

Year 1 Phonics and SPAG Overview

Week	Content and Coverage	High Frequency Words			Assessment to Take Place
Autumn 1					
Wk 1-2	Revisit Phases 2 and 3 within the context of Phase 4. Revisit naming each letter and use this when spelling high frequency words. <i>Focus on reading and writing words and simple sentences using these graphemes.</i>	Set 1 (R) the I to and went my me like	Set 2 (R) going go he she was said we are in	Set 3 (R) you no they be am is that into then	Reading Benchmark
Wk 3-5	Teach ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au Revisit naming each letter. <i>Focus on reading and writing simple words and sentences using these graphemes.</i>	Set 1 (R) the I to and went my me like	Set 2 (R) going go he she was said we are in	Set 3 (R) you no they be am is that into then	High Frequency word check Accuracy Check
Wk 6-7	Teach split digraphs a-e, e-e, i-e, o-e, u-e. <i>Focus on vowels and consonants.</i>	It/ on/ for/ as/ with/			Cold Tasks
Wk 8	Revisit and consolidate.	his/ at/ this/ from			
Autumn 2					
Wk 1-2	Revisit Phase 5 taught so far. <i>Focus on accurately reading all graphemes taught so far in words and in the context of simple sentences.</i> <i>Focus on writing all graphemes in words and simple sentences in phonetically plausible ways.</i> <i>Consolidate understanding of what vowels are.</i>	Have/ or/ by/ one/ had/ not/ but			High Frequency Word Check
Wk 3-5	- Teach alternative pronunciations for graphemes (i – find/ o cold/ c cell/ g giant/ e recent/ U	what/ all/ were/			Accuracy

	<p>unicorn/ ow blow/ ie field/ ea eat, bread/ er herbs/ OU soup/ mould/ a what, acorn/ y very, gym, try/ ey grey/ ch school, chef/ ou shoulder, could, you).</p> <p>- Practicing reading two and three syllable words.</p>	when/ there/ can/ an/ your/ which	Check																																																																								
Wk 6-8 and into next half term	<p>-Teach alternative spellings for phonemes</p> <table border="1" data-bbox="349 491 1218 756"> <tr> <td>/c/</td><td>/ch/</td><td>/f/</td><td>/j/</td><td>/m/</td><td>/n/</td><td>/ng/</td><td>/r/</td><td>/s/</td><td>/sh/</td><td>/v/</td><td>/w/</td> </tr> <tr> <td>k</td><td>tch</td><td>ph</td><td>g</td><td>mb</td><td>kn</td><td>n(k)</td><td>wr</td><td>c</td><td>ch</td><td>ve</td><td>wh</td> </tr> <tr> <td>ck</td><td></td><td></td><td>dge</td><td></td><td>gn</td><td></td><td></td><td>sc</td><td>t(ion)</td><td></td><td></td> </tr> <tr> <td>qu</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>ss(ion, ure)</td><td></td><td></td> </tr> <tr> <td>x</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>s(ion, ure)</td><td></td><td></td> </tr> <tr> <td>ch</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>c(ion, ious, ial)</td><td></td><td></td> </tr> </table> <p>Begin introducing writing two sentences with capital letters and full stops in the correct places.</p>	/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/	k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh	ck			dge		gn			sc	t(ion)			qu									ss(ion, ure)			x									s(ion, ure)			ch									c(ion, ious, ial)			Their/ if/ do/ will/ each/ about/ how/ up/ out/ them/ then/ many/ some/ so	Accuracy Check
/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/																																																																
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Spring 1																																																																											
Wk 1	Consolidate Phase 5 taught so far	Consolidate all.	Reading Benchmark																																																																								
Wk 2 -4	Continue introducing alternative spellings for phonemes	into/ has/ more/ her/ two/ could/ should/ make/ than/ first/ been	Phonics Screening Test																																																																								

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

Check and consolidate the reading of words with two or three syllables.
Focus on writing two sentences with capital letters and full stops in the correct places.

Wk 5-6
(and into next half term)

Teach alternative spellings for phonemes.

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
				eo					

Focus on co-ordinating sentences with the word 'and'.
Revisit question marks in writing.

