

Callow End C of E Primary School

Floppy Phonics Sounds and Letters Medium Term Planning.

Stage 1 (Nursery)						
1	2	3	4	5	6	7
Environmental Sounds	Instrumental Sounds	Body Percussion	Rhythm & Rhyme	Alliteration	Voice Sounds	Blending & Segmenting
Stage 1+ (a) (Nursery) Phoneme/Grapheme Recognition						
Set 1	Set 2	Set 3	Set 4	Set 5		
s, a, t, p Explore words that begin with sounds. Sort objects to match sound Practise formation of grapheme to match sound	i, n, m, d Explore words that begin with sounds. Sort objects to match sound Practise formation of grapheme to match sound	g, o, c, k Explore words that begin with sounds. Sort objects to match sound Practise formation of grapheme to match sound	ck, e, u, r Explore words that begin with sounds. Sort objects to match sound Practise formation of grapheme to match sound	h, b, f, l Explore words that begin with sounds. Sort objects to match sound Practise formation of grapheme to match sound		
Stage 1+ (b) (Reception) Initial/Medial/End Sounds Blending & Segmenting						
Book 1	Book 2	Book 3	Book 4	Book 5	Book 6	
s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f/ff	l/l/le, ss	
Stage 2 (Reception)						
Book 7	Book 8	Book 9	Book 10	Book 11	Book 12	
j, v, w	x, y, z	zz, qu, ch	sh, th, ng	dge, ve, wh	cks, tch, nk	
Stage 3 (Reception)						
Book 13	Book 14	Book 15	Book 16	Book 17	Book 18	
ai ee -igh	oa -oo oo	ar or ur	ow oi ear	air er -er	-ue -ue -ure	

- **End of Autumn expectation-** the majority of children will have good listening skills. They will be able to access many areas of phase 1. They will be secure with Phase 2. They will be able to recognise each grapheme and will be starting to blend and segment CVC words that include the phonemes/graphemes taught.
- **End of Spring expectation-** the majority of children will be secure with Phase 2 and 3. They will be able to recognise each grapheme and will be starting to blend and segment words that include the phonemes/graphemes taught including two-syllable words.
- **End of Summer expectation-** the majority of children will be secure with Phase 2 and 3. They will be able to apply the GPC they have learnt and read and write simple sentences. They will be beginning to read and spell words with adjacent consonants which they have learnt during phase 4.

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Stage 4 (Year 1) Autumn 1st			Autumn 2nd		
Book 19	Book 20	Book 21	Book 22	Book 23	Book 24
Revise and Blend a e i o u s t p n m d g c k -ck r h b f -ff l -ll -le -ss j v w x y z -zz qu	Revise and Blend ch sh th -ng -nk ai -igh oa -oo oo or ur er -er ow oi ear air	Revise and stretch /ai/ ai ay /oi/ oi oy /ee/ ee ea /igh/ -igh -ie	Revise and stretch /oa/ oa ow /yoo/ -ue ew long /oo/ oo -ew /ou/ ow ou	Revise and stretch /ur/ ur ir /or/ or aw /eer/ ear eer /air/ air -are	Revise and stretch /s/ s -ce /e/ e -ea /u/ u o -ed /d/ /t/

Stage 5 (Year 1) Spring 1st			Spring 2nd		
Book 25	Book 26	Book 27	Book 28	Book 29	Book 30
Alternative spellings /ai/ ai ay eigh -ey /ai/ a a-ce-ae -el /ee/ ee e -y -ey /ee/ ea e-ce-ie	Alternative spellings /igh/ -igh i -y /igh/ -ie i-e /oa/ oa ow o /oa/ -oe o-e -ough -eau	Alternative spellings /s/ s -ss -se -ce /s/ ce ci cy /s/ sc -st- s ce-el	Alternative spellings /j/ j ge gi gy /j/ -ge -dge /ul/ -le -el /ul/ -al -il	Alternative spellings /yoo/ -ue u /yoo/ ew u-e eu long /oo/ oo u-e -o ou ough long /oo/ -ue -ew - ui u	Alternative spellings /oi/ oi oy /ou/ ow ou ough /or/ or -our /or/ aw au -al war quar
Summer 1st			Summer 2nd		
Book 31	Book 32	Book 33	Book 34	Book 35	Book 36
Alternative spellings /ur/ ur ir er /ur/ ear (w)or (schwa) -re -our /u/ u o -ou -ough /ar/ ar a al	Alternative spellings /zh/ -s -si ge /w/ w wh -u /f/ f -ff /f/ ph -gh	Alternative pronunciations ch /ch/ /k/ /sh/ -ie /igh/ /ee/ (/i-ee/) ow /ou/ /oa/ a /a/ /ai/ /o/ as in (w)a & all	Alternative spellings /ch/ ch -tch /chu/ -ture /sh/ sh ch /sh/ -ti -ci -ssi -sci /g/ g gu -gue gh	Alternative spellings /eer/ ear eer -ere -ier /air/ air -are -ear -ere /n/ n -nn kn gn /r/ r -rr wr rh	Alternative spellings /m/ m -mm -mb -mn /k/ c k -ck ch qu que /or/ or ore -our -oor oar /or/ aw au -al ough ough

