

Phonics Curriculum Map

Early Years					
Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p><u>Nursery</u> develop phonological awareness through a range of phase 1 phonics activities throughout the year.</p> <p><u>Reception</u> GES Simply Letters and Sounds- Phase 2</p> <p>New graphemes: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>Tricky words: the, to, into, l, no, go</p>	<p><u>Nursery</u> develop phonological awareness through a range of phase 1 phonics activities throughout the year.</p> <p><u>Reception</u> GES Simply Letters and Sounds- Phase 2, start of phase 3</p> <p>New graphemes: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa,</p> <p>Tricky words: me, we, be, she, he, was, you</p>	<p><u>Nursery</u> develop phonological awareness through a range of phase 1 phonics activities throughout the year.</p> <p><u>Reception</u> GES Simply Letters and Sounds - Phase 3</p> <p>New graphemes: oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Tricky words: they, all, my, are, her,</p>	<p><u>Nursery</u> develop phonological awareness through a range of phase 1 phonics activities throughout the year.</p> <p><u>Reception</u> GES Simply Letters and Sounds- Phase 4 – CVCC & CCVC words + endings ‘ed’ and ‘ing’</p> <p>Tricky words: said, have, like so, do, some, come, were, there, little, one, when, out, what</p>	<p><u>Nursery</u> develop phonological awareness through a range of phase 1 phonics activities throughout the year.</p> <p><u>Reception</u> GES Simply Letters and Sounds- Phase 4- CVCC, CCVC, CCVCC, compound and polysyllabic words. Prefix ‘un’</p> <p>Revision of previously learnt tricky words</p>	<p><u>Nursery</u> develop phonological awareness through a range of phase 1 phonics activities throughout the year.</p> <p><u>Reception</u> GES Simply Letters and Sounds- Phase 4- CVCC, CCVC, CCVCC, CCCVC, CCCVCC words. Adding ‘s’ ‘es’ ‘ing’ ‘er’ ‘est’ to words, contractions</p> <p>Revision of previously learnt tricky words</p>
Year 1					
Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p>GES Simply Letters and Sounds- Revision of phase 3: /ai/, /ee/, /igh/, /oa/, /oo/, /ar/, /or/, /ur/, /ow/, /oi/</p> <p>Phase 5: New</p>	<p>GES Simply Letters and Sounds- Phase 5: New graphemes for reading (inc. split digraphs) a-e, e-e, i-e, o-e, u-e (as in flute), u-e (as in cube)</p>	<p>GES Simply Letters and Sounds- Phase 5: Alternative spellings: /ai/ ay, a-e, eigh, ey, ei, a, ee /ee/, ea, e-e, e, ie, y, ey, eo, igh, y, ie, i-e, i /oa/ oa, ow, oe, o-e, o, ou- o, ou,</p>	<p>GES Simply Letters and Sounds- Phase 5: Alternative spellings /k/ c, k, ck, ch /ch/ ch, tch, ture /s/ s, ss, c, sc, se, ce, st /z/ se /f/ f, ff, ph</p>	<p>GES Simply Letters and Sounds- Revision of phase 5 graphemes: ay, ou, ie, ea, oy, ir, ue (blue and statue), aw, wh, ph, ew (crew, stew), oe, au, ey, a-e, e-e, i-e, o-e, u-e (flute,</p>	<p>GES Simply Letters and Sounds- Revision of alternative spellings /w/, /f/, /oa/, /zh/</p> <p>Revision based on teachers’ use of</p>

<p>graphemes for reading ay, ou, ie, ea, oy, ir, ue (long oo as in blue), ue (yoo as in statue), aw, wh, ph, ew (long oo as in crew)</p> <p>Teach new phoneme /zh/,</p> <p>Tricky words: oh, their, people, Mr, Mrs, looked, called</p>	<p>Alternative pronunciations: a, e, i, o, u, ow, ie, ea, er ou- you, ou – shoulder, y- by, y- crystal, y- very, ch, c g, ey</p> <p>Tricky words: asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p>	<p>/oo/ (long) oo, ew, ue, ui, ou, u- e, o /oo/ (short) oo, u, oul /yoo/ ue, u-e, ew,u /ar/ ar, a, al /or/ or, aw, au, al, a, all, our, ore /ur/ ur, ir, er, or (after w), ear /ow/ ow, ou /oi/ oi, oy /ear/ ear, eer, ere /air/ air, are, ear, ere /ure/ ure, oor, our /ə/ schwa er (the ‘schwa’ – an unstressed vowel sound which is close to /u/)</p> <p>Revision of previously learnt tricky words</p>	<p>/j/ j, g, dge, ge /m/ m, mm, mb /n/ n, nn, kn, gn /ng/ ng, n(k) /r/ r, rr, wr /sh/ sh, ch, ti (before on and al) ssi (before on) ss (before ure) si (before on, and s before ure) ci (before on, ous, al) /zh/ s (before -ure) si (before -on) ge, /v/ v, ve /w/ w, wh /e/ e, ea /i/ i, y /o/ o, a (after w) /u/ u, o</p> <p>Revision of previously learnt tricky words</p>	<p>cube) /zh/ Revision of alternative pronunciations: a, e, i, o, u, ow, ie, ea er, ou, y, ch, c, g, ey, Revision of alternative spellings /ai/, /ow/, /igh/, /ee/, /oi/ /ur/, /oo/ (long), /oo/ (short), /yoo/, /or/</p> <p>Revision of previously learnt tricky words</p>	<p>formative assessment</p> <p><i>Phonics Screening Check</i></p> <p>Reading and spelling words with s, -es, -ing, ed (t/d), -est, prefix -un and contractions, revision of 100 hfw</p>
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Year 2

Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p>GES Simply Letters and Sounds- Consolidate Phases 2-5 GPCs alternative spellings /ai/, /ow/, /igh/, /ee/, /oi/, /ur/, /oo/ (long), /oo/ (short), /yoo/, /or/ /w/, /f/, /oa/, /zh/</p> <p>Alternative pronunciations a, e, i, o, u, ow, ie ea, er, ou, y, ch c, g, ey and homographs</p>	<p><i>Whole class Phonics teaching ends here. From now on Phonics teaching is targeted at any children who still need to learn the phonetic code. Year 2 move on to No Nonsense spelling lessons.</i></p>				

(e.g. wind/wind,
bow/bow)

Consolidate suffixes and
prefixes

Add -ing, -ed, -er (no
change to root word)

Add -er, -est to
adjectives (no change to
root word)

Add un- to beginning of
words

Revision of all previously
learnt tricky words

End of phase 5
assessments

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