

Phonics Programme of Study

Year 1

The programme has been revised to ensure children have the opportunity to revisit and strengthen prior learning.

Children will have 1 Phonics session per week plus an additional session/s for Phonics and consolidation of skills from the English curriculum. In Year 1 Phonics, children will start with recapping their knowledge of Phase 3 sounds, before moving on to Phase 4 and 5. Within each Phonics lesson children will:

- Trigger prior learning of previously learned phonemes and graphemes
- Learn new phonemes and graphemes
- Practise reading new phonemes and writing new graphemes
- Spell words using the new phonemes and graphemes through the use of dictations

In the additional session/s, time is also allowed for consolidating broader English skills, e.g. letter formation, spelling 'words to learn', spelling rules when appropriate (e.g. use of prefixes and suffixes)*

To maintain high standards children should be assessed on entry to Year 1 and frequently throughout the year. Interventions should be set up based on children's phonic ability, in addition to quality first teaching. If children do not have a secure knowledge of Phase 2 and early Phase 3 phonemes and graphemes they should take part in structured and systematic intervention to help them to catch up rapidly. There should be sufficient challenge for those who are higher attaining and have established and maintained secure phonic knowledge.

**Spelling rules will be taught throughout the year, in order to fit in with the wider Year 1 English curriculum and to give children the opportunity to revisit and strengthen learning and skills.*

National curriculum – reading

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. Alongside this knowledge of GPCs, pupils need to develop the skill of

blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

[Click here for National curriculum objectives – reading](#)

[Click here for National curriculum objectives - spelling](#)

Below is an overview of the Programme of Study.

Suggested lesson structure for Year 1 Phonics teaching*

Trigger prior learning

Revise previously taught phonemes (from previous lesson)

- Flashcards
- Reading words which contain the previously learned phonemes
- Matching pictures and words

Anchor

- Use Fred/Tom to introduce new phoneme
- Verbal rehearsal of the phoneme (e.g. how many words can you think of with the ai phoneme?)
- Lots of opportunity to read words with the target phoneme

Guided Practice

- Read and write words in pairs/groups
- Sort words with focus phoneme and alternates (e.g. ai, ay, a_e)
- Point, prompt, praise

Independent

- Complete activity on the focus phoneme (resources saved on Q Drive) – practise both reading and spelling

Deepening

- Find more examples of words with the phoneme
- Use the words in sentences
- Discuss word meanings
- Articulate any spelling rules or patterns they notice.

*lesson plans are saved on Q Drive – English – Resources

Year 1 Phonics Programme of Study 2023/24

WEEK	PHONEME		Words to Learn Words to learn, target phoneme
Phase 3	1	Focus - Letter names, Introduce year 1 Fred Singing the alphabet. Relationship between name and sound. Assessment this week – Phonics Tracker.	Revise: the to do I
	1	Focus – digraphs nk, oo (alternate phonemes, e.g. 'book' and 'too')	
	Dictation The pink book is long. The dog had fluff on it. I went to do that thing.		
	2	Focus – vowel digraphs ee (see), or (for)	Revise: was of
	2	Focus – vowel digraphs oa, ai	
	Dictation The sweetcorn was in the pot. I was looking for a sweet. The boat was made of wood.		
	3	Focus – vowel digraphs oi, ow	Revise: no go so
	3	Focus – vowel digraphs ar, er	
	Dictation I will go to see the tower. This car is so much quicker. No, the coin is not gold.		

4	Review	<p>All children can give the pure sound for each individual letter of the alphabet</p> <p>Most children Can also give the sound for the taught vowel and consonant digraphs.</p> <p>Some children Can recognise digraphs within words and read words containing taught digraphs</p>
<p>Revision of words to learn and digraphs taught so far- use assessments for class specific needs</p> <p>Reading and writing Phase 3 captions</p>		
5	<p>Focus – trigraphs ear, ure</p>	<p>Revise: he she we me be</p>
5	<p>Focus – trigraphs air, igh</p>	
<p>Dictation</p> <p>She will be asleep in the night.</p> <p>He can hear the fair.</p> <p>We need the pure silver earring.</p>		
6	<p>Focus – vowel digraphs ow (now, down) and ou (new learning)</p>	<p>Revise: his has her</p>
6	<p>'Bossy R'. Revise 'er' (discuss different pronunciations when in middle and at end of word, e.g. fern/water)</p> <p>+ consolidate ur</p>	
<p>Dictation</p> <p>We can go down to lunch now.</p> <p>He found her.</p> <p>His cat has brown fur.</p>		