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- **Y1 end of Autumn expectation.**

The majority of children will be able to read and write words, captions and sentences with phase 4 graphemes. They will recognise and remember new phase 5 graphemes and alternative pronunciation taught so far. They will be able to recognise the graphemes, read them in words and have a go at writing them in sentences.

- **Y1 end of Spring expectation**

The majority of children will recognise and remember new graphemes, alternative pronunciation and alternative spellings taught so far. They will be able to recognise the graphemes, read them in words and have a go at writing them in sentences.

- **Y1 end of Summer expectation**

The majority of children will recognise and remember new graphemes, alternative pronunciation and alternative spellings taught during Phase 5. They will be able to recognise the graphemes, read them in words and have a go at writing them in sentences.

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Year 2

Callow End CE Primary School - Phonics Progression and Termly Expectations

Year 2		
Phase 5 and 6		
Autumn Term	<p style="text-align: center;"><u>Aut 1</u> Revise Phase 5 Homophones see/sea, be/bee, blue/blew Polysyllabic words Common exception words Revise /i/ spelt I in common exception words (find)</p>	<p style="text-align: center;"><u>Aut 2</u> Revise Phase 5 Homophones to, too, two /j/ spelt g ge dge /s/ spelt ce ci cy Homophones sun, son, one, won, hear, here /n/ spelt kn gn</p>
Key Words	find, kind, mind, behind, child, wild, climb	
Expectation	The majority of children will be secure with Phase 5 and the spelling patterns taught this term. They will be able to read and write words and sentences containing these sounds and spelling patterns.	
Spring Term	<p style="text-align: center;"><u>Spring 1</u> Revise /i/ spelt y Contractions le at the end of words -ing, -ed,-er, -est -y /i:/ spelt ey (monkey) Near homophones quiet/quite /r/ spelt wr</p>	<p style="text-align: center;"><u>Spring 2</u> /o/ spelt a after w and qu /z/ spelt s (treasure) Homophones new/knew there/their/they're Adding -es Possessive apostrophes -ful, -less, -ly contractions -tion</p>
Key Words	could, should, would, most both only, move, prove, improve, because	
Expectation	The majority of children will be secure with the spelling patterns taught this term. They will be able to read and write words and sentences containing these sounds and spelling patterns.	
Summer Term	<p style="text-align: center;"><u>Summer 1</u> /l/ spelt el</p>	<p style="text-align: center;"><u>Summer 2</u> Revise key concepts</p>

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	-ing, -ed, -er, est /or/ spelt a after l, ll (call) /or/ spelt ar after w -ment, -ness /ur/ spelt or after w Possessive apostrophes /l/ spelt al at the end of words	/l/ spelt le Revise homophones /u/ sound spelt o /l/ spelt il Common exception words Revision of whole Y2 programme
Key Words	A wide variety of Y2 common exception words taught and set as spellings to learn throughout the phase.	
Expectation	The majority of children will be secure with most of the spelling patterns taught this term. . They will be able to read and write words and sentences containing these sounds and spelling patterns. They will read most words fluently and spell the majority of word accurately (some words will still be phonetic).	

This is our intended teaching sequence for phonics at Callow End. However, phonics is assessed regularly and teachers adapt their phonics teaching to suit their current cohort. This may include additional consolidation of previous phases or more time spent on key skills such as listening, GPC correspondence, blending and segmenting.