

## WOOLGROVE SCHOOL - EYFS Phonics and Spelling Long Term Planning

Class:

Date:

	Phase 1 Activities (Phonological Awareness)	Phonics (Letters & words)	Spelling Words (High frequency words)	Sentences (Link to spelling of high frequency words and phonics)
Autumn 1	<p>Aspect 1 – General sound discrimination: Environmental</p> <p>Aspect 2 – General sound discrimination: Instrumental (As part of music lessons)</p>	<ul style="list-style-type: none"> <li>Personalise according to class data</li> <li>Teach sets of letters and words made up from the taught sets of letters (see guidance sheets - Whizzy's words)</li> </ul>	<ul style="list-style-type: none"> <li>One to one or small group sessions focusing on <b>(I, like, went, to, the, can, see)</b>. Link to sentence work.</li> <li>Name writing.</li> <li>One' Play and Learn' activity per week to focus on this.</li> </ul>	<p>I like... I went to the... I can see a....</p> <ul style="list-style-type: none"> <li>Mark making</li> <li>Ascribing meaning to marks</li> <li>Simple captions to pictures eg my mum</li> <li>Orally compose a sentence</li> <li>Labelling pictures.</li> </ul>
Autumn 2	<p>Aspect 2 – General sound discrimination: Instrumental</p> <p>Aspect 3 - General sound discrimination: Body Percussion</p>	As above	As above	As above
Spring 1	Aspect 4- Rhythm and Rhyme Syllables	As above	One to one or small group sessions focusing on <b>(I, like, went, to, the, can, see)</b> and name writing. <b>Then progress to include pink words.</b>	As above
Spring 2	Aspect 5 - Alliteration	As above	As above	As above
Summer 1	Aspect 6 – Voice sounds Alliteration	As above	As above	As above
Summer 2	Aspect 7 – Oral blending and segmenting Syllables	As above	As above	As above

## WOOLGROVE SCHOOL - Pre-Formal Phonics and Spelling Long Term Planning

Class:

Date:

	Phase 1 Activities (Phonological Awareness)	Phonics (Letters & words)	Spelling Words (High frequency words)	Sentences (Link to spelling of high frequency words and phonics)
Autumn 1	<p>Aspect 1 – General sound discrimination: Environmental</p> <p>Aspect 2 – General sound discrimination: Instrumental (As part of music lessons)</p>	<ul style="list-style-type: none"> <li>Personalise according to class data</li> <li>*Teach sets of letters and words made up from the taught sets of letters (see guidance sheets - Whizzy's words)</li> </ul> <p>*For older pupils continuing to learn satpin, include work on life-skills symbols/words. (See pack).</p>	<ul style="list-style-type: none"> <li>One to one or small group sessions focusing on <b>(I, like, went, to, the, can, see)</b> Link to sentence work.</li> <li>Name writing</li> <li>One' Play and Learn' activity per week to focus on this.</li> </ul>	<p>I like...</p> <p>I went to the....</p> <p>I can see a....</p> <ul style="list-style-type: none"> <li>Mark making</li> <li>Ascribing meaning to marks</li> <li>Simple captions to pictures eg my mum</li> <li>Orally compose a sentence</li> <li>Labelling pictures.</li> </ul>
Autumn 2	<p>Aspect 2 – General sound discrimination: Instrumental</p> <p>Aspect 3 - General sound discrimination: Body Percussion</p>	As above	One to one or small group sessions focusing on <b>(I, like, went, to, the, can, see)</b> and name writing. <b>Then progress to include pink words.</b>	As above
Spring 1	Aspect 4- Rhythm and Rhyme Syllables	As above	As above	As above
Spring 2	Aspect 5 – Alliteration	As above	As above	As above
Summer 1	Aspect 6 – Voice sounds Alliteration	As above	As above	As above
Summer 2	Aspect 7 – Oral blending and segmenting Syllables			

## WOOLGROVE SCHOOL - Semi-Formal Phonics and Spelling Long Term

Class:

Date:

	Phase 1 Activities (Phonological Awareness)	Syllables, Rhyming and Alliteration	Phonics (Letters & words)	Spelling Words (High frequency words)	Sentences (Link to spelling of high frequency words and phonics)
Autumn 1	<p>Aspect 1 – General sound discrimination: Environmental</p> <p>Aspect 2 – General sound discrimination: Instrumental (As part of music lessons)</p>	<p>During signing and vocabulary building sessions, include clapping syllables in words.</p> <p>Include additional opportunities for teaching rhyming and alliteration as regularly as possible.</p>	<p>Personalise according to class data</p> <p>Teach sets of letters and relevant words (see guidance sheets attached- Whizzy's words)</p>	<p>One to one or small group sessions focusing on (<b>I, like, went, to, the, can, see</b>) and name. <b>Then progress to include pink words.</b></p> <p>Model simple sentences containing focus high frequency words and taught phonic words.</p> <p>One Play and Learn activity per week to focus on this.</p>	<p>I like... , I went to the..., I can see a..., The ... , A ....., .... and .....,</p> <ul style="list-style-type: none"> <li>• Orally compose a sentence</li> <li>• Writing to dictation</li> <li>• Writing captions to pictures</li> <li>• Labelling pictures</li> <li>• Write simple sentences</li> <li>• Cut up sentences</li> <li>• Write sentences using capital letters and full stops.</li> </ul>
Autumn 2	<p>Aspect 2 – General sound discrimination: Instrumental</p> <p>Aspect 3 - General sound discrimination: Body Percussion</p>	As above	As above	As above	As above
Spring 1	Aspect 4- Rhythm and Rhyme Syllables	As above	As above	As above	As above
Spring 2	Aspect 5 - Alliteration	As above	As above	As above	As above
Summer 1	Aspect 6 – Voice sounds Alliteration	As above	As above	As above	As above
Summer 2	Aspect 7 – Oral blending and segmenting Syllables	As above	As above	As above	As above

## WOOLGROVE SCHOOL - Formal Phonics and Spelling Long Term Planning

Class:

Date:

	Syllables, Rhyming and Alliteration	Phonics (letters / digraphs/trigraphs / spelling patterns/rules / prefixes / suffixes)	Spelling Words (High frequency words)	Sentences (Link to spelling of high frequency words)
Autumn 1	Teach syllables, rhyme and alliteration.	Personalise according to class data  Teach relevant phonic aspects and related words	One to one or small group sessions focusing on pink words/high frequency words/common exception words etc.  Model sentences containing focus spellings and taught phonic words.	Write sentences based on taught phonics, focusing on extension, grammar and punctuation.
Autumn 2	As above	As above	As above	As above
Spring 1	As above	As above	As above	As above
Spring 2	As above	As above	As above	As above
Summer 1	As above	As above	As above	As above
Summer 2	As above	As above	As above	As above