

## Reception Phonics and SPAG Overview

Week	Content and Coverage	High Frequency Words	Assessment to Take Place
<b>Autumn 1</b>			
Wk 1-3	Revisit Phase 1. Focus on voice sounds, hearing and naming sounds, rhymes, repeated phrases – matching pitch and volume, oral segmenting/ decoding and oral blending/ decoding.  Practice name writing.	Own Name	Name Writing
Wk 4-6	Teach s, a, t, p, i, n, m, d, g, o, c, k <i>Focus on saying the correct sound, naming the letter and writing it with the correct orientation. Reading CVC words, making CVC words with letter cards, writing CVC words</i>	I / the / to	
Wk 7	Teach ck, e, u, r <i>Focus on saying the correct sound, naming the letter and writing it with the correct orientation. Reading CVC words, making CVC words with letter cards, writing CVC words. Reading captions using previously learned sounds and high frequency words.</i>	Like/ my	Name Writing/ Key Word Recognition
<b>Autumn 2</b>			
	<b>INDIVIDUAL READING BEGINS</b>		
Wk 1	Revisit Phase 2 letters and sounds taught so far <i>Focus on saying the correct sound, naming the letter and writing it with the correct orientation. Reading CVC words, making CVC words with letter cards, writing CVC words. Reading captions using previously learned sounds and high frequency words. Reading simple sentences introducing full stops and capital letters</i>	Revisit all words so far.	Correct letter formation check - intervention
Wk 2	Teach h, b, f/ ff, l/ll <i>Focus on saying the correct sound, naming the letter and writing it with the correct orientation. Reading CVC words, making CVC words with letter cards, writing CVC words. Reading captions using previously learned sounds and high frequency words. Reading simple sentences using full stops and capital letters</i>	me/ went	Final name writing check - intervention
Wk 3-4	Revisit all letter sounds so far. <i>Focus on saying the correct sound, naming the letter and writing it with the correct orientation. Reading CVC words, making CVC words with letter cards, writing CVC words.</i>	He/ she/ said	Grapheme correspondence check

	<p><i>Write simple captions focussing on saying it first and finger spaces</i></p> <p><i>Reading captions using previously learned sounds and high frequency words.</i></p> <p><i>Reading simple sentences using full stops and capital letters</i></p>		
Wk 5-7	<p>Introduce j, v, w, x, j, z, qu – Revisit and concolidate all previously learned sounds.</p> <p><i>Focus on saying the correct letters that make the sound, naming the letters and writing it with the correct orientation.</i></p> <p><i>Reading CVC words, making CVC words with letter cards, writing CVC words.</i></p> <p><i>Reading captions using previously learned sounds and high frequency words.</i></p> <p><i>Writing simple sentence sometimes using a full stop, a capital letter and finger spaces.</i></p> <p><i>Reading simple sentences using full stops and capital letters</i></p>	Go, we, are, in, going, you	Word reading check.
Spring 1			
Wk 1	Consolidate All taught so far	Consolidate all.	High frequency word check
Wk 2 -3	<p>Introduce ch, sh, th, ng, ai, ee, igh, oa,</p> <p><i>Focus on saying the correct letters that make the sound, naming the letters and writing it with the correct orientation.</i></p> <p><i>Reading CVC words, making CVC words with letter cards, writing CVC words.</i></p> <p><i>Reading captions using previously learned sounds and high frequency words.</i></p> <p><i>Reading simple sentences using full stops and capital letters (ensure that children are reading high frequency words correctly)</i></p> <p><i>Writing simple sentences always using finger spaces and usually using a full stop</i></p>	No/ they	
Wk 4-6	<p>Introduce oo, ar, or, ur , ow, oi, ear, air, ure, er</p> <p><i>Focus on saying the correct letters that make the sound, naming the letters and writing it with the correct orientation.</i></p> <p><i>Reading CVC words, making CVC words with letter cards, writing CVC words.</i></p> <p><i>Reading simple sentences using full stops and capital letters (ensure that children are reading high frequency words correctly)</i></p>	Be/ am/ is/ that/ into/ then	High frequency word check

	<i>Writing simple sentences always using finger spaces and usually using a full stop</i>		
<b>Spring 2</b>			
Wk 1- 2	<p>Revisit all previously learned sounds.</p> <p><i>Reading simple sentences using full stops and capital letters (ensure that children are reading high frequency words correctly)</i></p> <p><i>Writing simple sentences always using finger spaces, a full stop and usually using a capital letters.</i></p>	Recap all previously taught high frequency words	
Wk 3 - 5	<p>Revisit all previously learned sounds.</p> <p>Begin reading cvcc, ccvc, ccvcc words</p> <p><i>Reading simple sentences using full stops and capital letters (ensure that children are reading high frequency words correctly)</i></p> <p><i>Writing simple sentences always using finger spaces, a full stop and usually using a capital letters.</i></p>		Reading cvcc, ccvc, ccvcc word check
<b>Summer 1</b>			
Wk 1 to 7	<p>If children are able to access the reading test in wk 3-5, children progress onto the Year 1 programme of study for reading.</p> <p>Children not ready to access Year 1 programme of study consolidate Reception work.</p>		
<b>Summer 2</b>			
All	Continue		Reading benchmark