	7	<p>Revise and recap all of Phase 3</p> <p>Update assessments</p>	<p>Activities based upon the captions, sentences and silly questions from phase 3 letters and sounds. Reading skills such as 'does this sound right' can be explicitly taught and modelled e.g which sound to use when reading book or moon. Apply to spelling words and writing captions.</p> <p>Assessment Guidance: By the end of Phase Three children should:</p> <ul style="list-style-type: none"> ■ give the sound when shown all or most Phase Two and Phase Three graphemes; ■ find all or most Phase Two and Phase Three graphemes, from a display, when given the sound; ■ be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); ■ be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); ■ assess words to learn taught so far. ■ write each letter correctly when following a model.
Phase 4	8	<p>Phase 4</p> <p>Use Letters and Sounds to:</p> <ul style="list-style-type: none"> – Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words – Teach and practise reading CCVC words – Teach and practise spelling CCVC words – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences <p>Use assessments to focus on specific graphemes learned so far.</p> <p>Particular focus on reading digraphs within words.</p>	<p>Revise:</p> <p>they you my by</p>

8	<p>Phase 4</p> <p>Use Letters and Sounds to:</p> <ul style="list-style-type: none"> - Practise recognition and recall of Phase Two and Three graphemes - Practise reading words containing <u>digraphs</u> - Practise spelling words containing <u>digraphs</u> - Practise reading and spelling high-frequency words - Practise reading sentences - Practise writing sentences <p>Particular focus on reading trigraphs within words.</p>	
<p>Dictation:</p> <p>My mum has brown hair.</p> <p>Can you hand me that picture?</p> <p>They went by the river.</p>		

WEEK	PHONEME		Words to Learn
Phase 5	9	<p>Focus – vowel digraphs</p> <p>ai ee igh oa (ue- taught W19)</p> <p>Children will be familiar with these vowel digraphs but in year 1 we embed the logic. We use the vocabulary short vowels and long vowels and explain the concept of 2 vowels walking.</p> <p>‘When 2 vowels go walking...’</p> <p>Challenge: Are there any alternates that you already know from Reception?</p>	Revise: some come were
		<p>Focus – vowel digraphs</p> <p>Split digraphs a_e, e_e, i_e, o_e, u_e</p>	
<p>Dictation</p> <p>You can eat some sweets.</p> <p>The rain is going to come today.</p> <p>We were shocked when the goat bit my toe.</p>			
	10	<p>Focus - Split digraphs</p> <p>a-e i-e o-e u-e e-e</p> <p>Recap and continue to teach split digraphs. Thorough teaching of the split digraph concept. Use of living letters to show what happens why the vowels can still say their names.</p>	Revise: where there

10	<p>Focus - Split digraphs</p> <p>Revise reading and spelling words with split digraphs, e.g. made, came, same, take, safe, these, theme, complete, five, ride, like, time, side, home, those, woke, hope, hole June, rule, rude, use, tube, tune</p>	
<p>Dictation</p> <p>Where is the bird with the mark?</p> <p>It is there in the corner.</p> <p>Will you be late?</p>		
11	<p>Focus - vowel digraphs</p> <p>ai /ay (new learning)</p> <p>Introduce ay as an alternate</p> <p>Discuss rule ay at end, ai in middle.</p> <p>ai – virtually never used at the end of English words</p> <p>ay used for those sounds at the end of words and at the end of syllables.</p>	Revise/consolidate
11	<p>Focus - vowel digraphs</p> <p>Revise reading and spelling words with ay/ai, e.g. rain, wait, train, paid, afraid, Day, play, say, way, stay</p>	
<p>Dictation – revise graphemes taught so far</p> <p>I had a turn.</p> <p>The fern was green.</p> <p>That night we had sweet dreams.</p> <p>You had a pie with a light brown crust.</p>		

