

Phonics		Subject content		
Nursery	Phonics Phase	Knowledge	Skills	Vocabulary
Autumn 1	Phase 1	<p>Seven Aspects of Phase 1 Phonics</p> <p>Environmental Sounds</p> <ul style="list-style-type: none"> Listening Walks: Taking children on walks to listen to and identify various environmental sounds (e.g., birds, traffic, leaves rustling). Sound Stories: Using stories that incorporate environmental sounds, encouraging children to identify and replicate the sounds. <p>Instrumental Sounds</p> <ul style="list-style-type: none"> Playing Instruments: Introducing children to different musical instruments and their sounds. Sound Matching Games: Playing games where children match sounds to the correct instrument or object. <p>Body Percussion</p> <ul style="list-style-type: none"> Clapping, Stomping, and Clicking: Using parts of the body to create sounds, helping children understand rhythm and beat. Action Songs: Singing songs that involve body movements and sounds, like clapping or tapping. <p>Rhythm and Rhyme</p> <ul style="list-style-type: none"> Nursery Rhymes: Singing traditional nursery rhymes and identifying rhyming words. Rhyming Games: Playing games where children find and create rhyming words. <p>Alliteration</p> <ul style="list-style-type: none"> Sound Sorting: Activities where children sort objects or pictures based on their initial sounds. Alliteration Games: Playing games and singing songs that emphasize the repetition of the same initial sound. 	<p>Sound Hunts: Going on hunts around the classroom or home to find objects that make different sounds.</p> <p>Singing and Music: Incorporating songs and musical activities that involve listening and producing different sounds.</p> <p>Sound Matching: Using picture cards or objects to match sounds to their sources.</p> <p>Listening Games: Playing games that require careful listening, like "Simon Says" or "I Spy."</p> <p>Story Time: Reading aloud stories that include rich, descriptive language and sound words.</p> <p>Sound Discrimination: Activities where children identify and differentiate between similar sounds.</p> <p>Sound Sorting: Sorting objects or pictures based on their initial sounds, rhyme, or alliteration.</p>	Environmental, instrumental, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting, initial sound

		<p>Voice Sounds</p> <ul style="list-style-type: none"> • Sound Effects: Using the voice to make different sounds and effects (e.g., animal noises, vehicle sounds). • Mouth Movements: Encouraging children to experiment with mouth movements to produce different sounds. <p>Oral Blending and Segmenting</p> <ul style="list-style-type: none"> • Blending: Practicing putting sounds together to form words (e.g., hearing "c-a-t" and saying "cat"). • Segmenting: Practicing breaking words down into individual sounds (e.g., hearing "dog" and saying "d-o-g"). 		
Autumn 2/ Spring term 1 and 2	Phase 2 Phase 1 to still continue throughout continuous provision in the indoor and outdoor environments	<p>Children to be exposed to phase 2 sounds in a more practical fun approach.</p> <p>Lessons should be no longer than 10 minutes.</p> <p>Writing opportunities can be provided in small focus groups and in continuous provision activities.</p> <p>To know the phoneme /s/ written as 's'. To know the phoneme /a/ written as 'a'. To know the phoneme /t/ written as 't'. To know the phoneme /p/ written as 'p'. To know the phoneme /i/ written as 'i' To know the phoneme /n/ written as 'n' To know the phoneme /m/ written as 'm' To know the phoneme /d/ written as 'd'. To know the phoneme /g/ written as 'g'. To know the phoneme /o/ written as 'o'. To know the phoneme /c/ written as 'c'. To know the phoneme /k/ written as 'k'. To know the phoneme /ck/ written as 'ck' To know the phoneme /e/ written as 'e'</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can start to segment and blend simple CVC words using sound fingers.</p> <p>I can use Bug Club sound actions to help support my learning of sounds</p>	<p>Phoneme, grapheme, digraph, beginning, middle, end, decoding, blending.</p> <p><i>pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'),</i></p>

		<p>To know the phoneme /u/ written as 'u'. To know the phoneme /r/ written as 'r'.</p> <p>To know the phoneme /h/ written as 'h'.</p> <p>To know the phoneme /b/ written as 'b'.</p> <p>To know the phoneme /f/ written as 'f' and 'ff'.</p> <p>To know the phoneme /l/ written as 'l' and 'll'. To know the phoneme /s/ written as 'ss'.</p>		
Summer 1 and 2	Consolidate and revisit phase 2 Phase 1 to still continue throughout continuous provision in the indoor and outdoor environments.	<p>Consolidation of phase 2 sounds, looking at gaps and using focus activities to address these gaps.</p> <p>Please look at Nursery weekly overview for a breakdown of the progression map for Nursery.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can start to segment and blend simple CVC words using sound fingers.</p> <p>I can use Bug Club sound actions to help support my learning of sounds</p>	<p>Phoneme, grapheme, digraph, beginning, middle, end, decoding, blending.</p> <p><i>pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'),</i></p>

