

Reception Phonics Coverage

| Term | A1 | A2 | SP1 | SP2 | SUM1 | SUM2 |
|--|--|---|--|--|--|---|
| | Based on 7 week half term | | Based on 6 week half term | | | |
| PHASE 2 - 3 | <p>Weeks 1&2: Settle in & consolidate phase 1 (focus on any identified cohort weakness)</p> <p>Week 3: Set 1: s a t p</p> <p>Week 4: Set 2: i n m d</p> <p>Week 5: Set 3: g o c k</p> <p>Week 6: Set 4: ck e u r</p> <p>Week 7: Revisit Sets 1 - 4</p> | <p>Weeks 1: Revisit set 1 - 4</p> <p>Week 2: Set 5: h b f</p> <p>Week 3: Set 5: ff ll ss</p> <p>Week 4: (Phase 3) Set 6: j v w x</p> <p>Week 5: Revisit</p> <p>Week 6: Set 7: y z zz qu</p> <p>Week 7: Revisit sets 1 - 7</p> | <p>Weeks 1: Revisit sets 1 - 7</p> <p>Week 2: Consonant digraphs ch sh</p> <p>Week 3: Consonant digraphs th ng</p> <p>Week 4: Consolidate sets 1-7 & consonant digraphs</p> <p>Week 5: Begin to introduce 1 representation of each long vowel phoneme ai</p> <p>Week 6: ee</p> | <p>Weeks 1: lgh oa</p> <p>Week 2: Oo (as in boot and look)</p> <p>Week 3: Ar or</p> <p>Week 4: Ur ow</p> <p>Week 5: Oi ear</p> <p>Week 6: ee</p> | <p>Weeks 1: Consolidate Spring 2 graphemes</p> <p>Week 2: Er ure</p> <p>Week 3-6: Consolidate application of phase 2-3 (filling in gaps in GPC knowledge or skill where identified)</p> | <p>Weeks 1: Consolidate application of phases 2-3 (filling in gaps in GPC knowledge or skill where identified)</p> <p>If secure phase 3: Progress on to phase 4, with continued consolidation of phase 2-3 graphemes (e.g. <i>flow, flee, clear etc.</i>)</p> |
| Phase 1 | Practise & consolidate Phase 1 phonics through the routine of the day & continuous provision | | | | | |
| BROAD PHASE OF DEVELOPMENT CL/LIT | Working 40-60 months | Focusing 40-60 months | Focus/secure 40-60 months | Secure 40-60 months | ELG | ELG |
| PARENTAL INVOLVEMENT | Workshop on phonics and how to implement well at home | Stay and play - with a focus | Stay and play - with a focus | Stay and play - with a focus | Stay and play - with a focus | Stay and play - with a focus |

NB: use ongoing obs, assessment and tracking to inform quality first teaching and interventions. Ensure all YR reception children begin Phase 2 at the beginning of the year. Provide additional Phase 1 intervention where necessary.