

Callands CP School

Phonics Yearly Overview

Year One



Session 1 is a teacher-led session focusing on revision of past letter/s-sound correspondences and the introduction of sounds and graphemes, as well as modelling and practising the skills of blending, segmenting and handwriting, using the Flashcards, Frieze and interactive lessons on Floppy's Phonics Online.

Session 2 provides a revise-and-apply routine in which children focus on their own learning at their own level, using the Say the Sounds Posters, Sounds Books, Activity Sheets or Activity Books and Cumulative Texts, with the teacher drawing the attention of the whole class together as needed.

Time spent on phonics will vary depending on the time available and the children's needs and stage of learning; however the suggested timings for sessions and the year planner below can be used as a guide. The planner allows two weeks per book, which gives ample time to provide quality practice and consolidation so that all children have time to learn.

Suggested timings for the sessions are as follows:

Session 1	Activities and Resources	Suggested Timings
Revisit and Review	Revise sounds and graphemes using the Flashcards and the Frieze.	10 minutes
Teach	Teach focus sounds and graphemes using the Flashcards and the Floppy's Phonics Online activities.	Approximately 20 minutes; longer if required.

Session 2	Activities and Resources	Suggested Timings
Practise	Quick revision of previous content. Then practise new and revised sounds and graphemes with the Sounds Books, Say the Sounds Posters, Activity Sheets or Activity Books.	Session 2 is likely to take longer than Session 1 especially when introducing use of the Cumulative Texts. You may need to provide a third session to provide good use of the Cumulative Texts. Always complete the full teaching and learning sequence before introducing the next sound and grapheme. A minimum of 35 minutes will be needed for the whole of Session 2, or more as required.
Apply	After the use of the Activity Sheets or Activity Books, use the Cumulative Texts for grapheme searches, reading and language comprehension, handwriting, spelling and drawing practice. Beginners can use the Grapheme Tiles for spelling practice.	

In addition to the two sessions, allow time for children to consolidate their learning:

	Activities and Resources
Consolidate	Use the Sounds Books and the online activities for revision and to consolidate learning. Include the Activity Sheets or Activity Books in the children's book bag routine so that these go home and come back again to school for repeated practice.
Read	Read Floppy's Phonics decodable readers. These books can be used at school and at home as they are especially useful for independent reading activities.

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Autumn Term A	Oxford Level	Sounds Book	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1							
Week 2	Oxford Level 4	Book 19	a e i o u s t p n m	a e i o u s t p n m	a e i o u d g c k - c k r	a e i o u d g c k - c k r	Consolidate
Week 3	Oxford Level 4	Book 19	a e i o u h b f - f l - l l - l e - s s	a e i o u h b f - f l - l l - l e - s s	a e i o u j v w - x y z - z z q u	a e i o u j v w - x y z - z z q u	Consolidate
Week 4	Oxford Level 4	Book 20	ch sh th - n g - n k	ch sh th - n g - n k	ai ee - i g h o a	ai ee - i g h o a	Consolidate
Week 5	Oxford Level 4	Book 20	- o o o o a r o r u r e r - e r	- o o o o a r o r u r e r - e r	ow oi ear air	ow oi ear air	Consolidate. Children can start reading <i>Floppy's Phonics</i> decodable readers Oxford Level 4 independently from this point.
Week 6	Oxford Level 4	Book 21	/ai/ ai - a y	/ai/ ai - a y	/oi/ oi o y	/oi/ oi o y	Consolidate
Week 7	Oxford Level 4	Book 21	/ee/ ee e a	/ee/ ee e a	/igh/ - i g h - i e	/igh/ - i g h - i e	Consolidate
Autumn Term B	Oxford Level	Sounds Book	Monday	Tuesday	Wednesday	Thursday	Friday

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Week 1	Oxford Level 4	Book 22	/oa/ oa ow	/oa/ oa ow	/yoo/ -ue ew	/yoo/ -ue ew	Consolidate
Week 2	Oxford Level 4	Book 22	/oo/ oo -ew	/oo/ oo -ew	/ou/ ow ou	/ou/ ow ou	Consolidate
Week 3	Oxford Level 4	Book 23	/ur/ ur ir	/ur/ ur ir	/or/ or aw	/or/ or aw	Consolidate
Week 4	Oxford Level 4	Book 23	/eer/ ear eer	/eer/ ear eer	/air/ air -are	/air/ air -are	Consolidate
Week 5	Oxford Level 4	Book 24	/s/ s -ce	/s/ s -ce	/e/ e -ea	/e/ e -ea	Consolidate
Week 6	Oxford Level 4	Book 24	/u/ u o	/u/ u o	-ed /d/ /t/	-ed /d/ /t/	Consolidate
Week 7	Oxford Level 5	Book 25	/ai/ ai -ay eigh -ey	/ai/ ai -ay eigh -ey	/ai/ a-e a -ae -ea	/ai/ a-e a -ae -ea	Consolidate
Week 8	Oxford Level 5	Book 25	/ee/ ee -y e -ey	/ee/ ee -y e -ey	/ee/ -ie ea e-e	/ee/ -ie ea e-e	Consolidate
Spring Term A	Oxford Level	Sounds Book	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 26		/igh/ -igh -y i	/igh/ -igh -y i	/igh/ -ie i-e	/igh/ -ie i-e
Week 2	Oxford Level 5	Book 26	/oa/ oa ow o	/oa/ oa ow o	/oa/ -oe o-e -ough eau	/oa/ -oe o-e -ough eau	Consolidate
Week 3	Oxford Level 5	Book 27	/s/ s -ss -se -ce	/s/ s -ss -se -ce	/s/ ce ci cy	/s/ ce ci cy	Consolidate
Week 4	Oxford Level 5	Book 27	/s/ sc -st-	/s/ sc -st-	/e/ e -ea	/e/ e -ea	Consolidate

