

## Phonics Curriculum



This curriculum follows the Supersonic Phonic Friends scheme planning alongside Jonathon Bond English Planning Kit curriculum spellings.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>Firm Foundations in Phonics 1</b></p> <p><b>Basics 2</b> Recognise and write: Group 1: s, a, t, p, Group 2: i, n, m, d</p> <p>Read and write: l, is, to, the</p>	<p><b>Basics 2</b></p> <p>Recap lessons group 1 &amp; 2</p> <p>Recognise and write: Group 3: g, o, c, k Group 4: ck, e, u, r Group 5: h, b, f, l, Recap lessons</p> <p>Read and write: no, go has, his, as, of, into</p>	<p><b>Basics 2 &amp; 3</b></p> <p><b>Basics 2</b> Recognise and write: Group 6: ll, ff, ss Recap lessons 3, 4, 5</p> <p><b>Basics 3</b> Recognise and write: Group 1: j, v, w, x Group 2: y, z, zz, qu</p> <p>Read: her, was, you, he, she, we, me, be they, my, by,</p>	<p><b>Basics 3</b></p> <p>Recap lessons Basics 2 group 6 Basics 3 Groups 1 &amp; 2</p> <p>Recognise and write: Group 3: ch, sh, th, ng Group 4: ai, ee, igh, oa</p> <p>Read: are all, some, come So, do, little out</p>	<p><b>Basics 3</b></p> <p>Recap lessons Basics 3 Groups 3 &amp; 4</p> <p>Recognise and write: Group 5: oo, oo, ar, or Group 6: ur, ow, oi, er</p> <p>Focus on spelling cvc words containing these digraphs.</p> <p>Focus on reading and spelling tricky words.</p>	<p><b>Basics 3</b></p> <p>Recap lessons Basics 3 5 &amp; 6</p> <p>Group 7: ure, ear, air</p> <p>Focus on reading and writing CVC words.</p> <p>Spell: All tricky words from Basics 2 &amp; 3</p>

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<b>Year 1</b> <i>Phonics</i>	<b>Basics 4</b>  Recognise and write:  Recap CCVC, CCVCC Introduce CCCVC and Polysyllabic words  Spell: said, so, have, like, come, some, were, there	<b>Basics 5</b> <b>Choose to use</b>  Recognise and write: Group 1: ay, ea, ie, oe, ue Group 2: a-e, e-e, i-e, o-e, u-e Group 3: oy, ir, ou, aw, wh Group 4: are, kn, wr, ph, au  Read: water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please  Spell: little, one, do, when, what, out	<b>Basics 5</b> <b>Choose to use</b>  Recognise and write: Group 5: gn, ore, ey, y, ew Group 6: ear, or, tch, dge, er Recap all Choose to use  Revise reading and spelling: have, said, like so, oh, their, people, I'm, time, by	<b>Basics 5</b> <b>Switch it</b>  Recognise and write: Group 1: i, o, c, g Group 2: u, ow, ie, ea Group 3: a, a, ou, o Group 4: ue, u-e, ew Group 5: y, y, ch, ch	<b>Basics 5</b> <b>Switch It</b>  <b>Revise all sounds in            preparation for            phonics screening            check</b>  Recognise and write: (alternate pronunciation) or, w, ur, e	Focus on Spelling.  Revise all spelling of tricky words.  Focus on writing sentences with correct spelling.
<b>Year 1</b> <i>Spelling</i>	Practise diagraphs taught  Practise tricky words  Spell words with adjacent consonants	Practise diagraphs taught  Practise tricky words  Words ending 'nk'	Practise diagraphs taught  Practise tricky words  Spell plural nouns with -s and -es  Use -s and -es to spell third person singular verbs	Practise diagraphs taught  Practise tricky words  Spell words with the - ing suffix (where no change is needed to the root word)  Divide words into syllables to aid spelling	Spell the days of the week  Spell words with the - ed suffix (where no change is needed to the root word)  Spell words with the - er suffix (where no change is needed to the root word)	Spell simple words with the un- prefix  Divide words into syllables to aid spelling  Spell common compound words

				Spell common words ending in -ve	Spell words with the – est suffix (where no change is needed to the root word)	
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<p><b>Year 2</b></p>	<p>Segment words into individual phonemes to aid correct spelling</p> <p>Choose the correct grapheme where there are several options</p> <p>Use the frequency and usual position of graphemes to make a spelling choice</p> <p>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</p> <p>Spell words ending with the 'i' sound spelt y e.g. fry</p> <p>Spell words where -es is added to a word ending in y e.g. flies</p>	<p>Spell words with the 's' sound spelt c before e, i and y e.g. city</p> <p>Spell words beginning with the 'r' sound spelt wr e.g. wrote</p> <p>Spell words ending with the 'ee' sound spelt ey e.g. monkey</p> <p>Spell words with the 'u' sound spelt o e.g. Monday</p> <p>Spell words with the suffix -ly e.g. badly</p> <p>Spell contracted words using the apostrophe e.g. can't</p> <p>Spell frequently confused common homophones e.g. here and hear</p>	<p>Choose the correct grapheme where there are several options</p> <p>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</p> <p>Spell words with the 'j' sound spelt j, g, ge and dge</p> <p>Spell words with the 'or' sound spelt a before an l or a ll e.g. call</p> <p>Spell words with the 'or' sound spelt ar after w e.g. warm</p> <p>Spell words with the 'o' sound spelt a after w and qu e.g. watch</p> <p>Spell words with the 'ur' sound spelt or after w e.g. word</p>	<p>Spell words with the suffixes -ful and -less</p> <p>Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried</p> <p>Spell two syllable words ending in -tion e.g. station</p> <p>Use the possessive apostrophe with singular nouns e.g. Sid's</p>	<p>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</p> <p>Spell words ending in the 'l' sound and spelt -le e.g. table</p> <p>Spell words ending in the 'l' sound and spelt -el e.g. camel</p> <p>Spell words ending in the 'l' sound and spelt -al e.g. pedal</p> <p>Spell words ending in the 'l' sound and spelt -il e.g. fossil</p> <p>Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw</p>	<p>Spell the 'zh' sound spelt s e.g. treasure</p> <p>Spell words with the suffix -ment e.g. enjoyment</p> <p>Spell words with the suffix -ness e.g. sadness</p> <p>Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest</p> <p>Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping</p> <p>Spell further common homophones e.g. there, their and they're</p>
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