These/ would/
other/ because/
who/ now/
people/ made/
over/ did/ down/

Cold Task Week

Accuracy Check

Spring 2

Wk 3 – 6

Teach alternative spellings for phonemes.

Only/ way/ find/
use/ may/ water/
long/ little/ very/

Phonics Screening Test

	<table border="1"> <tr> <td><i>/ar/</i></td> <td><i>/or/</i></td> <td><i>/ur/</i></td> <td><i>/ow/</i></td> <td><i>/oi/</i></td> <td><i>/ear/</i></td> <td><i>/air/</i></td> <td><i>/ure/</i></td> <td><i>/er/</i></td> </tr> <tr> <td>a (<i>south</i>)</td> <td>aw</td> <td>ir</td> <td>ou</td> <td>oy</td> <td>ere</td> <td>are</td> <td>our</td> <td>our</td> </tr> <tr> <td></td> <td>au</td> <td>er</td> <td></td> <td></td> <td>eer</td> <td>ear</td> <td></td> <td>e</td> </tr> <tr> <td></td> <td>al</td> <td>ear</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>u</td> </tr> <tr> <td></td> <td>our</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>etc</td> </tr> </table> <p>Revisit co-ordinating with 'and'. Introduce sub-ordinating with 'because' Teach exclamation marks in writing.</p>	<i>/ar/</i>	<i>/or/</i>	<i>/ur/</i>	<i>/ow/</i>	<i>/oi/</i>	<i>/ear/</i>	<i>/air/</i>	<i>/ure/</i>	<i>/er/</i>	a (<i>south</i>)	aw	ir	ou	oy	ere	are	our	our		au	er			eer	ear		e		al	ear						u		our							etc	after/ words	
<i>/ar/</i>	<i>/or/</i>	<i>/ur/</i>	<i>/ow/</i>	<i>/oi/</i>	<i>/ear/</i>	<i>/air/</i>	<i>/ure/</i>	<i>/er/</i>																																								
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	our							etc																																								
Summer 1																																																
Wk 1	Consolidate all graphemes and alternative pronunciations/ spellings taught so far. Teach concept of a noun. Teach reading contractions (i.e. don't, we'll)	Called/ just/ where/	Reading Benchmark																																													
Wk 2	Teach reading and adding 's' or 'es' to pluralise – investigate the rule and continue to discuss nouns.	Most/ know	Phonics Screening Test																																													
Wk 3	Teach reading and adding the prefix – 'un' – investigate the rule.	Three/ four/ five/ six																																														
Wk 4	Teaching reading and adding –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Unfortunately																																														
Wk 5	Phonics Screening Test Prep – revisit all rules taught in weeks 1- 4.	luckily	Accuracy Check																																													
Wk 6	Revisit pluralising reading and adding 's' or 'es'.	estimate	Cold Task Week																																													
Wk 7	Revisit reading and adding –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Seven/ eight/ nine																																														
Summer 2																																																
All	Ensure that all previously taught graphemes, alternative spellings and rules are embedded. Focus on all aspects when children are writing as part of English learning and across the curriculum. Children must be able to:		Phonics screening test																																													

Strand	Agreed objectives to evaluate against
Transcription	
Transcription	[KEY] Spell words containing each of the 40+ phonemes already taught. ↳ GD objective: Spell words containing each of the 40+ phonemes already taught and use them correctly when writing
Transcription	Spell common exception words. ↳ GD objective: Spell common exception words and use them correctly in their writing.
Transcription	Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. ↳ GD objective: Independently add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs, and apply it in sentences.
Handwriting	
Handwriting	[KEY] Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ↳ GD objective: Confidently form lowercase letters in the correct direction, starting and finishing in the right place.
Composition	
Composition	[KEY] Sequencing sentences to form short narratives. ↳ GD objective: Write sentences by sequencing sentences to form short, creative narratives.
omposition	[KEY] Re-reading what they have written to check that it makes sense. ↳ GD objective: Write senteces by independently re-readin what they have written to carefully check that it makes sense.
Vocabulary Grammar Punctuation	
Vocabulary Gramma Punctuation	[KEY] Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ↳ GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by punctuating sentences independently using a capital letter and a full stop, question mark or exclamation mark.
Vocabulary Grammar Punctuation	Joining words and joining clauses using 'and'. ↳ GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by joning words and joining clauses that are related using 'and'.