

# CRANWELL PRIMARY SCHOOL PHONICS SEPTEMBER 23- 24



## ESSENTIAL LETTERS AND SOUNDS- TERM-BY-TERM PROGRESSION FOUNDATION STAGE/ RECEPTION

Reception Autumn 1: Phase 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>4.9.23 (3 days)</b>	<b>11.9.23</b>	<b>18.9.23</b>	<b>25.9.23</b>	<b>2.10.23</b>	<b>9.10.23</b>	<b>16.10.23</b>
Baseline /s/ s /a/ a /t/ t	Baseline /s/ s /a/ a /t/ t /p/ p	/i/ i /n/ n /m/ m /d/ d	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ ck /e/ e /u/ u /r/ r	/s/ ss Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>  Assess
		I, the, no	put, of, is	to, go, into	pull	as, his

Reception Autumn 2: Phase 3							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>31.10.23 (4 days)</b>	<b>6.11.23</b>	<b>13.11.23</b>	<b>20.11.23</b>	<b>27.11.23</b>	<b>4.12.23</b>	<b>11.12.23</b>	<b>18.12.23 (3 days)</b>
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2  Assessment and review	Review week R:3	Assess + Recap  Additional week	Assess + Recap  Additional week
he, she, buses	we, me, be	push	was, her		my, you	Review	

Reception Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>3.1.24 (3 days)</b>	<b>8.1.24</b>	<b>15.1.24</b>	<b>22.1.24</b>	<b>29.1.24</b>	<b>5.2.24</b>
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

## Reception Spring 2: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
19.2.24	26.2.24	4.3.24	18.3.24	25.3.24	
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

## Reception Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>15.4.24 (4 days)</b>	<b>22.4.24</b>	<b>29.4.24</b>	<b>6.5.24 (4 days)</b>	<b>13.5.24</b>	<b>20.5.24</b>
Phase 4:1 CVCC -ed/ -ed	Phase 4:2 CVCC -ed/ t	Phase 4:3 CVCC -ed/ -d	Phase 4:4 CVCC	Assess and review week R:13	Phase 4:5 CCCVC -er/ -est

## Reception Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>3.6.24</b>	<b>10.6.24</b>	<b>17.6.24</b>	<b>24.6.24</b>	<b>1.7.24</b>	<b>8.7.24</b>	<b>15.7.24</b>
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u- e> /s/ <c>	Assess Additional week
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very	Review

# CRANWELL PRIMARY SCHOOL PHONICS SEPTEMBER. 23- 24



## ESSENTIAL LETTERS AND SOUNDS- TERM-BY-TERM PROGRESSION YEAR 1

Year 1 Autumn 1 Phase 5						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>4.9.23 (3 days)</b>	<b>11.9.23</b>	<b>18.9.23</b>	<b>25.9.23</b>	<b>2.10.23</b>	<b>9.10.23</b>	<b>16.10.23</b>
Assess and review Y1: 1	Review week Y1: 2	Revise /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise /oi/ <oy> /ur/ <ir> / (y) oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ wh /f/ ph (y) oo/ ew /oa/ oe	Assess Additional Week
<b>In class intervention and revision of Phase 3</b>						

Year 1 Autumn 2 Phase 5 Phase 5							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>31.10.23 (4 days)</b>	<b>6.11.23</b>	<b>13.11.23</b>	<b>20.11.23</b>	<b>27.11.23</b>	<b>4.12.23</b>	<b>11.12.23</b>	<b>18.12.23 (3 days)</b>
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7	Revise Additional week	Revise Additional week
please, once	any, many, again	who, whole	Where, two				
<b>In class intervention and revision of Phase 3</b>							

## Year 1 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>3.1.24 (3 days)</b>	<b>8.1.24</b>	<b>15.1.24</b>	<b>22.1.24</b>	<b>29.1.24</b>	<b>5.2.24</b>
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		
<b>In class intervention and revision Individual intervention</b>					

## Year 1 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>15.4.24 (4 days)</b>	<b>22.4.24</b>	<b>29.4.24</b>	<b>6.5.24 (4 days)</b>	<b>13.5.24</b>	<b>20.5.24</b>
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian
<b>In class intervention and revision Individual intervention</b>					

## Year 1 Summer 1, Summer 2: all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>3.6.24</b>	<b>10.6.24</b>	<b>17.6.24</b>	<b>24.6.24</b>	<b>1.7.24</b>	<b>8.7.24</b>	<b>15.7.24</b>
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii). <b>Assessment, preparation for the statutory Year 1 Phonics screening check</b>						Assess
<b>In class intervention and revision</b> <b>Individual intervention</b>						

YEAR 2- Children who didn't pass the Year 1 Phonics Screening check will receive ELS intervention individually or in small groups.

YEAR 3 – Children who require further support to read at age related expectations will receive phonics intervention and support to read with fluency using the Project X intervention.