

Year 1	Year One Long Term Phonics Plan						
	Phase, Sounds & Common Exception Words						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	<p>Phase 2 &amp; 3 Revisit ALL sounds.</p> <p><b>Focus:</b> cvc sound talking, blending &amp; segmenting.</p> <p>CEWs: is, I, the, a</p>	<p>Phase 3 Revisit phase 2&amp;3</p> <p><b>Focus:</b> sh ,ch, th, ng, nk</p> <p>CEWs: to, you, he, she</p>	<p>Phase 3 Revisit phase 2&amp;3</p> <p><b>Focus:</b> ai, ee igh, ar</p> <p>CEWs: no, go, of, was</p>	<p>Phase 3 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> or, oi, oa, er, ou</p> <p>CEWs: we, be, me</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> ear, air, ie</p> <p>CEWs: they, my, by</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> ay, ou, ea</p> <p>CEWs: said, come, some</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Graphemes for reading; Oy, ir, ue, aw</p> <p>CEWs: so, do, are, out</p>
Autumn 2	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Graphemes for reading; Oe, ew, ph, wh</p> <p>CEWs: here, there, one</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Graphemes for writing; au, ue, ey, ew</p> <p>CEWs: were, when, what</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Graphemes for writing; ay, ai, ee, ea, ey</p> <p>CEWs: have, like, says</p> <p>Decoding alien words begins</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Graphemes for writing; ie, igh, oa, oe, ow</p> <p>CEWs: put, pull, push</p>	<p>Phase 5 Revisit phase 2,3,4,5</p> <p><b>Focus:</b> Graphemes for writing; er, ur, ir, au, or, aw</p> <p>CEWs: all, full, into, today</p>	<p>Phase 5 Revisit phase 2,3,4,5</p> <p><b>Focus:</b> Explicit teaching of the year 1 CEW.</p> <p>CEWs: love, little, pure, sure</p>	

<p><b>Spring 1</b></p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Graphemes for reading; <b>vowels, consonants</b> <b>a-e, e-e</b></p> <p>CEWs: their, your, ask</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Graphemes for reading; <b>vowels, consonants</b> <b>i-e, ,u-e, o-e</b></p> <p>CEWs: saw, Mr, Mrs, Ms</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> <b>Revisit and review all split digraphs</b></p> <p>CEWs: could, would, should</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative pronunciations for <b>known</b> graphemes; <b>u-e a (ay,ar,o) e (ee)</b></p> <p>CEWs: our, want, people</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative pronunciations for <b>known</b> graphemes; <b>I (ie), O(oe),U(ue), ow(oe)&amp; ea(e)</b></p> <p>CEWs: oh, house, mouse</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative pronunciations for <b>known</b> graphemes; <b>ou(ow/oo/oh-oe), ey(ai) &amp; ie(ee)</b></p> <p>CEWs: again, people, water</p>	
<p><b>Spring 2</b></p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative pronunciations for <b>known</b> graphemes; <b>C(s),g(j,dge)</b></p> <p>CEWs: any, many, two</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative pronunciations for <b>known</b> graphemes; <b>ch(c,sh,tch,t)</b></p> <p>CEWs: where, who, because</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative pronunciations for <b>known</b> graphemes; <b>y(ie,I,ee)</b></p> <p>CEWs: once, whole, school</p>	<p>Phase 5 Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative pronunciations for <b>known</b> graphemes; <b>m (mb) n (gn,kn)</b></p> <p>CEWs: different, friend, eye</p>	<p>Phase 5 Revisit phase 3 and 5</p> <p><b>Focus:</b> Alternative pronunciations for <b>known</b> graphemes; <b>st(s)se(s)se(z).</b></p> <p>CEWs: through, thought</p>	<p>Phase 5 Revisit phase 3 and 5</p> <p><b>Focus:</b> Compound Words and Syllables</p> <p>CEWs: work, call, laugh</p>	

<p><b>Summer 1</b></p>	<p><u>Phase 5</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative spellings; <b>wr(r) or (our,al)</b></p> <p>CEWs: <b>beautiful, pretty</b></p>	<p><u>Phase 5</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative spellings; <b>o(u),ere(ear),eer(ear) al(ar)</b></p> <p>CEWs: <b>busy, hour</b></p>	<p><u>Phase 5</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative spellings; <b>a(ar),ere(air),ear(air) are(air)</b></p> <p>CEWs: <b>move, improve</b></p>	<p><u>Phase 5</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative spellings; <b>y,ie&amp;i-e(igh)</b></p> <p>CEWs: <b>shoe, parents</b></p>	<p><u>Phase 5</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative spellings; <b>al,our,augh, re (or)</b></p> <p>CEWs recap: <b>because, what</b></p>	<p><u>Phase 5</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative spellings; <b>ear,or(er), ue,u-e,ew(oo)</b></p> <p>CEWs recap: <b>would, could, should</b></p>	<p><u>Phase 5</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Alternative spellings; <b>ay,ey,a-e,a(ai)ey,e- e,e,ie,y(ee)</b></p> <p>CEWs: <b>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</b></p>
<p><b>Summer 2</b></p>	<p><u>Phase 5</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> <b>Revision and preparation for phonics screening</b></p> <p>CEWs recap: <b>there, their</b></p>	<p><u>Phase 5</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> <b>Revision and preparation for phonics screening</b></p> <p>CEWs recap: <b>were, where</b></p>	<p><u>Phase 5 &amp; 6</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Suffix to a root word (verb) <b>Suffix –ed , ing, Prefix – un</b></p> <p>CEWs recap: <b>said, says</b></p>	<p><u>Phase 5 &amp; 6</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b> Suffix to a root word (adjective) <b>Suffix –er, est</b> <b>Plural – s and es to a noun</b></p> <p>CEWs recap: <b>come, some</b></p>	<p><u>Phase 5 &amp; 6</u> Revisit phase 2,3&amp;4</p> <p><b>Focus:</b></p> <p>CEWs recap: <b>they, saw</b></p>		