WEEK		PHONEME	WORDS TO LEARN (WORDS TO LEARN (READ & SPELL)
Phase 5	12	Focus - vowel digraphs Revise oi and oy (new learning) Oi – virtually never at the end of an English word Oy – used for those sounds at the end of words and at the end of syllables Boy, toy, enjoy, annoy Oil, join, coin, point, soil	said all are
	12	Focus - digraphs Revision of nk Bank, think, honk, sunk	
Dictation My coin sunk into the wet soil. The boy said "You are going to annoy me."			
	13	Focus – digraphs aw, or	Revise: have like
	13	Focus – vowel digraphs ou/ow Revise alternates already taught as part of phase 3 sounds	
Dictation Can I have the nearest pen? My dog has a pink paw. I like the sound of rain. You can draw a brown cow.			
	14	Assess and Review Revise everything learned Update assessments Use assessments to focus on specific GPCs – class specific Update assessments	Revise/consolidate
Dictation Revision of words to learn and digraphs taught so far.			

	15	Focus – vowel digraphs ar or er ur (ir- new learning) Children will be familiar with these vowel digraphs Revise the vocabulary short vowels and long vowels and explain the concept of 'bossy r' changing the vowel sounds.	Revise: when what
	15	Focus – vowel digraphs ar or er ur ir Children will be familiar with these vowel digraphs Revise the vocabulary short vowels and long vowels and explain the concept of 'bossy r' changing the vowel sounds.	

Dictation

When will you be at home?

What have you got for dinner?

Alternative pronunciations	16	Focus – vowel digraphs er/ur/ir Revise <i>Phase 3</i> sound and Phase 5 alternates	Revise: little one
	16	Focus – vowel digraphs igh/i_e/ie Revise <i>Phase 3</i> sound and Phase 5 alternates	

Dictation

It was my little sister's birthday.

She turned one.

	17	Focus - vowel digraphs Ow/ou (out and cow) Revise <i>Phase 3</i> sound and Phase 5 alternates The only common English word ending of ou is 'you'. Out, about, mouth, around, sound	Revise: Mr Mrs
	17	Focus – double consonants Revision of ff, ll, ss, zz and ck as starter. Off, well, miss, buzz, back	

Dictation

Now Mr Brown and Miss Black are sad.

Mrs Red can count her class well.

	18	Focus – vowel digraphs ea introduce ea as alternate for ee and e	Review and consolidate
	18	Focus – digraphs wh ph	

Dictation

She said “I can jump in the sea”.
They need all of the phonics charts.
When are you going to the beach?

	19	Focus - vowel digraphs Revise oo Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo Food, fool, moon, zoo, soon Remember u_e as oo Update assessments	Review and consolidate
	19	Focus - vowel digraphs Introduce ue and ew, (revise u_e) blue, clue, true, new, drew, threw	

Dictation

I like my blue boots.
We have to go soon.

WEEK		PHONEME	WORDS TO LEARN (READ & SPELL)
	20	Focus – assess and review <i>Revise all long vowel sounds.</i>	push put
	20	Focus – assess and review Revise all long vowel sounds.	
Dictation She can push a leaf onto a tree. I put the meat on the bread. You need to turn the car in the carpark.			
	21	Focus - vowel digraphs Alternate ow Cow brown now down town Low blow own blow snow grow show	their your
	21	Focus - digraphs Revise ph and wh	
Dictation You can show your picture now. When is it their turn to pet the dolphin?			
	22	Focus - vowel digraphs Revise or For short born horse morning Revise aw – paw, straw Introduce au as alternate Author, August, dinosaur, astronaut Introduce aw as alternate Saw draw yawn crawl. Challenge oor ore	one once
	22	Focus - vowel digraphs	
Dictation One child was born in August. Once I hurt my paw on the lawn.			

	23	Focus – trigraphs Revise ear Dear, hear beard, near fear Introduce ear as alternate (air) Bear wear pear	pull full
	23	Focus - trigraphs Revise igh Light, high, night, bright, right	
Dictation I have a f ear of the d ark n ight. Then p ull the l ight c ord s o it is b right! I am f ull of p ear p udding.			
	24	Focus - trigraphs Alternate air Revise air Air fair pair hair chair Introduce are as alternate Bare dare care share scared Revise ear as alternate	many any
	24	Focus - alternate spellings for ch tch tch is usually at the end of a word where you can hear ch followed by a single vowel eg witch, fetch, catch, pitch, match... exceptions rich, which, much, such catch, fetch, kitchen, notch, hutch	
Dictation Do you have any p airs of s ocks? I am s cared of the b ear. The w itch can f etch m any t hings with h er broom.			
	25	Focus - alternate graphemes Revise y as alternate for ee and ie Very happy funny party family Update assessments	says little
	25	Focus - alternate graphemes Alternate or Revise or, aw au Introduce ore More score before wore shore	

Dictation

We ate **so many little** cakes at the **family party**.