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Week 5	Oxford Level 5	Book 28	/j/ j ge gi gy	/j/ j ge gi gy	/j/ -ge -dge	/j/ -ge -dge	Consolidate
Week 6	Oxford Level 5	Book 28	/ul/ -le -el	/ul/ -le -el	/ul/ -al -il	/ul/ -al -il	Consolidate
Spring Term B	Oxford Level	Sounds Book	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 29	yoo/ -ue u	yoo/ -ue u	/yoo/ ew u-e eu	/yoo/ ew u-e eu	Consolidate
Week 2	Oxford Level 5	Book 29	long /oo/ oo u-e -o -ou -ough	long /oo/ oo u-e -o -ou -ough	long /oo/ -ue -ew -ui -u	long /oo/ -ue -ew -ui -u	Consolidate
Week 3	Oxford Level 5	Book 30	oi/ oi oy	oi/ oi oy	/ou/ ow ou -ough	/ou/ ow ou -ough	Consolidate
Week 4	Oxford Level 5	Book 30	or/ or -our	or/ or -our	/or/ aw au al war quar	/or/ aw au al war quar	Consolidate
Week 5	Oxford Level 5	Book 31	/ur/ ur ir er	/ur/ ur ir er	/ur/ ear wor	/ur/ ear wor	Consolidate
Week 6	Oxford Level 5	Book 31	/u/ u o -ou -our	/u/ u o -ou -our	/ar/ ar a al	/ar/ ar a al	Consolidate
Week 7	Oxford Level 5	Book 31	/u/ u o -ou -our	/u/ u o -ou -our	Consolidate		
Summer Term A	Oxford Level	Sounds Book	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 31		/ar/ ar a al	/ar/ ar a al	Consolidate	Revise
Week 2	Oxford Level 5	Book 32	/zh/ -s -si -ge	/zh/ -s -si -ge	/w/ w wh -u	/w/ w wh -u	Consolidate
Week 3	Oxford Level 5	Book 32		/f/ f -ff	/f/ f -ff	/f/ ph -gh	/f/ ph -gh

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Week 4	Oxford Level 5	Book 33	ch /ch/ /sh/ /k/	ch /ch/ /sh/ /k/	-ie /igh/ /ee/	-ie /igh/ /ee/	Consolidate
Week 5	Oxford Level 5	Book 33	ow /ou/ /oa/	ow /ou/ /oa/	a /a/ /ai/ wa /o/ alt /o/	a /a/ /ai/ wa /o/ alt /o/	Consolidate
Summer Term B	Oxford Level	Sounds Book	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 34	/ch/ ch -tch /chu/ -ture	/ch/ ch -tch /chu/ -ture	/sh/ sh ch	/sh/ sh ch	Consolidate
Week 2	Oxford Level 5	Book 35	/eer/ ear eer -ere -ier	/eer/ ear eer -ere -ier	/air/ air -are -ear -ere	/air/ air -are -ear -ere	Consolidate.
Week 3	Oxford Level 5	Book 35	/n/ n -nn kn gn	/n/ n -nn kn gn	/r/ r -rr wr rh	/r/ r -rr wr rh	Consolidate
Week 4	Oxford Level 5	Book 36	/m/ m mm -mb -mn	/m/ m mm -mb -mn	/k/ c k -ck ch qu -que	/k/ c k -ck ch qu -que	Consolidate
Week 5	Oxford Level 5	Book 36	/or/ or ore -our -oor oar	/or/ or ore -our -oor oar	/or/ aw au al -augh ough	/or/ aw au al -augh ough	Consolidate. Children can start reading <i>Floppy's Phonics</i> decodable readers Oxford Level 5 independently from this point.
Week 6	Oxford Level 5	Consolidate and revise					
Week 7	Oxford Level 5	Consolidate and revise					