

# Phonics Shed

## Nursery: Medium Term Plan

(based on 6 week half-terms)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p><b>Settling in with no formal phonics</b> We suggest using our Phonics Shed books and songs during carpet time, as well as Chapter 1 games on the Phonics Shed site.</p>			<p><b>Chapter 1 Element 2</b> Motor Skills (2 weeks)</p>	<p><b>Chapter 1 Element 5</b> Our Voices (2 weeks)</p>	<p><b>Chapter 1 Element 8</b> Initial Sounds (2 weeks)</p>	
			<p><b>Chapter 1 Introduction</b> Intro To Phonics Shed (2 weeks)</p>	<p><b>Chapter 1 Element 3</b> Our Bodies (2 weeks)</p>	<p><b>Chapter 1 Element 6</b> Stories, Rhymes and Rhythm (2 weeks)</p>	<p><b>Chapter 1 Element 9</b> Beginning to Blend and Segment (2 weeks)</p>
			<p><b>Chapter 1 Element 1</b> Environmental Sounds (2 weeks)</p>	<p><b>Chapter 1 Element 4</b> Instrumental Sounds (2 weeks)</p>	<p><b>Chapter 1 Element 7</b> From Left to Right (2 weeks)</p>	<p><b>Assessment Weeks</b> (2 weeks)</p>

# Phonics Shed

## Reception: Medium Term Plan

(based on 6 week half-terms)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Chapter 1 Introduction</b> Intro To Phonics Shed (1 week)</p>	<p><b>Assessment Week</b></p>	<p><b>Assessment Week</b></p>	<p><b>Assessment Week</b></p>	<p><b>Chapter 3 Set 1</b> <i>/ng/, /ch/, /sh/, unvoiced /th/, voiced /th/ and comparing / th/ sounds, HFWs: 'children', 'they', 'then', 'them', 'this', 'that', 'with' (1 week)</i></p>	<p><b>Chapter 3 Set 4</b> <i>/ar/, /or/, /ur/, 'er'/ur/, com- paring /ur/ sounds, schwa 'er' ending, comparing 'er' sounds, HFWs: 'are', 'for', 'all', 'her' (1 week)</i></p>
<p><b>Chapter 2 Set 1</b> <i>/s/, /a/, /t/, /p/ and corresponding capital letters, HFWs: 'a', 'at', 'the' (1 week)</i></p>	<p><b>Chapter 2 Consolidation and Interventions</b> (1 week)</p>	<p><b>Chapter 2 Consolidation and Interventions</b> (1 week)</p>	<p><b>Chapter 2 Consolidation and Interventions</b> (2 weeks)</p>	<p><b>Chapter 3 Set 2</b> <i>/ai/, /ee/, /igh/ and /oa/, HFWs: 'see', 'he', 'she', 'we', 'me', 'be', 'my' (1 week)</i></p>	<p><b>Chapter 3 Set 5</b> <i>/ear/, /air/, 'ure' variations and 'a'/ar/, HFWs: said, little, can't (1 week)</i></p>
<p><b>Chapter 2 Set 2</b> <i>/i/, /n/, /m/, /d/ and corresponding capital letters, HFWs: 'I', 'it', 'it's', 'an', 'in', 'and', 'dad' (1 week)</i></p>	<p><b>Chapter 2 Set 5</b> <i>/h/, /b/, /f/, /l/ and corresponding capital letters, HFWs: 'had', 'him', 'back', 'big', 'but', 'if', 'from', 'of', 'help' (1 week)</i></p>	<p><b>Chapter 2 Set 8</b> Double Letters 'ff'/f/, 'll'/l/, 'ss'/s/, voiced 'ss'/z/ and 'zz'/z/, HFWs: 'off', 'will' (1 week)</p>		<p><b>Chapter 3 Set 3</b> <i>'ue'/you/, /ow/, /oi/, /oo/, 'oo' hard/u/ and comparing 'oo' sounds, HFWs: 'was', 'you', 'now', 'down', 'too', 'look' (1 week)</i></p>	<p><b>Chapter 3 Set 4 to 5 Recap</b></p>
<p><b>Chapter 2 Set 3</b> <i>/g/, /o/, 'c'/k/, 'k'/k/, comparing /k/ sounds, and corresponding capital letters, HFWs: 'on', 'got', 'not', 'do', 'to', 'into', 'can' (1 week)</i></p>	<p><b>Chapter 2 Set 6</b> <i>/j/, /v/, /w/, /x/ and corresponding capital letters, HFWs: 'just', 'went', 'want' (1 week)</i></p>	<p><b>Chapter 2 Set 8</b> Additional Double Letters 'tt'/t/, 'pp'/p/, 'rr'/r/, 'mm'/m/, 'cc'/k/, 'nn'/n/, 'dd'/d/, 'gg'/g/ and 'bb'/b/ (2 weeks)</p>	<p><b>Chapter 2</b> Alphabet Order (1 week)</p>	<p><b>Chapter 3 Set 1 to 3 Recap</b></p>	<p><b>Assessment Week</b></p>
<p><b>Chapter 2 Set 4</b> <i>'ck'/k/, comparing /k/ sounds, /e/, /u/, /r/ and corresponding capital letters, HFWs: 'no', 'go', 'so', 'get', 'up', 'put', 'mum' (1 week)</i></p>	<p><b>Chapter 2 Set 7</b> <i>/y/, /z/, /qu/, corresponding capital letters and voiced s/z/, HFWs: 'as', 'is', 'his' (1 week)</i></p>		<p><b>Chapter 2</b> Vowels and Consonants (1 week)</p>	<p><b>Assessment Week</b></p>	<p><b>Chapter 3 Consolidation and Interventions</b> (2 weeks)</p>
<p><b>Chapter 2 Set 1 to 4 Recap</b></p>	<p><b>Chapter 2 Set 5 to 7 Recap</b></p>	<p><b>Chapter 2 Recap</b> (Whole Chapter)</p>	<p><b>Assessment Week</b></p>	<p><b>Chapter 3 Consolidation and Interventions</b> (1 week)</p>	<p><b>Chapter 2 and 3 Recap (1 week)</b></p>

