

RECEPTION PHONICS SEQUENCE OF TEACHING 2025-2026

Week	1 2 days	2	3	4	5	6	7	8	9	10	11	12 4 days	13	14	15	16	
Advent	Phase 2														Phase 3		
	Home visits	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, oo, ar, or
week	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16
	Phase 3																
Lent	ur, ow, oi, ear	air, er Double letters dd, mm, tt, bb, rr, gg, pp, ff	Longer words	Review (Not LW) ai,ee,igh, oa,oo,ar,or,ur,oo, ow,oi,ear, air, er	Assessment week	Review ai,ee,igh, oa,oo,ar,or,ur,oo, ow,oi,ear	Half term	Review er, air, double letters and longer words	Words with two or more digraphs	Longer words Suffix -ing	Longer words Comp ound words	Longer words S in the middle /z/	Assessment week				
Week	1	2 4 days	3	4	5	6		7	8	9	10	11	12	13	14	15	16
Pentecost	Phase 4																
	Short vowels CVCC	Short vowels CVCC	Short Vowels CCVCC CCCVC CCCVC C	Longer words Compare d words	Root words ending in -ing -ed/t/ -ed /id/ -ed/est	Assessment week	Half term	Long Vowel CVCC CCVC	Long vowel sounds 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	Assessment week				

YEAR 1 PHONICS SEQUENCE OF TEACHING 2025-2026

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	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, CCCVC and long vowels	ay, ou,o y,ea	Review longer words	Assessment	(Y1 Au2) ir, ie, ue, u	Half term	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/i e/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) Ph (phone)		
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	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					

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	ie i-e o (go) o-e	ue ew u-e aw	ea (head) ir ou oy	i (tiger) a (pape r) ow (snow u (unico rn)	Ph wh ie (shield) g (giant)	Assess ment week	Half term	(Y1 Su2) eigh, aigh, ey, ea, Kn, gn mb ere, eer	Su, si, dge, y, ge	ti, ssi, si, ci	augh, our, oar, ore	Assessment					

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

Week	1	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																
	Revisit and review phase 5 summer 1 from assessment	ai/a-e/ay/a-eigh/e/ey/ai/gh	oo/yoo/u/u-e/ew/u/e/ou/iu	or/a/aw/au/ore/o/or/our/our/auh/aur	j/g/ge/dg/e/s/ss/c/ce/se/st/sc	ie/ee/i/gh/y/ee/i/gh/i	Asse ssme nt	Half term	Little Wandle Bridge to spelling	Little Wandle Bridge to spelling	Little Wandle Bridge to spelling	Little Wandle Bridge to spelling	Little Wandle Bridge to spelling	Assessme nt	Little Wandle Unit 1		
	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	air/are/ear/ere ur/er/ir/or/ear igh/i-e/i/y/i e/oa/ow/o/o-e/oa/o e/ou	zh/si/su ch/tch/t ure	u/ou e/ea i/y	ea/ee/e/ai	a/ai/or		Week 1	Week 1	Week 2	Week 3	Week 4	Week 5	Review and revise	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r? once two knight/night		
			ow/ou/ow	sh/ti/ch/ssi/ci/si	o/a	u/o/o-e	oo/u/oul	What do I need to know to think about spelling?	Why do I double letters at the end of words?	Why do I double letters in some longer words ending in -er?	Why do I add the suffix -ed?	Why do I add the suffix -es/-s to words?	Why do I add the suffix -ing?				
				schwa: er/a/or/a r/our/re				How do I use the Complete the code chart to help me to spell?	Why do I double letters in 'k' or 'ck'?	Why do I double letters in 'ck'?	Why do I double letters in 'ck'?	Why do I double letters in 'ck'?					

											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 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'?	Half term	Little Wan dle Unit 12 Why do some long er word s have the spelli ng 'ti' for 'sh'?	Little Wan dle 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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