teach alternative spellings for phoneme /igh/ (igh, ie, y, i-e, i) (see p.156 and Notes of Guidance p.24). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Teach reading and spelling common words <i>my</i> , <i>by</i> , <i>like</i> , <i>time</i> , <i>I'll</i> , <i>find</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
9	Revise previously learned graphemes and alternative pronunciations. Teach alternative spellings for phoneme /oa/ (oa, ow, o, oe, o-e) (see p.156 and Notes of Guidance p.24). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Teach reading and spelling common words <i>so</i> , <i>go</i> , <i>going</i> , <i>old</i> , <i>oh</i> , <i>over</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and



	two syllable words).
10	Revise previously learned graphemes and alternative pronunciations. Teach alternative spellings for phoneme /r/ (r, rr, wr) (see p.154 and Notes of Guidance p.24). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Read and spell high frequency words <i>I'm, it's, don't</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
11	Revise previously learned graphemes and alternative pronunciations. Teach alternative spellings for phoneme /oo/ (oo, ew, u-e, ue, o-e) (see p.156 and Notes of Guidance p.24). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Teach reading and spelling common words <i>you, two, who, through</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).
12	Revise previously learned graphemes and alternative pronunciations. Teach alternative spellings for phoneme /air/ (air, are, ear) (see p.155 and Notes of Guidance p.24). Practise blending and segmenting for reading and spelling words with these graphemes (include words with adjacent consonants and polysyllabic words). Teach reading and spelling common words <i>there, where</i> . Apply to reading and writing sentences (include HFW learned previously, words with adjacent consonants and two syllable words).

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