

Reception: Medium Term Plan

(based on six-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Chapter 1 Skills Foundation skills with oral blending and segmenting	Assessment and Application R.1	Assessment and Application R.2	Assessment and Application R.3	Assessment and Application R.4	Assessment and Application R.5
Week 2	Chapter 2 Set 1 's/s/, 'a/a/, 't/t/, 'p/p/ and corresponding upper-case graphemes HFW: 'a', 'at', 'the'	Consolidation and Intervention Chapter 2 Set 1 to 4	Consolidation and Intervention Chapter 2 Set 1 to 7	Fluency Focus Chapter 2	Consolidation and Intervention Chapter 3 Set 1 to 3	Consolidation and Intervention Chapter 3
Week 3	Chapter 2 Set 2 'i/i/, 'n/n/, 'm/m/, 'd/d/ and corresponding upper-case graphemes HFW: 'I', 'it', 'it's', 'an', 'in', 'and', 'dad'	Chapter 2 Set 5 'h/h/, 'b/b/, 'f/f/, 'l/l/ and corresponding upper-case graphemes HFW: 'had', 'him', 'back', 'big', 'but', 'if', 'from', 'of', 'help'	Chapter 2 Set 8 'ff/f/, 'll/l/, 'ss/s/, voiced 'ss/z/ and 'zz/z/ HFW: 'off', 'will'	Chapter 3 Set 1 'ng/ng/, 'ch/ch/, 'sh/sh/, unvoiced and voiced 'th' and comparing 'th' phonemes HFW: 'children', 'they', 'then', 'them', 'this', 'that', 'with'	Chapter 3 Set 4 'ar/ar/, 'or/or/, 'ur/ur/, 'er/ur/, comparing /ur/ graphemes, schwa ending 'er/uh/ and comparing 'er' phonemes HFW: 'are', 'for', 'all', 'her'	Recap Chapter 2 and 3
Week 4	Chapter 2 Set 3 'g/g/, 'o/o/, 'c/k/, 'k/k/, corresponding upper-case graphemes and /k/ 'Best Fit' HFW: 'on', 'got', 'not', 'do', 'to', 'into', 'can'	Chapter 2 Set 6 'j/j/, 'v/v/, 'w/w/, 'x/xs/, corresponding upper-case letters and word endings 've/v/ HFW: 'just', 'went', 'want'	Chapter 2 Set 8 Additional Doubles 'tt/t/, 'pp/p/, 'rr/r/, 'mm/m/, 'cc/k/, 'nn/n/, 'dd/d/, 'gg/g/ and 'bb/b/	Chapter 3 Set 2 'ai/ai/, 'ee/ee/, 'igh/igh/ and 'oa/oa/ HFW: 'see', 'he', 'she', 'we', 'me', 'be', 'my'	Chapter 3 Set 5 'ear/ear/, 'air/air/, 'tch/ch/, 'ure' variations and, if applicable, 'a/ar/ (regional) HFW: 'said', 'little', 'can't' (with 'a/ar/)	Fluency Focus Chapter 2 and 3
Week 5	Chapter 2 Set 4 'ck/k/, 'e/e/, 'u' hard and soft /u/, 'r/r/, corresponding upper-case graphemes and /k/ 'Best Fit' HFW: 'no', 'go', 'so', 'get', 'up', 'put', 'mum'	Chapter 2 Set 7 'y/y/, 'z/z/, 'qu/kw/, corresponding upper-case graphemes, voiced 's/z/ and, if applicable, 'a/ar/ (regional) HFW: 'as', 'is', 'his', 'can't' (with 'a/ar/)	Chapter 2 Alphabetical Order	Chapter 3 Set 3 'ue/ue/, 'ow/ow/, 'oi/oi/, 'oo/oo/, 'oo' hard /u/ and comparing 'oo' phonemes HFW: 'was', 'you', 'now', 'down', 'too', 'look'	Recap Chapter 3 Set 4 and 5	
Week 6	Recap Chapter 2 Set 1 to 4	Recap Chapter 2 Set 5 to 7	Chapter 2 Vowels and Consonants	Recap Chapter 3 Set 1 to 3	Fluency Focus Chapter 3	Assessment and Application R.6 Practice Phonics Screening Check

