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| Year R | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Autumn Term |
| **Step 1 Assessment**1. Listening and attention2. Auditory discrimination3. Auditory memory and processing4. Visual memory, processing and discrimination 5. Sequential memory (auditory and visual) 6. Keeping a steady beat and rhythm 7. Rhyme8. Alliteration 9. Oral blending and segmenting10. Letter names11. Handwriting movements and language12. Visual motor processing | **Step 2** **Set 1:**s a t p | **Step 2****Set 2**:i n m d | **Step 2****Set 3:** g o c k | **Step 2****Set 4:**the, I, so, no, go, to | **Step 2****Set 5:** ck e u r |  | **Step 2****Set 6:**h b f ff l ll ss | **Step 2****Set 7:** j v w x | **Step 2 Set 8:**y z zz qu | **Step 2****Set 9:**he, she, we, me, be, said, there | Assessment Step 2 Reading | **Revisit****Step 2:** letter formationl I j u y t |  |
| Spring Term |
| **Revisit Step 2:** letter formation o c a d q g f s e | **Revisit Step 2:** letter formationm n r b p h k | **Revisit****Step 2:**letter formation x z v w | **Revisit****Step 2:**letter formation X Z V W K U O C S P | **Revisit****Step 2:** letter formation L F E H T I N M A Y |  |  | **Revisit****Step 2**:letter formation Q G J D B R | Assessment Step 2 Spelling | **Step 3 Set 1**:ch sh th (/th/ and /TH/ ng | **Step 3 Set 2**:my, you, they, her, like, have, were, do | **Step 3 Set 3:**ai ee igh oa |  |
| Summer Term |
| **Revisit Step 3 Set 1-3** | **Step 3 Set 4:** oo (/u/ and /oo/) ar, or, ur | **Step 3 Set 5:**all, call, are, was, of | **Step 3****Set 6:** ow oi ear |  |  | **Step 3 Set 7:** air ure er | **Step 3 Set 8:**little, one, when, what, some, come | Assessment Step 3 | **Revisit and review**Based on Step 3 Assessment, phonics knowledge and skills are revisited to secure reading and spelling of VC, CVC, CVCC, CCVC, CV, CCVCC, CCCVCC, CCV words and sight words |

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| Year 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Autumn Term |
| **Step 4 Set 1**: revisit known GPCs and use phonic knowledge and skills to read VC, CVC, CVCC, CCVC, CV, CCVCC, CCCVCC, CCV words with increasing confidence | **Step 4 Set 2:** spelling words where /f/ /l/ /s/ /z/ /c/ are spelt **ff, ll, ss, zz ck** | **Step 4 Set 3:** climb, every, would, should, could, whole, half, clothes  | Assessment Step 4 | **Step 4 Set 4:** the division of words into syllables | **Step 5****Set 1:**ay ou ie ea |  | **Step 5****Set 2:** oy ir ue aw | **Step 5****Set 3**:wh ph ew oe | **Step 5****Set 4:**au y ey | **Step 5****Set 5:**a-e e-ei-e o-e u-e | **Step 5****Set 6:**their, people, Mr, Mrs, your, here, school, our, love | Assessment Step 5 | **Step 6****Set 1:** alterna-tive pronun-ciation fori o e a |  |
| Spring Term |
| **Step 6 Set 2:** alternative pronunciations for y ch c g | **Step 6 Set 3:** alternative pronunciations for ow ie ea | **Step 6 Set 4:** alterna-tive pronun-ciations for er ou | Assessment Step 6 | **Step 7****Set 1:** water, where, who, again, thought, work, mouse, house, many, any | **Step 7****Set 2-3:**spelling plurals and 3rd person singular by adding s when no change to the root is required | **Step 7 Set 4:** adding **-ed** and **-ing** where no change to the root is required |  |  | **Step 7 Set 5-6:** adding **-er** and **-est** to adjectives and **-er** to verbs where no change to the root is required | **Step 7 Set 7**:through, laughed, because, different, eyes, friends, once, please | Assessment Step 7 | **Step 8 Set 1*** alternative spellings of /ch/ - tch , t
* alternative spellings of /o/ - a
 | **Step 8 Set 2*** alternative spellings of /u/ - oo, o, ou
* alternative spellings of /oi/ - oi oy
 |  |
| Summer Term |
| **Step 8 Set 3*** alternative spellings of /ow/ - ow, ou
* aternative spellings of /ai/ - a, ay, a-e
 | **Step 8 Set 4*** alternative spellings of /oa/ - oe, ow, o-e, o
* alternative spellings of /igh/ - ie, i-e, i
 | **Step 8 Set 5*** alternative spellings of /ue/ - ue, ew, u-e
* alternative spellings of /ee/ - y, ie, ey, ea, e-e
 |  |  | **Step 8****Set 6*** alterna-tive spellings of /e/ - ea
* silent letters in kn, gn, wr
 | **Step 8****Set 7*** alterna-tive spellings of /f/ - ph
* alterna-tive spellings of /or/ - au, aw
* alterna-tive spellings of /ar/ - a
 | Assessment Step 8 | **Step 9****Set 1**spelling plurals by adding -es to words ending in -sh, -ch or -ss, -zz, -x | **Step 9****Set 2**spelling 3rd person singular of the present tense by adding -es to verbs ending in -sh, -ch, -ss, -zz or –x | **Step 9****Set 3 and 4*** using k for the /c/ sound
* spelling /v/ at the end of words
 | **Step 9****Set 5*** recognising and generating compound words
* adding the prefix un-
 | Assessment Step 9Assessment Step 8 |