Reception	Phonics Phase	Knowledge	Skills	Vocabulary
Autumn Term 1 and 2	Phase 2	<p>To know the phoneme /s/ written as 's'.</p> <p>To know the phoneme /a/ written as 'a'. To know the phoneme /t/ written as 't'.</p> <p>To know the phoneme /p/ written as 'p'. To know the phoneme /i/ written as 'i'</p> <p>To know the phoneme /n/ written as 'n'</p> <p>To know the phoneme /m/ written as 'm' To know the phoneme /d/ written as 'd'.</p> <p>To know the phoneme /g/ written as 'g'.</p> <p>To know the phoneme /o/ written as 'o'.</p> <p>To know the phoneme /c/ written as 'c'.</p> <p>To know the phoneme /k/ written as 'k'.</p> <p>To know the phoneme /ck/ written as 'ck' To know the phoneme /e/ written as 'e'</p> <p>To know the phoneme /u/ written as 'u'. To know the phoneme /r/ written as 'r'.</p> <p>To know the phoneme /h/ written as 'h'.</p> <p>To know the phoneme /b/ written as 'b'.</p> <p>To know the phoneme /f/ written as 'f' and 'ff'.</p> <p>To know the phoneme /l/ written as 'l' and 'll'. To know the phoneme /s/ written as 'ss'.</p> <p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise s, a, t, p, i, n, m, d.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise g, o, c, k.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ck, e, u, r.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise h, b, f, ff, l, ll, ss.</p> <p>I can spell the following words correctly: and, to, them no, go, I, into, her</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowel consonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph</p>

	<p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell 'and' and the irregular words to, the, no, go, I, into, her</p> <p>To know how to read and spell short captions.</p>		<p><u>Irregular words</u></p> <p>to, the, no, go, I, into, her</p> <p><i>Irregular words should be taught in sets. For example, 'no' and 'go' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>
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Spring Term 1 and 2	Phase 3	<p>To know the phoneme /j/ written as 'j'. To know the phoneme /v/ written as 'v'. To know the phoneme /w/ written as 'w'. To know the phoneme /x/ written as 'x'. To know the phoneme /y/ written as 'y'. To know the phoneme /z/ written as 'z' and 'zz'. To know the phoneme /qu/ written as 'qu'. To know the phoneme /ch/ written as 'ch'. To know the phoneme /sh/ written as 'sh'. To know the phoneme /th/ written as 'th'. To know the phoneme /ng/</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise j, v, w, x.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise y, z, zz qu.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowel consonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph, digraph, trigraph, long vowel</p>
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		<p>written as 'ng'. To know the phoneme /ai/ written as 'ai'.</p> <p>To know the phoneme /ee/ written as 'ee'.</p> <p>To know the phoneme /igh/ written as 'igh'.</p> <p>To know the phoneme /oa/ written as 'oa'.</p> <p>To know the phoneme /oo/ (long) written as 'oo'. To know the phoneme /oo/ (short) written as 'oo'.</p> <p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words me, be, he, she, my, by, they, we, are</p> <p>To know how to read and spell short captions.</p>	<p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ch, sh, th, ng.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ai, ee, igh, oa, oo (long), oo (short).</p> <p>I can spell the following words correctly: me, be, he, she, we, my, by, they, are</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Irregular words</p> <p>me, be, he, she, we, my, by, they, are</p> <p><i>Irregular words should be taught in sets. For example, 'my' and 'by' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>
Summer Term 1	Phase 3	<p>To know the phoneme /ar/ written as 'ar'.</p> <p>To know the phoneme /or/ written as 'or'.</p> <p>To know the phoneme /ur/ written as 'ur'.</p> <p>To know the phoneme /ow/ written as 'ow'.</p> <p>To know the phoneme /oi/ written as 'oi'.</p> <p>To know the phoneme /ear/ written as 'ear'.</p> <p>To know the phoneme /air/ written as 'air'.</p> <p>To know the phoneme /ure/ written as 'ure'. To know the phoneme /ur/ written as 'er'.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ar, or, ur, ow, oi.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowel-consonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph, digraph, trigraph</p>

		<p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words you, all, was, give, live.</p> <p>To know how to read and spell short captions.</p>	<p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ear, air, ure, er.</p> <p>I can spell the following words correctly: you, all, was, give, live</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p><u>Irregular words</u></p> <p>you, all, was, give, live</p> <p><i>Irregular words should be taught in sets. For example, 'give' and 'live' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>
		<p><i>Many of the words children explored in Phases 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable).</i></p> <p>To know how to read words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know how to spell words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>To know how to read and spell short captions.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise adjacent consonants.</p> <p>I can spell the following words correctly: have, like, so, do, some, come, were, there, little, one, when, out, what.</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowel-consonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph, digraph, trigraph, adjacent consonants, syllables</p> <p><u>Irregular words</u></p> <p>have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p><i>Irregular words should be taught in sets. For example, 'come' and 'some' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>