Year One: Medium Term Plan

(based on six-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Assessment and Application 1.1	Recap Chapter 4a Set 1 to 4	Chapter 4b Set 1 Comparing both known phonemes for 's', 'th', 'oo', 'er', 'a', 'ew', 'ie' and 'u_e' graphemes	Recap Chapter 4b Set 2 to 6	Assessment and Application 1.4 Practice Phonics Screening Check	Consolidation and Intervention Chapter 2 to 4b
Week 2	Recap Chapter 2 and 3	Chapter 4a Set 5 'a_e/ai/, 'e_e/ee/, 'i_e/igh/, 'o_e/oa/, 'u_e/oo/, 'u_e/ue/ and comparing 'u_e' phonemes HFW: 'made', 'came', 'make', 'have', 'here', 'were', 'there', 'where', 'like', 'time', 'come', 'love', 'one', 'once', 'some'	Chapter 4b Set 2 'c/s/, 'g/j/, 'i/igh/, 'u/ue/ and 'e/ee/ HFW: 'I'm'	Assessment and Application 1.3	Consolidation and Intervention Chapter 4b	Phonics Screening Check 1.5
Week 3	Chapter 4a Set 1 'oe/oa/, 'ay/ai/, 'ew/oo/, 'ew/ue/ and comparing 'ew' phonemes HFW: 'day'		Chapter 4b Set 3 'ea/e/, 'ow/oa/, 'or/ur/ and 'ey/ai/ HFW: 'Mr', 'Mrs'	Consolidation and Intervention Chapter 4b Set 2 to 6	Recap Chapter 2 to 4b	Chapter 4c Consonants Approximately seven weeks of planning in total; this section will continue into Year 2 (see guidance)
Week 4	Chapter 4a Set 2 'ea/ee/, 'ey/ee/, 'ie/ee/, 'ie/igh/ and comparing 'ie' phonemes HFW: 'friend'		Assessment and Application 1.2 Practice Phonics Screening Check	Chapter 4b Set 4 'ue/oo/, 'o/oa/, 'o/oo/, 'ch/k/ and 'ch/sh/ HFW: 'old', 'don't', 'oh'		
Week 5	Chapter 4a Set 3 'aw/or/, 'au/or/, word endings 'ore/or/, 'ir/ur/ and 'oy/oi/ HFW: 'saw', 'because'	Consolidation and Intervention Chapter 4a Set 1 to 5	Chapter 4b Set 5 'a/ai/, 'a/o/, 'y/igh/, 'y/ee/ and 'y/i/ HFW: 'looked', 'called', 'asked', 'by', 'very'	Fluency Focus Chapter 4b		
Week 6	Chapter 4a Set 4 'ou/ow/, 'are/air/, 'ph/f/ and 'wh/w/ HFW: 'house', 'out', 'about', 'when', 'what'	Fluency Focus Chapter 4a	Chapter 4b Set 6 'ou/oo/, 'ou/u/, 'ou/oo/, 'ear/ur/ and 'ear/air/ HFW: 'your', 'could'			

Year Two: Medium Term Plan

(based on six-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Chapter 4c Consonants (continued) Approximately seven weeks of planning in total; this section begins in Year 1 (see guidance)	Chapter 4c Short Vowels Approximately two weeks of planning in total (see guidance)	Chapter 4c Additional Vowel Phonemes Approximately five weeks of planning in total (see guidance)	In Year 2, some settings may choose not to deliver discrete phonics sessions daily; therefore, completion of the progression could take more time than indicated on this document. Resits for the Phonics Screening Check will take place in June. Please ensure those who will resit continue to practise, for example, by using the intervention planning or Phonics Shed games. Similarly, children who have previously passed the Phonics Screening Check may still require practise, further consolidation or intervention during this time. Skills from Systematic Synthetic Phonics (SSP) are the base that children need to begin to master English orthography. These skills need to be constantly consolidated throughout their lives. They should also work on gaining additional skills and knowledge, such as more complex spelling patterns, morphology and etymology.		
Week 2		Chapter 4c Long Vowels Approximately two weeks of planning in total (see guidance)				
Week 3						
Week 4	Chapter 4c Additional Consonant Phonemes Approximately two weeks of planning in total (see guidance)	Chapter 4c Syllables	Chapter 4c Schwas			
Week 5		Chapter 4c Additional Vowel Phonemes Approximately five weeks of planning in total (see guidance)	Assessment and Application 2.1			
Week 6	Chapter 4c Short Vowels Approximately two weeks of planning in total (see guidance)		Assessment and Application 2.2			