She says we do not **have any** time.

YEAR 1		
WEEK	PHONEME	WORDS TO LEARN (READ & SPELL)
	Need to incorporate starters from previously taught sounds to ensure consolidation.	
Alternative spellings	26 Focus – revision of vowels Long vowel a – focus split digraph Revise ai – virtually never used at the end of English words Revise - ay used for those sounds at the end of words and at the end of syllables. a-e.	Monday Tuesday Wednesday
	26 Focus – revision of vowels Investigate new ways Phonics play - http://www.phonicsplay.co.uk/member-only/aiAltSpellings.html Challenge group: a and eigh ey	
Dictation On Monday we played games. On Tuesday we went home. On Wednesday we had fun.		
	27 Focus – revision of vowels Long vowel e– focus split digraph Revise ee ea y e-e Intro: ie	Thursday Friday
	27 Focus – revision of vowels Investigate new ways http://www.phonicsplay.co.uk/member-only/eeAltSpellings.html Challenge – ey e ie Key, be, thief	
Dictation On Thursday we felt happy. On Friday we drove down the street.		
	28 Focus – revision of vowels Long vowel i – Revise igh ie y i_e	Saturday Sunday
	28 Focus – revision of vowels Investigate new ways http://www.phonicsplay.co.uk/member-only/ighAltSpellings.html Challenge – all plus i	

Dictation

This **Saturday** night **it is my** birthday party.

Next **Sunday we are going to the** park.

	29	Focus – revision of vowels Long vowel o – focus split digraph Revise oa ow o_e Intro oe	zero one two three
	29	Focus – revision of vowels Investigate new ways http://www.phonicsplay.co.uk/member-only/oaAltSpellings.html Challenge group - o, ough Tomato doughnut	

Dictation

When you count **you** start at **zero**.

She has one or **two** cats.

There are three boys at the show.

	30	Focus – revision of vowels Revision u_e makes oo or ue http://www.phonicsplay.co.uk/member-only/ooAltSpellings.html Cube tube Flute salute	four for five six seven
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	30	Focus – revision of vowels Vowels – i o a u e The trouble with vowels. What do we know about them? How/when do they change? Collate all the information that we have on vowels. Short/long etc. Naughty vowels – Alternative pronunciation i o u a e When vowels say their name for no reason! Eg kind, child – go, banjo, under- music Ask, apricot, elephant electric Much of this lesson should focus on reading for meaning and having a plan B if Fred's first rule doesn't work. Remind the children to use the bouncy sound first as a common rule before trying to sound out using a naughty vowel.	
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Dictation

We saw four chickens eating.

She had **five** cute cats.

I ate **six** plums.

I saw **seven** red buses.

31

Focus – alternate graphemes

al as alternate to ar (e.g. calm balm psalm)

Alternate spellings for m (e.g. swim summer, thumb crumb)

eight
ate
nine
ten

31

Focus – alternate graphemes

Adding –ed suffix to words where no change is needed to the root word.

Dictation

I ate **eight** cakes.

Ten coaches **were** parked at **the** gate.

They needed **nine** boxes **for their** packing.

32

Focus – alternate graphemes

Alternate spellings for f

Puff loft phone

eleven
twelve
thirteen
fourteen
fifteen

32

Adding –est and –er suffix to words where no change is needed to the root word.

Dictation

On sports day **there are twelve** balls.

I **like** the number **eleven**.

My sister is **thirteen**.

I **like the** number **fourteen**.

She is **fifteen** on **Saturday**.

