

Nursery: Medium Term Plan

(based on 6 week half-terms)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Settling in with no formal phonics. We suggest using our Phonics Shed books and songs during carpet time, as well as Chapter 1 games on the Phonics Shed site.</p>			<p>Chapter 1 Element 2 Motor Skills (2 weeks)</p>	<p>Chapter 1 Element 5 Our Voices (2 weeks)</p>	<p>Chapter 1 Element 8 Initial Sounds (2 weeks)</p>	
			<p>Chapter 1 Introduction Intro To Phonics Shed (2 weeks)</p>	<p>Chapter 1 Element 3 Our Bodies (2 weeks)</p>	<p>Chapter 1 Element 6 Stories, Rhymes and Rhythm (2 weeks)</p>	<p>Chapter 1 Element 9 Beginning to Blend and Segment (2 weeks)</p>
			<p>Chapter 1 Element 1 Environmental Sounds (2 weeks)</p>	<p>Chapter 1 Element 4 Instrumental Sounds (2 weeks)</p>	<p>Chapter 1 Element 7 From Left to Right (2 weeks)</p>	<p>Assessment Weeks (2 weeks)</p>

Reception: Medium Term Plan

(based on 6 week half-terms)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Chapter 1 Introduction Intro To Phonics Shed (1 week)</p>	<p>Assessment Week</p>	<p>Assessment Week</p>	<p>Assessment Week</p>	<p>Chapter 3 Set 1 <i>/ng/, /ch/, /sh/, unvoiced /th/, voiced /th/ and comparing /th/ sounds, HFWs: 'children', 'they', 'then', 'them', 'this', 'that', 'with' (1 week)</i></p>	<p>Chapter 3 Set 4 <i>/ar/, /or/, /ur/, 'er'/ur/, comparing /ur/ sounds, schwa 'er' ending, comparing 'er' sounds, HFWs: 'are', 'for', 'all', 'her' (1 week)</i></p>
<p>Chapter 2 Set 1 <i>/s/, /a/, /t/, /p/ and corresponding capital letters, HFWs: 'a', 'at', 'the' (1 week)</i></p>	<p>Chapter 2 Consolidation and Interventions (1 week)</p>	<p>Chapter 2 Consolidation and Interventions (1 week)</p>	<p>Chapter 2 Consolidation and Interventions (2 weeks)</p>	<p>Chapter 3 Set 2 <i>/ai/, /ee/, /igh/ and /oa/, HFWs: 'see', 'he', 'she', 'we', 'me', 'be', 'my' (1 week)</i></p>	<p>Chapter 3 Set 5 <i>/ear/, /air/, 'ure' variations and 'a'/ar/, HFWs: said, little, can't (1 week)</i></p>
<p>Chapter 2 Set 2 <i>/i/, /n/, /m/, /d/ and corresponding capital letters, HFWs: 'I', 'it', 'it's', 'an', 'in', 'and', 'dad' (1 week)</i></p>	<p>Chapter 2 Set 5 <i>/h/, /b/, /f/, /l/ and corresponding capital letters, HFWs: 'had', 'him', 'back', 'big', 'but', 'if', 'from', 'of', 'help' (1 week)</i></p>	<p>Chapter 2 Set 8 Double Letters 'ff'/f/, 'll'/l/, 'ss'/s/, voiced 'ss'/z/ and 'zz'/z/, HFWs: 'off', 'will' (1 week)</p>		<p>Chapter 3 Set 3 <i>/ue/, /ow/, /oi/, /oo/, 'oo' hard/u/ and comparing 'oo' sounds, HFWs: 'was', 'you', 'now', 'down', 'too', 'look' (1 week)</i></p>	<p>Chapter 3 Set 4 to 5 Recap</p>
<p>Chapter 2 Set 3 <i>/g/, /o/, 'c'/k/, 'k'/k/, comparing /k/ sounds, and corresponding capital letters, HFWs: 'on', 'got', 'not', 'do', 'to', 'into', 'can' (1 week)</i></p>	<p>Chapter 2 Set 6 <i>/j/, /v/, /w/, 'x'/ks/ and corresponding capital letters, HFWs: 'just', 'went', 'want' (1 week)</i></p>	<p>Chapter 2 Set 8 Additional Double Letters 'tt'/t/, 'pp'/p/, 'rr'/r/, 'mm'/m/, 'cc'/k/, 'nn'/n/, 'dd'/d/, 'gg'/g/ and 'bb'/b/ (2 weeks)</p>	<p>Chapter 2 Alphabet Order (1 week)</p>	<p>Chapter 3 Set 1 to 3 Recap</p>	<p>Assessment Week</p>
<p>Chapter 2 Set 4 <i>'ck'/k/, comparing /k/ sounds, /e/, /u/, /r/ and corresponding capital letters, HFWs: 'no', 'go', 'so', 'get', 'up', 'put', 'mum' (1 week)</i></p>	<p>Chapter 2 Set 7 <i>/y/, /z/, 'qu'/kw/, corresponding capital letters and voiced s/z/, HFWs: 'as', 'is', 'his' (1 week)</i></p>		<p>Chapter 2 Vowels and Consonants (1 week)</p>	<p>Assessment Week</p>	<p>Chapter 3 Consolidation and Interventions (2 weeks)</p>
<p>Chapter 2 Set 1 to 4 Recap</p>	<p>Chapter 2 Set 5 to 7 Recap</p>	<p>Chapter 2 Recap (Whole Chapter)</p>	<p>Assessment Week</p>	<p>Chapter 3 Consolidation and Interventions (1 week)</p>	<p>Chapter 2 and 3 Recap (1 week)</p>

