## PYE BANK CE PRIMARY PHONICS AND READING LONG TERM PLAN RECEPTION

| STAGE | TERM | Week | Phoneme/grapheme correspondences | Common exception word focus | Book titles | Number of letters, phonemes and graphemes known at key milestones |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1/2 | /s/ as in sun, /a/ as in apple |  |  | 13 letters <br> 13 phonemes 14 graphemes |
|  |  | 3 | /t/ as in tap, /i/ as in insect |  |  |  |
|  |  | 4 | /p/ as in pan, /n/ as in net |  |  |  |
|  |  | 5 | /m/ as in mouse, /d/ as in dog | I, the |  |  |
|  |  | 6 | /g/ as in goat, /o/ as in octopus | go, to |  |  |
|  |  | 7 | /k/ as in cat, /k/ as in kite | no, into | Ants The Pan |  |
|  |  | 8 | /k/ as in duck, /e/ as in elephant | the |  |  |
|  |  |  | ASSESSMENT POINT 1 |  |  |  |
|  | $\begin{gathered} \text { RECEPTION AUT HALF } \\ \text { TERM } 2 \end{gathered}$ | 9 | /u/ as in umbrella, /r/ as in rabbit | to | The Cog It is not a dot! | 21 letters <br> 21 phonemes <br> 17 graphemes |
|  |  | 10 | /h/ as in hat, /b/ as in bat |  |  |  |
|  |  | 11 | /f/ as in frog and cliff, /I/ as in ladder | go | Pen the hen Ducks |  |
|  |  | 12 | /I/ as in shell, /s/ as in dress | no |  |  |
|  |  | 13 | Double letters, two syllable words | into | Get off bug! The Gull's mess |  |
|  |  | 14 | /j/ as in jug, /v/ as in van | he, she |  |  |
|  |  |  | ASSESSMENT POINT 2 |  |  |  |
| 0 |  | 15 | /w/ as in web, /k+s/ as in fox | we, me | The Red Bag | 26 letters 26 phonemes 24 graphemes |
|  |  | 16 | /y/ as in yellow, /z/ as in zebra and fizzy | be, was |  |  |
|  |  | 17 | /z/ as in bugs, /k+w/ as in queen | my, you | Jack's Fox |  |
|  |  | 18 | Consolidate j, v, w, x | her, they | Six Kittens |  |
|  |  | 19 | Consolidate y, z, zz, s, qu | all, are | Up in the Attic |  |
|  |  |  | ASSESSMENT POINT 3 |  |  |  |
| $\infty$ |  | 20 | /ch/ as in chick, /sh/ as in sheep | he, she | A Quick Quest | 26 letters <br> 36 phonemes <br> 33 graphemes |
|  |  | 21 | /th/ as in thumb and feather, $/ \mathrm{n}+\mathrm{g} /$ as in ring | we, me | Fish Lunch Wings and Things |  |
|  |  | 22 | /ai/ as in train, /ee/ as in bee | be, was |  |  |
|  |  | 23 | /igh/ as in light, /oa/ as in boat | my, you | In the Book Nook Pooja's Pool |  |
|  |  | 24 | short /oo/ as in book, long /oo/ as in moon | her, they |  |  |
|  |  | 25 | Consolidate ch, sh, th, ng, ai, ee, igh, oa, oo, oo | all, are | Consolidation texts |  |
|  |  |  | ASSESSMENT POINT 4 |  |  |  |
|  |  | 26 | /ar/ as in car, /or/ as in fork | some, one, said | Carla at the Market Smart Shark |  |
|  |  | 27 | /ur/ as in purse, /ou/ as in owl | come, do, so |  |  |
|  |  | 28 | /oi/ as in coin, /eer/ as in ear | were, when | The Clever Mirror The River Raft Dash |  |
|  |  | 29 | /air/ as in chair, /y+oor/ as in manure | have, there |  |  |
|  |  | 30 | Schwa /uh/ as in hammer, consolidate ar, or, ur, ow | out, like | The Cow on the Roof/The Big Turnip |  |
|  |  |  | ASSESSMENT POINT 5 |  |  | 26 letters 45 phonemes including schwa 42 graphemes |


|  |  | 31 |  | Consolidate oi, ear, air, ure, er, ar, or, ur | \|little, what | Consolidation texts | 49 graphemes |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 32 |  | /w/ as in wheel, /f/ as in dolphin | some, one, said | The Cow on the Roof/The Big Turnip |  |
|  |  | 33 |  | /ai/ as in crayon and cake | come, do, so | Jake's Game <br> No Holiday for Asaph |  |
|  |  | 34 |  | /ai/ as in acorn, /ee/ as in scene | were, when |  |  |
|  |  | 35 |  | lee/ as in shield and peach | have, there | Oatmeal Cookies The Peach Thief |  |
|  |  | 36 |  | Consolidate wh, ph, ay, a-e | out, like, |  |  |
|  |  | 37 |  | Consolidate a, e-e, ie, ea | \|ittle, what | Consolidation texts |  |
|  |  |  |  |  | ASSESS | MENT POINT 6 |  |

During 'consolidation text' weeks, the teacher selects a class text previously read in order to consolidate sounds that are less secure. Pupils' home readers are selected to address and consolidate pupils' individual gaps or areas that are less secure.

