



## Phonics and Shared Reading 4+ Year Overview

*Intent: To teach pupils the skills they need to be able to read any given text before they enter KS2.*

Core Principles					
Systematic progression	Regular Assessment	Early Intervention	Multisensory approach	Cooperative Learning	Application of Skills

	Autumn	Spring	Summer
Pre-School	<p><b>Unit 1 (12 weeks)</b> Developing phonological awareness:</p> <ul style="list-style-type: none"> <li>• General Sound Discrimination (Environmental, Instrumental and Body Percussion)</li> <li>• Rhythm and Rhyme</li> <li>• Alliteration</li> <li>• Voice Sounds</li> <li>• Oral Blending and Segmenting</li> </ul>	<p><b>Unit 2 (12 weeks)</b> Developing phonological awareness: Phoneme/grapheme correspondence s a t p i n m d g o c k e u r h b f f l l s j v w x y z</p> <ul style="list-style-type: none"> <li>• Alphabet Chant</li> <li>• Hear Phonemes</li> <li>• Read GPCs</li> <li>• Present New GPC</li> <li>• Model Phoneme</li> <li>• Say it Fast</li> <li>• Break it Down</li> <li>• Write New Grapheme</li> </ul>	<p><b>Unit 3 (12 weeks)</b> s a t p i n m d g o c k e u r h b f f l l s s j v w x y z q u s h c h t h n g</p> <ul style="list-style-type: none"> <li>• Alphabet Chant</li> <li>• Hear Phonemes</li> <li>• Read GPCs</li> <li>• Stretch and Read (with previously taught GPCs)</li> <li>• Present New GPC</li> <li>• Model Phoneme</li> <li>• Say it Fast</li> <li>• Break it Down</li> <li>• Stretch and Read (with new GPC)</li> <li>• Write New Grapheme</li> <li>• Stretch and Count / Stretch and Spell</li> </ul>
Rec	<p>STEPS 1- 12 Short sound GPCs s a t p i n m d g o c k e u r h b f f l l s s j v w x y z <b>Shared readers 1- 12</b> Read CVC words <b>Reading Y1 Common Exception Words (CEWs) the I he she is to go of as we are you into</b> Writing GPCs in upper- and lower-case</p>	<p>STEPS 13-24 Long vowel digraphs zz qu ch sh th ng ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car) <b>Shared readers 13- 24</b> Read CCVC and CVCC words Two-syllable words. <b>Reading Y1 CEWs be me his no so has do her my by ask our says they said was were put all there like</b> Spelling and sentence writing with known GPCs Common alternative spellings/ pronunciations</p>	<p>STEPS 25-32 Long vowel digraphs or (corn), ur (purple), ow (cow), oi (boil), ear (clear) air (hair), ure (pure), er (term) <b>Shared readers 25- 32</b> <b>Reading Y1 CEWs here where today when what come some push pull friend school out one once your love house full little</b> Decoding more challenging word structures (Consonant blends - es/-ed/-er endings &amp; contraction words) <i>Review and consolidate all Rec content</i></p>
Year 1:	<p>STEPS 33- 44 ay (play), ou (cloud), ie (dried), ea (cream), oy (boy) ir (girl), ue (blue), aw (jaw), ew (new) <b>Shared readers 33-44</b> Long vowels, including split digraphs Read nonsense words Read CCVCC, CCCVC and CCCVCC words Prefix un- <b>Reading Y2 CEW again, oh, their, last, poor, money, thought, should, class, mr, mrs, work, can't, pass, fast, climb, path, don't, people, after, great, break, any, many, who, could, because, water, path, bath, hour, two, door, different, Christmas, would, through, beautiful</b></p>	<p>STEPS 45- 56 a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute) -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem) <b>Shared readers 45- 56</b> Read endings on split digraph words Suffix -ly <b>Reading Y2 CEW Plant, floor, every, whole, only, move, father, grass, eye, busy, pretty, half, parents, everybody, sugar, prove, improve</b></p>	<p>STEPS 57- 68 ire (fire), are (care), tch (watch), oe (toe), ph (phone) <b>Shared readers 57- 68</b> <b>Reading Y2 CEW</b> Suffix -less/ -ment <i>Review and consolidate all Y1 content</i></p>



## Phonics and Shared Reading 4+ Year Overview

Year 2 and beyond	Assess Review and consolidate all content	<a href="#">Year-2-Spelling-Scope and Sequence.pdf</a> Spelling Shed link? Spelling lists to be revised in line with FFT?  <a href="#">Extreme Earth-MAPS SAMPLE.pdf</a> <a href="#">Extreme Earth-SAMPLE.pdf</a> Trust Shared Reading overview?
-------------------	--	--