Year One: Medium Term Plan

(based on 6 week half-terms)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Assessment Week and Targeted Interventions</p>	<p>Recap Chapter 4a Sets 1 to 4</p>	<p>Chapter 4b Set 2 'c'/s/, 'g'/j/, 'i'/igh/, 'u'/ue/ and 'e'/ee/, HFWs: I'm (1 week)</p>	<p>Chapter 4b Set 7 New phoneme /zh/, HFWs: 'their', 'people' (1 week)</p>	<p>Chapter 2 to 4b Consolidation and Targeted Interventions (see guidance)</p>	<p>Phonics Screening Practise using blending and segmenting resources, word cards and online resources</p>
<p>Additional Consolidation of Chapter 2 and 3 (1 week)</p>	<p>Chapter 4a Set 5 Split Digraphs 'a_e'/ai/, 'e_e'/ee/, 'i_e'/igh/, 'o_e'/oa/, 'u_e'/oo/, 'u_e'/ue/ and comparing 'u_e' sounds, HFWs: made, came, make, have, here, were, there, like, time, come, one, some (2 weeks)</p>	<p>Chapter 4b Set 3 'ea'/e/, 'ow'/oa/, 'or'/ur/ and 'ey'/ai/, HFWs: Mr, Mrs (1 week)</p>	<p>Assessment Week</p>		<p>Phonics Screening</p>
<p>Chapter 4a Set 1 'oe'/oa/, 'ay'/ai/, 'ew'/oo/, 'ew'/ue/ and comparing 'ew' sounds, HFW: day (1 week)</p>	<p>Assessment Week</p>	<p>Chapter 4b Set 4 'ue'/oo/, 'oi'/oa/, 'oi'/oo/, 'ch'/k/ and 'ch'/sh/, HFWs: old, don't, oh (1 week)</p>	<p>Chapter 4b Consolidation and Interventions (2 weeks)</p>		<p>Chapter 4c Consonants <i>/p/, /h/, /y/, /b/, /l/, /v/, /d/, /r/, /f/, /g/, /m/, /n/, /t/, /j/, /z/, /s/, /k/, /w/, 'qu' and 'x',</i> HFWs: 'I've', 'live', 'lived', 'we're', 'gone', 'know', 'jumped', 'stopped', 'pulled', 'please', 'mouse', 'horse', 'once' (6 weeks in total)</p>
<p>Chapter 4a Set 2 'ea'/ee/, 'ey'/ee/, 'ie'/ee/, 'ie'/igh/ and comparing 'ie' sounds (1 week)</p>		<p>Chapter 4b Set 5 'a'/ai/, 'a'/o/, 'y'/igh/, 'y'/ee/ and 'y'/i/, HFWs: looked, called, asked, by, very (1 week)</p>			
<p>Chapter 4a Set 3 'aw'/or/, 'au'/or/, 'ir'/ur/ and 'oy'/oi/, HFW: saw (1 week)</p>	<p>Chapter 4a Consolidation and Interventions (1 week)</p>	<p>Chapter 4b Set 6 'ou'/oo/, 'ou' hard /u/, 'ou'/oo/, 'ear'/ur/ and 'ear'/air/, HFWs: 'your', 'could' (1 week)</p>			
<p>Chapter 4a Set 4 'ou'/ow/, 'are'/air/, 'ph'/ff/ and 'wh'/w/, HFWs: house, out, about, when, what (1 week)</p>	<p>Chapter 4b Set 1 Recap comparing multiple known phonemes for 's', 'th', 'oo', 'er', 'a', 'ew', 'ie' and 'u_e' graphemes (1 week)</p>	<p>Recap Chapter 4b Sets 2 to 6</p>			

Year Two: Medium Term Plan

(based on 6 week half-terms)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Chapter 4c Consonants</p> <p><i>/p/, /h/, /y/, /b/, /l/, /v/, /d/, /r/, /f/, /g/, /m/, /n/, /t/, /j/, /z/, /s/, /k/, /w/, 'qu' and 'x',</i> HFWs: 'I've', 'live', 'lived', 'we're', 'gone', 'know', 'jumped', 'stopped', 'pulled', 'please', 'mouse', 'horse', 'once' (6 weeks in total)</p>	<p>Chapter 4c Long Vowels</p> <p><i>/ai/, /ee/, /igh/, /oa/, /ue/ (/y//oo/) and /oo/.</i> HFWs: great, eyes, two, through (3 weeks)</p>	<p>Assessment Week</p>			
		<p>Chapter 4c Consolidation and Interventions</p> <p>(2 weeks)</p>			
	<p>Chapter 4c Consonant Digraphs</p> <p><i>/ng/, /zh/, /ch/ and /sh/</i> (1.5 weeks)</p>	<p>Whole Scheme Assessment Week</p>			
<p>Chapter 4c Short Vowels</p> <p><i>/a/, /o/, /e/, /i/ and hard and soft /u/ [regional],</i> HFWs: because, friends, many, any, other, another, mother, coming (2 weeks)</p>	<p>Chapter 4c Vowel Digraphs /Trigraphs</p> <p><i>/oi/, /ow/, /ar/, /or/, /ur/, /air/, /ear/, schwa endings and /ure/,</i> HFWs: water, thought, more, door, small, where, really (3 weeks)</p>	<p>Whole Scheme Consolidation and Targeted Interventions</p>			