YEAR 1		
WEEK	PHONEME	WORDS TO LEARN (READ AND SPELL)
33	<p>Focus - Revision of all phonics taught previously + alternate spellings for n - night knife gnome sign alternate spelling for v – ve (hardly any English words end in 'v' when you can hear that sound it is generally ve have, live, give, shove etc)</p>	sixteen seventeen eighteen nineteen twenty
33	Long vowels revision	
<p>Dictation Sixteen hens are at the farm. Have you seen flat number seventeen? My sister is eighteen. Where is flat number nineteen? Twenty foxes have been eating.</p>		
34	<p>Focus - Revision of all phonics taught previously + alternate spelling of r and s wr – write, wrong at the beginning of words Alternate spellings for s Snake hiss scissors science</p>	their there what who when why
34	<p>Focus - Alternate phonemes Use vocabulary hard c (cat) soft c (ceiling) soft c is used before e, l and y hard g (goat) soft g (giant) g is used before e, l and y (only for children who are ready for it, year 2 expectation)</p>	
<p>Dictation Their hats are over there. Who are you? What made the game unfair? When is your birthday? Why do we ride bikes?</p>		
35	<p>Focus - Alternate phonemes Alternate to c and g. Use vocabulary hard c (cat) soft c (ceiling) soft c is used before e, l and y hard g (goat) soft g (giant) g is used before e, l and y (only for children who are ready for it, year 2 expectation)</p>	where were want today our

35	<p>Focus – Revision of phonics + suffix s/es</p> <p>suffix s/es Singular and plural – chn need to know this terminology</p> <p>Turning nouns into plurals If the ending sounds like s or z. It is spelt as –s. If the ending forms an extra syllable or beat it is spelt –es.</p> <p>(rule most words 's' words ending in ch/sh/x require 'es' but you can hear the difference – try saying church or box with just an 's')</p> <p>Cats, dogs, spends, rocks, thanks, catches</p>	
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Dictation

Where were you all today?

We want to go outside.

Our teachers **are called Mr Smith** and **Mrs Green**.

36	<p>Focus – Revision of phonics + suffixes</p>	asked called
36	<p>Focus – Revision of phonics + suffixes</p> <p>Suffixes - ing ed and er (where no change is needed to the root word) Past and present tense ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p> <p>jumping, jumped, jumper Hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>	love people these

Dictation

We love all of these people.

I asked my mum **where she was.**

The girl **looked** sad **so I called** her dad.

37	<p>Focus – Revision of phonics + suffixes</p>	does friend
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		<p>Suffixes - est er</p> <p>Adding to adjectives where no change is needed to the root word.</p> <p>If verb ends in 2 consonant letters (the same or different), the ending is simply added on.</p> <p>Grander, grandest, fresher, freshest, quicker, quickest</p>	<p>eyes</p> <p>here</p> <p>house</p>
	37	<p>Focus – Revision of phonics + prefixes</p> <p>Prefix un-</p> <p>Without any change to the spelling of the root word.</p> <p>Change the meaning of verbs and adjectives</p> <p>Unkind, undoing, unhappy, undo, unload, unfair, unlock</p> <p>Update assessments</p>	
<p>Dictation</p> <p>Don't rub your eyes</p> <p>He was unhappy.</p> <p>Here is a spooky house</p> <p>Does your friend like sweets?</p>			
	38	<p>Focus – Revision of phonics + contractions</p> <p>Reading words with contractions knowing that the apostrophe represents the omitted letter.</p> <p>can't</p> <p>It's</p> <p>couldn't</p> <p>didn't</p> <p>hasn't</p> <p>I'll</p>	<p>I'm</p> <p>I'll</p> <p>it's</p>
	38		
<p>Dictation</p> <p>I'm going to have fun.</p> <p>It's hot today.</p> <p>I'll try my best in maths.</p>			
	39	<p>Review- class specific revision based on assessments and class need.</p>	<p>Revise/consolidate spellings,</p>
	39		

Pupils should be taught to:

- ♣ apply phonic knowledge and skills as the route to decode words
- ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ♣ read other words of more than one syllable that contain taught GPCs
- ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ♣ re-read these books to build up their fluency and confidence in word reading.

National Curriculum objectives – spelling

Spelling (see [English Appendix 1](#))

Pupils should be taught to: ♣ spell:

- ♣ words containing each of the 40+ phonemes already taught
- ♣ common exception words
- ♣ the days of the week

English 23 Statutory requirements

- ♣ name the letters of the alphabet:
- ♣ naming the letters of the alphabet in order
- ♣ using letter names to distinguish between alternative spellings of the same sound
- ♣ add prefixes and suffixes:
- ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- ♣ using the prefix un–
- ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- ♣ apply simple spelling rules and guidance, as listed in English Appendix 1
- ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.