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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 attention  2. Auditory discrimination  3. Auditory memory and processing  4. Visual memory, processing and discrimination  5. Sequential memory (auditory and visual)  6. Keeping a steady beat and rhythm  7. Rhyme  8. Alliteration  9. Oral blending and segmenting  10. Letter names  11. Handwriting movements and language  12. 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 formation  l 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 formation  m 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-e  i-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 for  i 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 9  Assessment Step 8 |