

RECEPTION PHONICS SEQUENCE OF TEACHING 2024-2025

Week	1 2 days	2	3	4	5	6	7	8		9	10	11	12 4 days	13	14	15	16
Adv e n t				Phase 2											Phase 3		
	Baseline and Assessments	s,a,t,p	i,n,m,d	g,o,c,k	ck, e, u, r	h,b,f,l	Assessment week	Half term	ff,ll,ss,j	v,w,x,y	z,zz,qu, ch	sh,th,ng, nk	Words ending with -s and -z	Assessment week	ai, ee, igh, oa	oo, ar, or	
Week	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16
	Phase 3																
Le n t	ur, ow, oi, ear	air, er Double letters dd, mm, tt, bb, rr, gg, pp, ff	Longer words	Assessment week	Review ai,ee,igh,oa, oo,ar, or,ur,oo, ow,oi, ear	Review er, air, double letters and longer words	Half term	Words with two or more digraphs	Longer words Suffix -ing Compound words	Longer words S in the middle /z/ Plural -s/z and -es/z.	Assessment week	Short vowels CVCC	Short vowels CVCC CCVC	Short Vowels CCVCC CCCVC CCCVCC Longer words			
Week	1	2 4 days	3	4	5	6	7		8	9	10	11	12	13	14	15	16
P e n t e c o s t	Phase 4																
	Longer words Compared words	Root words ending in -ing -ed/t/ -ed /id/ -ed/est	Assessment week	Long Vowel CVCC CCVC				Half term	Long vowel sounds CCVC CCVC CCVCC	Phase 4 words ending in -s/s/ -s/z/ -es	Root words ending in -ing -ed/t/ -ed /id/ -ed/d	Phase 4 words ending in -er, -est, longer words	Assessment week				

YEAR 1 PHONICS SEQUENCE OF TEACHING 2024-2025

Week	1 2 days	2	3	4	5	6	7	8		9	10	11	12 4 days	13	14	15	16
A d v e n t	Phase 3 review and Phase 4				Phase 5												
		Y1 Au1 Review phase 3 Ai, ee, igh, oa, oo,ar, or, ur, oo, ow, oi, ear (Autumn 1 wk1)	Review phase 3 Air, er,z,s,-es Words with two or more diagraphs (Autumn 1 Wk2)	Phase 4 CVCC, CCVC, CCVCC,CC CVC and long vowels	ay, ou,o y,ea	Review longer words	Assessment	Half term	(Y1 Au2) ir, ie, ue	u(unicorn) o (go) i (tiger) a(paper) e (he)	a-e i-e o-e u-e	e-e ew ie aw	igh/ie/i/i-e ai/ay/a/a-e oa/o/o-e ee/e/ie/e-e/ea oo/ew/u-e/u/ue	Assessment	(Y1 Sp1) y (funny) ea (head) wh	oe/ou y (fly) Ow (snow) G (giant)	
wk	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16
	Phase 5																
L e n t	ph le al c (ice) ve (give)	ou (some/y oung) se ce ey	oo/u/ew/ ue/u- e/ui/ou/o o ea/e/e- e/ie/ey/y /ee s/c/se/ce /ss/oa/o w/oe/ou/ o-e/o/oa	Assessment week	(Y1 Sp2) or, u/oul ,are, au,a ur,oo r,al	tch, ture, al, a	Half term	a, schwa in longer words, a, ear, ere	ear, wr, st,sc, schwa at the end of words	Ch,ch, ce,se, ze	Assessment week	(Y1 Su1) ay a-e ea e	ie i-e o (go) o-e	ue Ew u-e aw			

YEAR 2 PHONICS SEQUENCE OF TEACHER 2024-2025

Week	1 2 days	2	3	4	5	6	7	8		9	10	11	12 4 days	13	14	15	16
A d v e n t	5 alternatives																
	Little Wandle bridge to Spelling Programme																
	Revisit and review phase 5 summer 1 from assessment	(Y1 Su2) ai/eigh /aigh/e y/ea/ei ght kn/gn mb ear/er e/eer	su/si (treasure e/ vision) dge (bridge) y (crystal) ge (large)	sh/ ti (potion) ssi si (mission /mansio n) ci (delicious) sh/ch/ti /ssi/si/ci	or/ augh. our/ oar (daught er/pour /oar/mo re) Review ce/se/ze /le/al Review gn/kn/ mb Review Dge/ge/ g	Review- sc/st/wr /wh Review- sh Review- suffixes- ed/-ing Review words with a schwa	Assessment	Half term	Little Wandle Bridge to spelling Week 1 What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Little Wandle Bridge to spelling Week 1 Why do I double letters in some longer words endi	Little Wandle Bridge to spelling Week 2 Why do I double letters in some longer words endi	Little Wandle Bridge to spelling Week 3 Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	Little Wandle Bridge to spelling Week 4 When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Little Wandle Bridge to spelling Week 5 Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Assessment Review and revise	Little Wandle Unit 1 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night	

											ng in -er?						
we ek	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16
Little Wandle Spelling Programme																	
L e n t	Little Wandle Unit 2 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, - est and -y? any many one/won	Little Wandle Unit 3 Why do some words end in 'ge' or 'dge'? Why can 'j' be spelling 'j' or 'g' in different words? Review- once, two, any, many. Where/wear	Little Wandle Unit 4 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? who whole our/hour	Half term	Little Wandle Unit 5 Why do I swap the 'y' for an 'i' when I add the suffix -es? people friend quite/quiet	Little Wandle Unit 6 Why do some words have the spelling 'ey' for the sound /ee/? move improve see/sea	Little Wandle Unit 7 Why do some words end in - le, -al, -il or - el? Review two/too/to	Little Wandl e Unit 8 Why does 'c' make the sound 's' in some words ? Beauti ful laugh Here/ hear	Little Wandle Unit 9 How can I spell the sound 'zh' Busy pretty Be/bee								
We ek	1	2 4 days	3	4	5	6	7		8	9	10	11	12	13	14	15	16
P e n t e c o s t	Little Wandle Unit 10 What happens when I add the suffix -ment, - ness, -ful and - ly to a root word?	Little Wandle Unit 11 How can I show missing letters in words?	Little Wandle Unit 12 Why do some longer words have the spelling				Half term	Little Wandle Unit 12 Why do some longer words have the	Little Wandle Unit 13 How do I use the possessi ve apostro phe	Little Wandle Unit 14 When do I swap, drop or double (-ing, -er, - est, -y, -ed) Review Blew/blue	Assessment						

	Parents because Bear/ bare	Review There/t heir/th ey're	'ti' for 'sh'? Eye shoe Son/sun					spelling 'ti' for 'sh'? Eye shoe Son/sun	(singular plural)? Thought through Whole/ hole					
--	----------------------------------	---------------------------------------	--	--	--	--	--	---	---	--	--	--	--	--

Note