

Muschamp Primary School Phonics Overview 2023 - 2024

Year Group	Phonic Knowledge & Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>During Reception Phases 1, 2, 3, 4 and an introduction to phase 5 are taught to the children using the Essential Letters and Sounds SSP. During each phase, children are assessed and the prior learning is usually reviewed on week 5.</p>	<p>Baseline phonics sound assessment to check where pupils are at.</p> <p>Phase 1 During baselining, children will recap phase 1 activities (3 weeks)</p> <p>Phase 2 Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. (sets 1-2) Set 1 – s, a, t, p Set 2 - i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r</p> <p>Phase 2 harder to read and spell words – l, the , no, put, of, is, to, go, into</p>	<p>Phase 2 Continue phase 2 phonemes in the following order alongside the written grapheme.</p> <p>Set 5 –ss – Assess and review week Set 6- h, b,f, ff, l, ll Phase 2 harder to read and spell words –pull, as, his Phase 3</p> <p>Set 1: j, v, w, x Set 2: y z, zz qu, ch Set 3: sh, th, ng, nk Set 4 – ai, ee, igh, oa Set 5 – adding plural es – Assess and review</p> <p>Phase 3 harder to read and spell words – he, she, buses, we, me, be, push, was, her.</p>	<p>Phase 3 Set 6 – Review and oo Set 7 – ar, ur, oo, or Set 8 – ow, oi, ear, air Set 9 – ure, er, ow Assess and review</p> <p>Phase 3 harder to read and spell words – My, you, they, all, are, ball, tall, when, what</p>	<p>Phase 3 Review</p> <p>Phase 3 harder to read and spell words – Said, so, have, were, out, like, some, come, there, little, one, do, children, love.</p>	<p>Phase 4 Set 1- CVCC – ed Set 2 – CCVC – ed/t Set 3 – CCVCC – ed/d Set 4 – CCCVC Set 5 – CCCVCC – er/est</p> <p>Review harder to read and spell words</p>	<p>Phase 5 – intro</p> <p>Set 1- ay, ou, ie, ea – le Set 2 – oy, ir, ue, aw – Set 3 – wh, ph, ew, oe Set 4 – au, ey, a-e, e-e Set 5 – i-e, o-e, u-e, c (s)</p> <p>Phase 5 harder to read and spell words – Oh, their, people, mr, mrs, your, ask, should, would, could, asked, house, mouse, water, want, very.</p>
Interventions (Enable)	<p>Children are taught in whole class groups – Interventions happen daily in the following areas as needed – Oral blending Grapheme-phoneme correspondence recognitionBlending for reading</p>				<p>Enable intervention group -</p> <p>Revisiting Phase 2 and oral blending.</p>	<p>Enable intervention group -</p> <p>Revisiting Phases 2 and 3 and oral blending/blending for reading</p>	<p>Enable intervention group -</p> <p>Revisiting Phases 2 and 3 and oral blending/blending for reading</p>