

Phonics Long-Term Planning - Summary of YEAR 1 Units

AUTUMN 1	AUTUMN 2
<p><b>RWI</b>  <b>Set 2 sounds/Secure Orange/yellow bks</b>  <b>Beginning Set 3 reading/writing</b></p> <ul style="list-style-type: none"> <li>• Children will recognise most Set 2 words in reading orange books</li> <li>• Will make predictions from what they have read using more than one idea</li> <li>• They will begin to show some expression in reading</li> <li>• They will edit sentences independently</li> <li>• Will apply phonic knowledge and skills to decode most set 1,2 &amp; 3 words</li> <li>• They will read most of a story with some fluency and expression with little support</li> <li>• Make predictions for what they have read giving a reason</li> <li>• Will form all letters of the alphabet correctly using letter rhymes</li> <li>• Form most letters the same size</li> <li>• Use a capital letter and a full stop correctly</li> <li>• Will use appropriate vocabulary when writing a sentence</li> </ul>	<p><b>RWI</b>  <b>Continue Set 3 sounds Blue/Grey bks</b>  <b>reading/writing</b>  <b>Beginning Syllable words</b></p> <ul style="list-style-type: none"> <li>• Children will identify which special sounds, digraphs &amp; trigraphs belong to the same family e.g., a, ay, ai a-e, all belong to the same sound family because they all sound the same but used for different words</li> <li>• Will read most of the story with fluency and expression independently</li> <li>• They will further discuss the character's feelings with more detail</li> <li>• Will talk about what the character is thinking</li> <li>• Can use appropriate vocabulary when writing a sentence</li> <li>• They will write their own version of a story independently</li> <li>• Will comprehend the whole story</li> </ul>
SPRING 1	SPRING 2
<p><b>RWI</b>  <b>Secure on Set 3</b>  <b>Emerging Set 3 Orange sounds</b>  <b>Syllable words</b>  <b>(Phonics starter and booster groups)</b></p> <ul style="list-style-type: none"> <li>• Children will begin to read some 2 &amp; 3 syllable words</li> <li>• They will read some words on sight using the orange sounds</li> <li>• Will form most letters the same size when writing mostly independently</li> <li>• They will write more than one sentence independently</li> <li>• Will write an idea using 'and' and 'because' independently</li> </ul>	<p><b>RWI</b>  <b>Secure on Set 2/3 Orange sounds</b>  <b>Secure on syllables</b>  <b>Beginning suffix-ed/er/est/ing</b>  <b>Prefix words</b>  <b>(Phonics starter and booster groups)</b></p> <ul style="list-style-type: none"> <li>• Children will begin to apply phonic knowledge and skills to read words that end with the suffix - ing, ed, es, est &amp; er</li> <li>• They will read most 2 &amp; 3 syllable words on sight</li> <li>• Will read most of Set 2,3 and orange words on sight</li> <li>• Will use Set 2, 3 and orange words in writing</li> <li>• Begin to use suffix and prefix words in writing</li> </ul>

SUMMER 1	SUMMER 2
<p><b>RWI</b>  <b>Continue</b>  <b>Syllable/suffix/prefix</b>  <b>Contractions</b>  <b>(Phonics starter and booster groups)</b></p> <ul style="list-style-type: none"> <li>• Children will identify the root words in suffix and prefix words</li> <li>• Will use suffix and prefix words in writing</li> <li>• They will identify the root word in a suffix word</li> <li>• Will identify the root word in a prefix word</li> <li>• Children will understand that an apostrophe represents the omitted letter(s) in contractions</li> <li>• They will identify which two words are contracted to a contraction</li> </ul>	<p><b>RWI</b>  <b>Secure on</b>  <b>Set 2/3/orange words</b>  <b>Compound words/Focus on Yr 1 words</b>  <b>Secure on most syllable words</b>  <b>(Phonics starter and booster groups)</b></p> <ul style="list-style-type: none"> <li>• Children will recognise that two root words make a compound word</li> <li>• They will write more than one idea using 'and' and 'because' independently</li> <li>• Will use capital letters and full stops correctly</li> <li>• Will read and write most of Year 1 common exception words</li> <li>• Will understand the spelling rule for adding - s or es as the plural and singular (box-boxes book-books)</li> </ul>