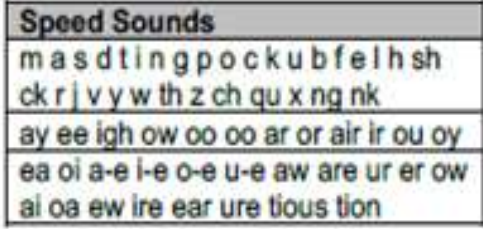
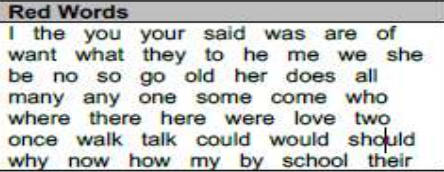
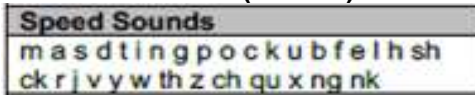
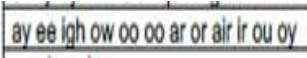
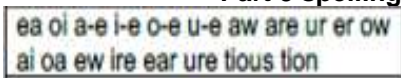


RECEPTION BASIC CODE				ADVANCED CODE	
Phase One	Phase Two (6 weeks) Autumn Term 2 Start by wk3	Phase Three (12 weeks) By end of Spring term	Phase Four (6 weeks) By end of Summer Term (R)	Phase Five Year One Consolidate PH4 Year 1 AT1 Part 3 by end of summer term	Phase Six Year Two NC ORDER CONTENT
Skills Speaking & attentive listening Distinguish and articulate speech sounds 1.Environmental sounds 2.Instrumental sounds 3.Body percussion 4.Rhythm and rhyme 5.Alliteration 6.Voice sounds 7. Oral blending & segmenting Stories & vocabulary On set + rime c, h, r, m---at. CVC families a e i o u Toy talk cvc-c-a-t syllables chunk it (clap and count)-car/pet, rab/bit.	Blending & Segmenting s a t p i n m d g o c k *c k e u r h b f l s s c k f f l l Read: Tricky words the to no go ph2 	Set 6 j v w x Set 7 y z, zz, Consonant digraphs qu ch, sh, th, th , ng Vowel dig/trigraphs ai ee igh oa oo /oo ar or ur ow oi ear air ure er Revise letter names/2 syllable words <i>Note:</i> *4 per week *set order up to qu/consonant digraphs spell: Tricky words the to (do) no go (so) ph2 Read: Tricky words He she we be me was my you they her all are ph3	Wk1 Revise phase 2,3 graphemes/reading cvc words. WK2 cvcc words (sets 1-7) Wk 3 ccvc words (sets 1-7) WK 4 Read and spell words with adjacent consonants (phase 3 grapheme words) Wk5 continue Wk 6 continue Read: Tricky words said so have like some come were there little one do when what out ph4 Spell: Tricky words He she we be me was my you they her all are ph3 <i>Nk* incorrect- it is NOT a digraph.</i>	**Part 1- Reading (by end of Autumn Term) Wk 2 ay ou ie ea Wk 3 oy, ir, ue, aw Wk 4 wh, ph, ew, / oe / revise Wk 5 au ey (-money) Wk 6 a-e e-e i-e o-e u-e (you) split digraphs Wk 7 Revise + compound words Part 2 Alternative pronunciations of graphemes (end of spring) Wk 8,9 i- fin/find /o (hot/cold) / c (cat/cent) g (goat/gent)) u/but /put /v/-live WK 9,10 ow -(snow/cow) ie -(pie/field) ea (long ee or short) er- (farmer/her) a hat/what Wk11,12 y (yes,very,by) ch (chin, school, chef) ou- (out, shoulder, could, you) ey (they/money) wk 13,14 ear -(fear/ pear 1.same spelling BUT different sound revise: sounds like 'air' -fair/are- scare, ear- wear. Same sound BUT different spelling) Wk 15,16 Revise + compound words – see LS guidance Part 3 spelling p.144 (end of summer) p154,55 alternative spellings for phonemes: ea i y j ge dge c ch sh ch ti ci ssi ch tch t Part 3: m mb n kn gn r wr u o-e ear ere or our augh air ear are ere WK prefix 'un/' *tch Wk ear (dear/revise bear) air/are (there, pear, bare) Wk syllables/ adding s/es singular/plural Wk ing verbs Wk ed verbs WK er to verbs WK +est/er adjectives sh- station, special chef /zh- treasure Revise ai/ay/a-e/a/a ee/ea/e-e/e/y igh/ie/i-e/y/i oe/oa/ow/o oo/u-e/ue/ew + er/ur/ir oi/oy ou/ow or/au/aw etc. air/are/ear=same sound, different spelling Read: Tricky words Oh their people Mr Mrs looked called asked ph5 Spell: Tricky words said so have like some come were there little one do when what out ph4 <i>N OTE: r-rw/ n-gn/ zh- television , -ey money =phase 5- is now year 2 NC spelling</i> 	Spelling- which graphemes ai/ay/a-e etc Rarer GPC'S- PHASE 5 Syllables/Suffixes ing ed ment ness ful less common exception/tricky words *CONTINUOUS- Homophones and near homophones (here/hear, etc) 'U' sound spelt 'o- mother, some/ was, want what- w special Autumn WK1,2 Revision- Year