



# Early Reading - Phonics and Spelling Whole School Overview 2021-22 (Covid Amended)

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
N	<ul style="list-style-type: none"> <li>Letters &amp; Sounds <b>Phase 1</b> Aspects <b>1-2</b></li> </ul>	<ul style="list-style-type: none"> <li>Letters &amp; Sounds <b>Phase 1</b> Aspects <b>1-3</b></li> </ul>	<ul style="list-style-type: none"> <li>Letters &amp; Sounds <b>Phase 1</b> Aspects <b>1-4</b></li> </ul>	<ul style="list-style-type: none"> <li>Letters &amp; Sounds <b>Phase 1</b> Aspects <b>1-5</b></li> </ul>	<ul style="list-style-type: none"> <li>Letters &amp; Sounds <b>Phase 1</b> Aspects <b>1-6</b></li> <li><b>Unit 1</b> CVC (a, i, m, s, t) - <b>3 weeks</b></li> <li><b>Unit 2</b> CVC (n, o, p) - <b>3 weeks</b></li> </ul>	<ul style="list-style-type: none"> <li>Letters &amp; Sounds <b>Phase 1</b> Aspects <b>1-7</b></li> <li>Consolidation of <b>units 1 – 2</b> alongside skill consolidation (segmenting, blending and phoneme manipulation) (<b>7 weeks</b>)</li> </ul>
R	<ul style="list-style-type: none"> <li><b>Unit 1</b> CVC (a, i, m, s, t) - <b>3 weeks</b></li> <li><b>Unit 2</b> CVC (n, o, p) - <b>3 weeks</b></li> <li><b>Unit 3</b> CVC (b, c, g, h) - <b>1 week</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Unit 3</b> CVC (b, c, g, h) - <b>1 week</b></li> <li><b>Unit 4</b> CVC (d, e, f, h) - <b>2 weeks</b></li> <li><b>Unit 5</b> CVC (k, l, r, u) - <b>2 weeks</b></li> <li><b>Unit 6</b> CVC (j, w, z) - <b>2 weeks</b></li> </ul> <p>Introduction to Phase 2 tricky words</p>	<ul style="list-style-type: none"> <li><b>Unit 7</b> CVC (x, y, ff, ll, ss, zz) - <b>3 weeks</b></li> <li><b>Unit 8</b> VCC, CVCC (2 consonants in final position, 3 and 4 sound words) - <b>4 weeks</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Unit 9</b> CCVC (2 consonants in initial position) - <b>2 weeks</b></li> <li><b>Unit 10</b> CCVCC, CVCCC and CCCVC (3 adjacent consonants and 5 sound words) - <b>3 weeks</b></li> </ul> <p><i>Note: - Integrate the teaching of Unit 11 alongside Unit 9 and 10.</i></p> <ul style="list-style-type: none"> <li><b>Unit 11</b> Consolidation (sh, ch, th, ck, wh, ng, qu) - <b>1 week</b></li> </ul> <p>Introduction to phase 3 tricky words</p>	<ul style="list-style-type: none"> <li>Consolidation of <b>units 8 – 11</b> alongside skill consolidation (segmenting, blending and phoneme manipulation) (<b>5 weeks</b>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Bridging Lesson</b> (/c/ &lt;c, k, ck&gt;, /ch/ &lt;ch, tch&gt;, /w/ &lt;w, wh&gt; - <b>2 weeks</b></li> </ul> <p><b>Extended Code</b></p> <ul style="list-style-type: none"> <li>Unit 1 /ae/ &lt;ai, ay, ea, a-e&gt; - <b>3 weeks</b></li> <li>Unit 2 /ee/ &lt;e, ea, ee, y&gt; - <b>2 weeks</b></li> </ul> <p><i>Note: -Consolidate the teaching of unit 8-11</i></p> <p>Introduction to Phase 4 tricky words where appropriate</p>
1	<ul style="list-style-type: none"> <li><b>Unit 8</b> VCC, CVCC (2 consonants in final position, 3 and 4 sound words) - <b>3 weeks</b></li> <li><b>Unit 9</b> CCVC (2 consonants in initial position) - <b>2 weeks</b></li> <li><b>Unit 10</b> CCVCC, CVCCC and CCCVC (3 adjacent consonants and 5 sound words) - <b>2 weeks</b></li> </ul> <p><i>Note: - Integrate the teaching of Unit 11 alongside Unit 9 and 10.