Phonics		Subject content		
Year 1	Phonics Phase	Knowledge	Skills	Vocabulary
Autumn Term 1	<p>Phase 4 revision During class phonics</p> <p>Streaming phonics based on Phonics phase groups</p>	<p><i>Many of the words children explored in Phases 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable).</i></p> <p>To know how to read words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know how to spell words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>To know how to read and spell short captions.</p> <p>I know how to decode words with two or more syllables, such as 'lunchbox' and 'chimpanzee'.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise adjacent consonants.</p> <p>I can spell the following words correctly: have, like, so, do, some, come, were, there, little, one, when, out, what.</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowel consonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph, digraph, trigraph, adjacent consonants, syllables, polysyllabic</p> <p><u>Irregular words</u></p> <p>have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p><i>Irregular words should be taught in sets. For example, 'come' and 'some' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>

Autumn Term 2 and Spring Term	<p>Phase 5 during class phonics</p> <p>Streaming phonics based on Phonics phase groups</p>	<p>To know the phoneme /w/ written as /wh/.</p> <p>To know the phoneme /f/ written as 'ph'.</p> <p>To know the phoneme /ai/ written as 'ay'.</p> <p>To know the phoneme /ai/ written as 'a-e'.</p> <p>To know the phoneme /ai/ written as 'eigh', 'ey' and 'ei'.</p> <p>To know the phoneme /ee/ written as 'ea'.</p> <p>To know the phoneme /ee/ written as 'e-e'.</p> <p>To know the phoneme /ee/ written as 'ie', 'ey' and 'y'.</p> <p>To know the phoneme /igh/ written as 'ie'.</p> <p>To know the phoneme /igh/ written as 'i-e'.</p> <p>To know the phoneme /igh/ written as 'y'. To know the phoneme /igh/ written as 'i'.</p> <p>To know the phoneme /oa/ written as 'ow'.</p> <p>To know the phoneme /oa/ written as 'o-e'.</p> <p>To know the phoneme /oa/ written as 'o' and 'oe'.</p> <p>To know the phoneme /oo/ (long) written as 'ew'.</p> <p>To know the phoneme /oo/ (long) written as 'ue'.</p> <p>To know the phoneme /oo/ (long) written as 'u-e'.</p> <p><i>Additional knowledge: To know that /oo/ (long) can also be spelt 'ui'. Examples are 'suit', 'juice' and 'fruit'.</i></p> <p>To know the phoneme /oo/ (short) written as 'u' and 'oul'.</p> <p>To know that there are alternative graphemes for a phoneme.</p> <p>To know how to read and spell the irregular words oh, their, people, Mr, Mrs Ms, water, where, who, again, thought, through</p> <p>To know how to read and spell words that end in 'ed' (sounding /t/). Examples are 'looked', 'called' and 'asked'.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise 'wh' and 'ph'.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /ai/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /ee/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /igh/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /oa/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise long and short /oo/alternatives.</p> <p>I can spell the following words correctly: oh, their, people, Mr, Mrs, Ms, water, where, who, again, thought, through</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, digraph, trigraph, adjacent consonants, alternative, syllables</p> <p>Irregular words</p> <p>oh, their, people, Mr, Mrs, Ms, water, where, who, again, thought, through</p> <p><i>Irregular words should be taught in sets. For example, 'thought' and 'through' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p> <p><i>Any additional irregular words from the Year 1 National Curriculum that Bug Club Phonics have not provided, will be included in daily planning.</i></p>

		<p>To know the phoneme /or/ written as 'aw' To know the phoneme /or/ written as 'au'</p> <p>To know the phoneme /or/ written as 'al'.</p> <p><i>Additional knowledge: If appropriate, explain to children that there are other ways to spell the /or/ sound:</i></p> <p>'augh' sounds /or/ as in "caught"</p> <p>'our' sounds /or/ as in "four", "pour", but 'our' sounds /ure/ in "your" and "tour"</p> <p>To know the phoneme /ur/ written as 'ir'.</p> <p>To know the phoneme /ur/ written as 'er'.</p> <p>To know the phoneme /ur/ written as 'ear'.</p> <p>To know the phoneme /ow/ written as 'ou'.</p> <p>To know the phoneme /oi/ written as 'oy'.</p> <p>To know the phoneme /ear/ written as 'ere' and 'eer'.</p> <p>To know the phoneme /air/ written as 'are' and 'ear'.</p> <p>To know the phoneme /c/ written as 'c'. To know the phoneme /c/ written as 'k'.</p> <p>To know the phoneme /c/ written as 'ck'</p> <p>To know the phoneme /c/ written as 'ch'.</p> <p>To know that there are alternative graphemes for a phoneme.</p> <p>To know how to read and spell the irregular words work, laughed, because, different, any, many, eyes, friends, two, once</p> <p>To know how to read and spell the high-frequency words Thursday, Saturday, thirteen and thirty.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /or/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ur/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ow/ and /oi/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ear/ and /air/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /c/ alternatives.</p> <p>I can spell the following words correctly: work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, digraph, trigraph, adjacent consonants, alternative, syllables</p> <p>Irregular words</p> <p>work, laughed, because, different, any, many, eyes, friends, two, once</p> <p><i>The irregular part of the word should be explained to the children.</i></p> <p><i>Any additional irregular words from the Year 1 National Curriculum that Bug Club Phonics have not provided, will be included in daily planning.</i></p> <p>High-frequency words</p> <p>Thursday, Saturday, thirteen, thirty</p>
Summer Term				