one (2 weeks. Revise and review will recap yr1) vowels WK3/4 'j' spelt g ge dge 1. dge=badge(after short vowel 2 after any letter 'ge' at end= age, bulge 3. Sounds 'j' spelt 'g' after E I Y= giant gems) *RR j=jog, jacket, etc. WK5,6 's' spelt c -ce/ci/cy /silent kn gn wr (teach in RR) WK7/8 -le el -al / *il teach as apt – very rare WK9'i' spelt 'y' at end (i.e July) WK10,11 +es to nouns and verbs ending in 'y' (i.e flies) Wk12+ revise Spring Term GRAMMAR WK1,2+ ed ing er est to a root word ending in -y with a consonant before it 'DROP Y' WK3,4 + ing, -ed, -er, -est and -y 'DROP E' WK5,6 +ing, -ed, -er, -est and -y 'DOUBLE LAST LETTER' + revise 'just adding ind/ed. 111 rule revision (verbs) WK 7,8 'or' spelt a before l / ll Wk9,10 'u' spelt o- mother (teach as tricky word?) + revise WK11,12 + s to words ending 'ey' Plurals Summer Term ***WA=was what was – tricky words? WK1 W special: 'a' after 'w' & 'qu' –want, squash WK2 'er' sound spelt 'or' -word / 'or' sound spelt 'ar'-warm WK3'zh' sound spelt 's' –television +revise Suffixes WK4,5 * Nouns–ment, –ness, wk6,7 Adjectives–ful , –less and adverbs–ly *Alphabetical order for words/letters WK6 Contractions G WK7 Possessive apostrophe (the girl's book)G WK8 + tion WK9,10 Homophones (there they're their) G link WK11,12 revision Spell: Tricky words Oh their people Mr Mrs looked called asked +CE words- NC
Letters & Sounds: Phoneme/sound, grapheme (letter), point and sweep, MYTYT, paired talk, 12,3 show me (white board work). Spelling: Segment with me: 'Sound buttons (use fingers)- count the sounds, show me.' vowel, consonant, digraph, trigraph, split digraph. Tricky words. Use letter names as new phonemes are introduced (not in RWinc). Letter formation taught as you introduce a new phoneme (also in RWinc).				Read, Write Inc: Sound, letter, word, hold a sentence, Sound buttons. MYTYT, paired talk, 12,3 show me (white board work). Red words (tricky words in L&S) + see action mnemonics Do not use letter names as new phonemes are introduced. Sounds are stretchy- aiiiiiii, mmmmm... others are bouncy b,b,b,b (could be used for L&S too).	
				*Segmenting to spell- sound buttons (RWinc Fred talk) 1. Use non dominant hand (palm facing child). 2. Say words, 3.Say the sounds- pinching each finger. 3. Use fingers – write word + sound buttons. *Child to STS as they write the word . RWinc = underline special friends/ LS= write all sound	
				L&S Blending Script: 'Digraph: , i.e 'ai' t- r -ai- n= train. Say the sounds (STS), blend to read the word'. 'Sound out, and/ or 'say the sounds.' RWinc Blending script: 'Special friends (trigraphs/digraphs/split digraphs), Fred talk , read the word, 'ai' t- r -ai- n= train'. Again, 'speedy' (faster), 'Fred in your head.'	

Are we on track? Milestones for Cohort Pace and Progression

Reception		Notes
Autumn Term 1 Start immediately	Phase 2	
Autumn Term 2	Phase 3	
Spring Term 2	Finish Phase 3 LS: ai ee igh oa oo / oo ar or ur ow oi ear air ure er + Revise all	
Summer Term	Phase 4 (6weeks) 	
Year One		Notes
Autumn Term 1	Revise phase 3,4 for reading and spelling (Phase 4 accurate blending of more complex words) (CCVC, CCVC, CVCC i.e shrimp, straps)	
Autumn Term 2	<u>Phase 5 part 1 more GPC's Reading (L&S)</u> Revise Phase 3,4 for Writing  RWinc set 2 by December	
Spring Term 1	<u>Phase 5 part 1 Reading (L& S)</u> and Spelling (NC obj adding pre/suffixes- no root change)	
Spring Term 2	Phase 5 part 2 Reading Part 3 spelling (NC obj)  RWinc set 3 by May	
Summer Term	Revise part 1,2 reading Part 3 spelling yr1 (NC objectives)	

Always use the letters and sounds document.