</i></p>	<ul style="list-style-type: none"> <li><b>Unit 11</b> Consolidation (sh, ch, th, ck, wh, ng, qu) - <b>1 week</b></li> <li><b>Bridging Lesson</b> (/c/ &lt;c, k, ck&gt;, /ch/ &lt;ch, tch&gt;, /w/ &lt;w, wh&gt; - <b>1 week</b></li> <li><b>Unit 1</b> /ae/ &lt;ai, ay, ea, a-e&gt; - <b>2 weeks</b></li> <li><b>Unit 2</b> /ee/ &lt;e, ea, ee, y&gt; - <b>2 weeks</b></li> <li><b>Unit 3</b> &lt;ea&gt; /ee/, /ae/ - <b>1 week</b></li> </ul> <p><i>Note: -Consolidate the teaching of unit 8-11</i></p>	<ul style="list-style-type: none"> <li><b>Unit 4</b> /oe/ &lt;o, oa, ow, oe, o-e&gt; - <b>2 weeks</b></li> </ul> <p><i>Note: - (Introduce polysyllabic words during second week of /oe/)</i></p> <ul style="list-style-type: none"> <li><b>Unit 5</b> &lt;o&gt; /o/ /oe/ - <b>1 week</b></li> <li><b>Unit 6</b> /er/ &lt;er, ir, or, ur&gt; - <b>2 weeks</b></li> <li><b>Unit 7</b> /e/ &lt;e, ea, ai&gt; - <b>1 week</b></li> <li><b>Unit 8</b> /ow/ &lt;ou, ow&gt; - <b>1 week</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Unit 9</b> &lt;ow&gt; /oe/, /ow/ + Consolidation of skills and polysyllabic words - <b>1 week</b></li> <li><b>Unit 23</b> /oy/ &lt;oi, oy&gt; - <b>1 week</b></li> <li><b>Unit 10</b> m/oo/n &lt;oo, ew, ue, u-e, o&gt; - <b>2 weeks</b></li> <li><b>Unit 11</b> /ie/ &lt;i, ie, y, i-e, igh&gt; - <b>2 weeks</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Unit 12</b> b/oo/k &lt;oo, u, ou&gt; - <b>1 week</b></li> <li><b>Unit 13</b> &lt;oo&gt; m/oo/n, b/oo/k <b>1 week</b></li> <li><b>Unit 14</b> /u/ &lt;u, ou, o&gt; - <b>1 week</b></li> <li><b>Unit 15</b> &lt;ou&gt; /ou/, /u/, m/oo/n - <b>1 week</b></li> <li><b>Unit 16</b> /s/ &lt;s, ss, st, c, ce, se, sc&gt; - <b>1 week</b></li> <li><b>Unit 17</b> &lt;s&gt; /s/, /z/ - <b>1 week</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Unit 18</b> /l/ &lt;l, ll, al, el, il, le, ol&gt; - <b>1 week</b></li> <li><b>Unit 19</b> /or/ &lt;or, aw, a, ar, au, al&gt; - <b>1 week</b></li> <li><b>Unit 20</b> /air/ &lt;air, are, ear, ere, eir, eyer, ayor&gt; - <b>2 weeks</b></li> <li><b>Unit 21</b> /ue/ &lt;ue, ew, u, u-e&gt; - <b>2 weeks</b></li> <li><b>Unit 22</b> &lt;ew&gt; m/oo/n, /ue/ - <b>1 week</b></li> </ul>
	<i>Note: -Assess and consolidate the teaching of 2-5 units behind.</i>					
2	<ul style="list-style-type: none"> <li><b>Unit 27</b> /ae/ &lt;ai, ay, ea, a-e, a, ei, ey, eigh&gt; - <b>3 weeks</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Unit 31</b> &lt;y&gt; /y/, /i/, /ie/, /ee/ - <b>1 week</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Unit 36</b> m/oo/n &lt;oo, ew, u, ue, u-e, ui, ou, ough&gt; - <b>2 weeks</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Unit 42</b> /m/ &lt;m, mm, mb, mn&gt; - <b>1 week</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Unit 46</b> /r/ &lt;r, rr, rh, wr&gt; - <b>2 weeks</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Unit 49</b> /eer/ &lt;eer, ere, ear&gt; - <b>2 weeks</b></li> </ul>



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	<ul style="list-style-type: none"> <li>Unit 28 /d/ &lt;d, dd, ed&gt; - 1 week</li> <li>Unit 29 /ee/ &lt;e, ee, ea, y, ey, ie, i&gt; - 2 weeks</li> <li>Unit 30 /i/ &lt;i, ui, e, y&gt; - 1 week</li> </ul>	<ul style="list-style-type: none"> <li>Unit 32 /oe/ &lt;oe, o-e, ow, oa, ou, ough, o&gt; - 2 weeks</li> <li>Additional work on suffixes 1 week</li> <li>Unit 33 /n/ &lt;n, nn, ne, gn, kn&gt; - 1 week</li> <li>Unit 34 /er/ &lt;ar, er, ir, or, ur, ear, our&gt; - 2 weeks</li> <li>Unit 35 /v/ &lt;v, vv, ve&gt; - 1 week</li> <li>Additional work on prefixes 1 week</li> </ul>	<ul style="list-style-type: none"> <li>Unit 37 /j/ &lt;j, g, ge, dge&gt; - 1 week</li> <li>Unit 38 /g/ &lt;g, gg, gh, gu&gt; - 1 week</li> <li>Unit 39 &lt;g&gt; /j/, /g/ - 1 week</li> <li>Unit 40 /f/ &lt;f, ff, gh, ph&gt; - 1 week</li> <li>Unit 41 &lt;gh&gt; /f/, /g/ - 1 week</li> </ul>	<ul style="list-style-type: none"> <li>Unit 43 /or/ &lt;oar, ore, our, augh, ough&gt; - 2 weeks</li> <li>Unit 44 /h/ &lt;h, wh&gt; - 1 week</li> <li>Unit 45 /k/ &lt;c, k, ck, ch, cc&gt; 1 week</li> <li>Additional work on polysyllabic words 1 week</li> </ul>	<ul style="list-style-type: none"> <li>Unit 47 /t/ &lt;t, tt, bt, te&gt; - 1 week</li> <li>Unit 48 /z/ &lt;z, ze, zz, s, se, ss&gt; - 2 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Assess and consolidate previously taught units and approaches to polysyllabic words that have not been retained. 5 weeks</li> </ul>
