

NURSERY PHONICS SEQUENCE OF TEACHING 2026-2027

Week	1 3 day	2	3	4	5	6	7	8		9	10	11	12 4 days	13	14	15	16
A d v e n t	Home Visits Settling in session	Rhyme time	Rhyme time	Rhyme time	Rhyme time	Rhyme time	Rhyme time	Rhyme time	Half Term	s,a,t,p,i,n,m Blend from the box (2 sessions) Sound Focus Session Oral Blending session							
Week	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16
L e n t	d, g, o, c, k, e Blend from the box (2 sessions) Sound Focus Session Oral Blending session						Half Term	U, r, h, b, f, l Blend from the box (2 sessions) Sound Focus Session Oral Blending session									
Week	1	2	3	4	5	6	7	8		9	10	11	12	13	14	15	16
P e n t e c o s t	j, v, w, y, z, qu, ch Blend from the box (2 sessions) Sound Focus Session Oral Blending session						ck, x, Blend from the box (2 sessions) Sound Focus Session Oral Blending session		Half Term	Sh, th, ng, nk Blend from the box (2 sessions) Sound Focus Session Oral Blending session							

RECEPTION PHONICS SEQUENCE OF TEACHING 2026-2027

We ek	1 3 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													
	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	Review, consolidate and handwriting	
we ek	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16
	Phase 3																
L e n t	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, er Double letters dd, mm, tt, bb, rr, gg, pp, ff	Longer words	Assessment week	Half term	Review er, air, double letters and longer words	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					
We ek	1	2	3	4	5 4 days	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	Assessment week	Long Vowel CVCC CCVC	Long vowel sounds CCVC CCCVC CCVCC	Half term	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 2026-2027

We ek	1 3 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			Phase 4					Phase 5								
		Y1 Au1 Wk 1 Review phase 3 ai, ee, igh, oa, oo,ar, or, ur, oo, ow, oi, ear	Aut 1 Wk2 Review phase 3 Air, er,z,s,-es Words with two or more diagraphs	R Su 1 Wk 1 Phase 4 short vowels CVCC	R Su2 Wk 2 Phase 4 long vowel sounds CCVC CCCVC CCV CCVCC	R Su2 Wk 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending – es longer words	R Su2 Wk 4 t word ending in:–ing, –ed /t/, –ed /id/ /ed/, – ed /d/	R Su2 Wk 5 Phase 4 words ending in:–s /s/, –s /z/, –es longer words Assess ment	Half term	Yr 1 Aut 1 (Wk4) Phase 5 ay, ou,oy, ea	Revie w longer words	(Y1 Au2) ir, ie, ue, u	o (go) i (tiger) a (paper) e (he)	a-e i-e o-e u-e	e-e ew ie aw	igh/i e/i/i- e ai/ay /a/a- e oa/o /o -e ee/e /ie/e -e/ea oo/e w/u- e/u/ ue Asses sme nt	(Y1 Sp1) y (funny) ea (head) wh oe/ ou

wk	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16
	Phase 5																
L e n t	y (fly) Ow (snow) G (giant) Ph (phone)	le al c (ice) ve (give)	ou (some/yo ung) se ce ey	oo/u/e w/ue/ u- e/ui/o u/oo ea/e/e - e/ie/ey /y/ee s/c/se/ ce/ss/ oa/ow /oe/ou /o- e/o/oa Assess ment week	(Y1 Sp2) or, u/oul,ar e,au,aur ,oor,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						
We ek	1	2	3	4	5 4 days	6	7	8		9	10	11	12	13	14	15	16
P e n t e c o s t	No new phonemes taught revising for PSC				Phase 5												
	(Y1 Su1) ay a-e ea e	ie i-e o (go) o-e	ue ew u-e aw	ea (head) ir ou oy	i (tiger) a (paper) ow (snow u (unicorn)	Ph wh ie (shield) g (giant)	Assessm ent week	(Y1 Su2) eigh, aigh, ey, ea, Kn, gn mb ere, eer	Half Term	Su, si, dge, y, ge	ti, ssi, si,ci	augh, our, oar, ore	Assessment				

YEAR 2 PHONICS SEQUENCE OF TEACHER 2026-2027

We ek	1 3 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 summer 1 from assessment	ai/a- e/ay/a /eigh/e a/ey/aigh 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	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 2 Why do I double letters at the end of words ? Why do I double letters in some longer words ending in -er?	Little Wandle Bridge to spelling Week 3 Why do I double letters in 'k' or 'ck' ? Why do some words	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	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		

												ds end in 'ch' or 'tch '?	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	3	4	5 4 days	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	Little Wandl e Unit 9 How can I spell the sound 'zh'	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?	Little Wandle Unit 12 Why do some longer words have the spelling	Little Wandl e Unit 12 Why do some longer	Little Wan dle Unit 13 How do I use the		Little Wandle Unit 14 When do I swap, drop or double (- ing, -er, -est, -y, - ed) Review		Assessment						

	soun d 's' in some word s? Beau tiful laugh Here /hear	Busy pretty Be/be e		Review There/t heir/the y're	'ti' for 'sh'? Eye shoe Son/sun	words have the spellin g 'ti' for 'sh'? Eye shoe Son/su n	poss essiv e apos trop he (sing ular plura l)? Thou ght thro ugh Whol e/hol e		Blew/blue						
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