

**RECEPTION PHONICS SEQUENCE OF TEACHING 2025-2026**

We ek	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 2												Phase 3	
	Home visits	Baseli ne and Assess ments	s,a,t,p	i,n,m,d	g,o,c,k	ck, e, u, r	h,b,f,l	Assess ment 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	Assessm ent week	ai, ee, igh, oa	oo, oo, ar, or
we ek	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16
	Phase 3																
L e n t	ur, ow, oi, ear	air, er Doubl e letters dd, mm, tt, bb, rr, gg, pp, ff	Longer words	Review (Not LW) ai,ee,igh, oa,oo,ar,o r,ur,oo, ow,oi,ear, air, er	Assess ment week	Review ai,ee,igh ,oa,oo,a r,or,ur,o o, ow,oi,ea r	Half term	Revie w er, air, double letters and longer words	Words with two or more digrap hs	Longer words Suffix - ing Comp ound words	Longer words S in the middle /z/ Plural - s/z and - es/z.	Assessm ent week					
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	Phase 4																
	Short vowels CVCC	Short vowels CVCC CCVC	Short Vowel s CCVCC CCCVC CCCVC C Longer words	Longer words Compare d words	Root words ending in -ing -ed/t/ -ed /id/ - ed/est	Assessm ent week	Half term	Long Vowel CVCC CCVC	Long vowel sound s CCVC CCCVC 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	Assessm ent week				

**YEAR 1 PHONICS SEQUENCE OF TEACHING 2025-2026**

We ek	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 (Autum n 1 wk1)	Review phase 3 Air, er,z,s,-es Words with two or more diagraphs  (Autumn 1 Wk2)	Phase 4  CVCC, CCVC, CCVCC,  CCCVC and long vowels	ay, ou,o y,ea	Review longer words	Assess ment	(Y1 Au2) ir, ie, ue, u	Half term	o (go) i (tiger) a (pape r) 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/i e/e- e/ea oo/ew /u- e/u/ue	Assessment		(Y1 Sp1) y (funn y) ea (hea d) wh oe/ ou	y (fly) Ow (snow ) G (giant) Ph (phon e)
wk	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16
	Phase 5																
L e n t	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	Assessme nt 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	Assess ment week	(Y1 Su1) ay a-e ea e					

We ek	1	2 4 days	3	4	5	6		7	8	9	10	11	12	13	14	15	16
P	No new phonemes taught revising for PSC																
e	Phase 5																
n	ie	ue	ea	i	Ph	Assess	Half term	(Y1	Su, si,	ti, ssi,	augh,	Assessment					
t	i-e	ew	(head)	(tiger)	wh	ment		Su2)	dge, y,	si,ci	our,						
e	o	u-e	ir	a	ie	week		eigh,	ge		oar,						
c	(go)	aw	ou	(pape	(shield)			aigh,			ore						
o	o-e		oy	r)	g (giant)			ey, ea,									
s				ow				Kn, gn									
t				(snow				mb									
				u				ere,									
				(unico				eer									
				rn)													

**YEAR 2 PHONICS SEQUENCE OF TEACHER 2024-2025**

We ek	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 5 review								Little Wandle bridge to Spelling Programme								
		Revisit and review phase 5 summe r 1 from assess ment	ai/a- e/ay/a /eigh/e a/ey/ai gh  ee/y/e a/e/ie/ ey/e-e  igh/i- e/i/y/i e  oa/ow /o/o- e/oa/o e/ou	oo/yoo /u/u- e/ew/u e/ou/iu  air/are/ ear/ere  ur/er/ir /or/ear  ow/ou/ ow	or/a/aw /au/ore /oor/al/ oar/our /augh/a ur  zh/si/su  ch/tch/t ure  sh/ti/ch /ssi/ci/si	j/g/ge/dg e  s/ss/c/ce/ se/st/sc  u/ou  e/ea  i/y  o/a  u/o/o-e  oo/u/oul  schwa: er/a/or/a r/our/re	ie/ee/i gh  y/ee/i gh/i  ea/ee/ e/ai  a/ai/or	Asse sme nt	Half term	Little Wandle Bridge to spelling  Week 1  What do I need to know to think about spelling ?  How do I use the Comple te the code chart to help me to spell?	Little Wandl e Bridge to spellin g  Week 2  Why do I double letters at the end of words ? Why do I double letters in some longer words ending in -er?	Littl e Wandl e Brid ge to spel ling  We ek 3  Wh y do so me wor ds end in 'k' or 'ck' ? Wh y do	Little Wandl e Bridge to spellin g  Week 4  When do I add the suffix - es/-s to words ? Why do I double the final letter in some words when I	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?	Assessme nt  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	

												so me wor ds end in 'ch' or 'tch' '?	add the suffix - ing?					
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						
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 Wan dle Unit 8 Why does 'c' make the soun d 's' in some word s? Beau tiful laugh Here /hear	Little Wandl e Unit 9 How can I spell the sound 'zh'  Busy pretty  Be/be e	Little Wandle Unit 10 What happens when I add the suffix -ment, - ness, -ful and -ly to a root word?  Parents because Bear/ bare	Little Wandle Unit 11 How can I show missing letters in words? Review There/t heir/the y're	Little Wandle Unit 12  Why do some longer words have the spelling 'ti' for 'sh'?  Eye shoe  Son/sun	Half term	Little Wan dle Unit 12  Why do some long er word s have the spelli ng 'ti' for 'sh'?  Eye shoe  Son/ sun	Little Wandle Unit 13  How do I use the possessiv e apostrop he (singular plural)? Thought through  Whole/ho le	Little Wandle Unit 14  When do I swap, drop or double (- ing, -er, -est, -y, - ed)  Review  Blew/blue	Assessment				
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