<b>Note: -Assess and consolidate the teaching of 2-5 units behind.</b>						
3	<ul style="list-style-type: none"> <li>Consolidate polysyllabic word approaches and <b>units 27-30</b></li> <li>The suffix -ly</li> <li>Prefixes (<i>dis</i> and <i>mis</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate polysyllabic word approaches and <b>units 31-34</b></li> <li>Adding suffixes beginning with vowels to words of more than one syllable</li> <li>Statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate polysyllabic word approaches and <b>units 34-38</b></li> <li>The /i/ sound spelt y elsewhere than at the end of words Possessive apostrophe with plural words.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate polysyllabic word approaches and <b>units 39-42</b></li> <li>Prefixes</li> <li>Words with the /ai/ sound spelt ei, eigh, or ey</li> <li>Statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate polysyllabic word approaches and <b>units 43-45</b></li> <li>Homophones and near homophones Endings which sound like /zhun/</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate polysyllabic word approaches and <b>units 46-49</b></li> <li>Words with endings sounding like /zhuh/ or /chuh/</li> <li>Statutory word list</li> </ul>
<b>Note: -Assess and consolidate the teaching of previously taught SW units and approaches to polysyllabic words.</b>						
4	<ul style="list-style-type: none"> <li>The suffix -ous</li> <li>Prefixes</li> <li>Statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>The suffix -ation Words with the /s/ sound spelt sc (Latin in origin)</li> <li>Words with the /k/ sound spelt ch (Greek in origin)</li> </ul>	<ul style="list-style-type: none"> <li>Endings which sound like /shun/, spelt -tion, -sion, -ssion, -cian</li> <li>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</li> <li>Statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Statutory word list The /u/ sound spelt ou</li> <li>Homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>Statutory word list Words with the /sh/ sound spelt ch (mostly French in origin)</li> <li>Statutory word list</li> </ul>
<b>Note: -Assess and consolidate the teaching of previously taught SW units and approaches to polysyllabic words.</b>						
5	<ul style="list-style-type: none"> <li>Homophones or other words that are often confused.</li> <li>Word endings: -cious -tious</li> <li>Statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in: -able -ible -ably -ibly</li> </ul>	<ul style="list-style-type: none"> <li>Words with the /i:/sound spelt ei after c.</li> <li>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word.</li> <li>Statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>Words containing the letter-string ough</li> </ul>	<ul style="list-style-type: none"> <li>Words ending -cial -tial</li> <li>Statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>Statutory word list Words with 'silent' letters i.e. letters whose presence cannot be predicted from the pronunciation of the word) Statutory word list</li> </ul>
<b>Note: -Assess and consolidate the teaching of previously taught SW units and approaches to polysyllabic words.</b>						



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6	<ul style="list-style-type: none"> <li>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>Statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words ending in -fer.</li> </ul>	<ul style="list-style-type: none"> <li>Use of the hyphen.</li> <li>Statutory word list</li> <li>Statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>Statutory word list</li> <li>Statutory word list</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>
<i>Note: -Assess and consolidate the teaching of previously taught SW units and approaches to polysyllabic words.</i>						