## Year One: Medium Term Plan

(based on 6 week half-terms)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Assessment Week and Targeted Interventions</b></p>	<p><b>Recap Chapter 4a Sets 1 to 4</b></p>	<p><b>Chapter 4b Set 2</b> 'c/s/, 'g/j/, 'i/iigh/, 'u/you/ and 'e/ee/, <b>HFW:</b> I'm (1 week)</p>	<p><b>Chapter 4b Set 7</b> New Phoneme /zh/, <b>HFWs:</b> 'their', 'people' (1 week)</p>	<p><b>Chapter 2 to 4b Consolidation and Targeted Interventions</b></p>	<p><b>Chapter 4c Consonants</b> <i>/p/, /h/, /y/, /b/, /l/, /v/, /d/, /r/, /f/, /g/, /m/, /n/, /t/, /j/, /z/, /s/, /k/, /w/, 'qu' and 'x', <b>HFWs:</b> 'I've', 'live', 'lived', 'we're', 'gone', 'know', 'jumped', 'stopped', 'pulled', 'please', 'mouse', 'horse', 'once' (6 weeks in total)</i></p>
<p><b>Additional Consolidation of Chapter 2 and 3 (1 week)</b></p>	<p><b>Chapter 4a Set 5 Split Digraphs</b> 'a_e/ai/, 'e_e/ee/, 'i_e/igh/, 'o_e/oa/, 'u_e/oo/, 'u_e/you/ and comparing 'u_e' sounds, <b>HFWs:</b> made, came, make, have, here, were, there, like, time, come, one, some (2 weeks)</p>	<p><b>Chapter 4b Set 3</b> 'ea/e/, 'ow/oa/, 'or/ur/ and 'ey/ai/, <b>HFWs:</b> Mr, Mrs (1 week)</p>	<p><b>Assessment Week</b></p>	<p><b>Phonics Screening Practice using, blending and segmenting resources, word cards and online resources</b></p>	
<p><b>Chapter 4a Set 1</b> 'oe/oa/, 'ay/ai/, 'ew/oo/, 'ew/ue/ and comparing 'ew' sounds, <b>HFW:</b> day (1 week)</p>		<p><b>Chapter 4b Set 4</b> 'ue/oo/, 'o/oa/, 'o/oo/, 'ch/k/ and 'ch/sh/, <b>HFWs:</b> old, don't, oh (1 week)</p>	<p><b>Chapter 4b Consolidation and Interventions (2 weeks)</b></p>		
<p><b>Chapter 4a Set 2</b> 'ea/ee/, 'ey/ee/, 'ie/ee/, 'ie/igh/ and comparing 'ie' sounds (1 week)</p>	<p><b>Assessment Week</b></p>	<p><b>Chapter 4b Set 5</b> 'a/ai/, 'a/ol/, 'y/iigh/, 'y/ee/ and 'y/i/, <b>HFWs:</b> looked, called, asked, by, very (1 week)</p>		<p><b>Phonics Screening</b></p>	
<p><b>Chapter 4a Set 3</b> 'aw/or/, 'au/or/, 'ir/ur/ and 'oy/oi/, <b>HFW:</b> saw (1 week)</p>	<p><b>Chapter 4a Consolidation and Interventions (1 week)</b></p>	<p><b>Chapter 4b Set 6</b> 'ou/oo/, 'ou' hard /u/, 'ou/oo/, 'ear/ur/ and 'ear/air/, <b>HFWs:</b> 'your', 'could' (1 week)</p>		<p><b>Whole Scheme Assessment, Practice Phonics Screening and Targeted Interventions (2 weeks)</b></p>	
<p><b>Chapter 4a Set 4</b> 'ou/ow/, 'are/air/, 'ph/f/ and 'wh/w/, <b>HFWs:</b> house, out, about, when, what (1 week)</p>	<p><b>Chapter 4b Set 1 Recap</b> comparing multiple known phonemes for 's', 'th', 'oo', 'er', 'a', 'ew', 'ie' and 'u_e' graphemes (1 week)</p>	<p><b>Recap Chapter 4a Sets 2 to 6</b></p>			

# Phonics Shed

## Year Two: Medium Term Plan

(based on 6 week half-terms)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole Scheme Recap</b> (1 week)	<b>Chapter 4c</b> <b>Vowel Digraphs/Trigraphs</b> <i>/oi/, /ow/, /ar/, /or/, /ur/, /air/, / ear/, schwa endings and / ure/,</i> <b>HFWs:</b> water, thought, more, door, small, where, really <b>(3 weeks)</b>	<b>Whole Scheme Assessment Week</b>			
<b>Chapter 4c</b> <b>Short Vowels</b> <i>/a/, /o/, /e/, /i/ and hard and soft /u/ [regional],</i> <b>HFWs:</b> because, friends, many, any, other, another, mother, coming <b>(2 weeks)</b>		<b>Whole Scheme Consolidation and Targeted Interventions</b>			
<b>Chapter 4c</b> <b>Long Vowels</b> <i>/ai/, /ee/, /igh/, /oa/, /you/ (/y// oo/)</i> and /oo/, <b>HFWs:</b> great, eyes, two, through <b>(3 weeks)</b>	<b>Assessment Week</b>				
	<b>Chapter 4c</b> <b>Consolidation and Interventions</b> <b>(2 weeks)</b>				