Phonics		Subject content		
Year 2	Phase Phonics	Knowledge	Skills	Vocabulary
Autumn Term 1	<p>Phase 5 (Revision) during class phonics</p> <p>Streaming phonics based on Phonics phase groups</p>	<p>To know that there are alternative graphemes for a phoneme.</p> <p>To know the phoneme /s/ written as 'c(e)', 'c(i)' and 'c(y)'</p> <p>To know the phoneme /s/ written as 'sc' and 'st(l)'</p> <p>To know the phoneme /s/ and /z/ written as 'se'.</p> <p>To know the phoneme /j/ written as 'g(e)', 'g(i) and 'g(y)'.</p> <p>To know the phoneme /j/ written as 'dge'.</p> <p>To know the phoneme /l/ written as 'le'.</p> <p>Additional knowledge:</p> <p>To know the phoneme /l/ written as 'al', 'il' and 'el'.</p> <p>To know the phoneme /m/ written as 'mb'.</p> <p>To know the phoneme /n/ written as 'kn' and 'gn'</p> <p>To know the phoneme /r/ written as 'wr'</p>	As above in Phase 5.	<p>As above in Phase 5.</p> <p>Irregular words</p> <p>Possible words to teach when recapping alternative graphemes for phonemes.</p> <p>/ai/: great, steak, break, again</p> <p>/igh/: find, mind, kind, wild, child, behind</p> <p>/oa/: old, cold, gold, told, hold, fold</p>
Autumn Term 2	<p>Phase 5(a) during class phonics and spelling rules also covered in English lessons throughout the year.</p>	<p>To know the phoneme /ch/ written as 'tch'.</p> <p>To know the phoneme /sh/ alternatives written as 'ch', 'c(ious)' and 'c(ion)'.</p> <p>To know the phoneme /e/ (short) written as 'ea'.</p> <p>To know the phoneme /zh/ written as 's'.</p> <p>To know the phoneme /w/ /o/ written as 'wa'.</p> <p>To know the phoneme /u/ written as 'o'</p>	<p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /s/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /j/ alternatives.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables</p>

	<p>Streaming phonics based on Phonics phase groups</p> <p>To know the suffix ending '-ing'. To know that if a word ends in a single vowel and consonant, we double the consonant before adding 'ing', as in "shop/shopping". To know if the vowel has more than one consonant you add -ing. . To know that 'ed' has different sounds in different words: 'ed' can sound /t/ as in "hopped", "jumped", and also /d/ as in "nodded", "spotted". To know how to use the suffixes '-ing' and '-ed' when the word ends in silent 'e'. <i>Adding suffixes to words of one syllable ending in a single consonant letter after a single vowel.</i> <i>Adding suffixes to words ending in -e with a consonant before it.</i> Suffix ending '-s' as plural morphemes Suffix ending with '-es' after 'ss' and 'x' "dress/dresses", "fox/foxes". We use 'es' after 's' and 'zz' as in "bus/buses", "gas/gases", "buzz/buzzes". Suffix ending '-es' after 'ch' 'sh' 'tch'. 'es' after 'ch', 'sh' and 'tch', as in "church/churches", "dish/ dishes", "ditch/ditches". To know how to break words down into syllables to help reading and spelling. To know how to spell the high-frequency words first, second, third and words ending with '-ing' and '-ed'. <i>These spelling rules will also be taught during English Grammar lessons throughout the year</i> To know how to read and spell the irregular words great, clothes break and steak could also be taught alongside great.</p>		<p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /l/, /m/, /n/, /r/ alternatives.</p> <p>I can spell the following words correctly: great, clothes, it's, I'm, I'll, I've, don't, can't, didn't</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Irregular words</p> <p>great, clothes, it's, I'm, I'll, I've, don't, can't, didn't</p> <p>Additional irregular words to teach: <i>climb, break, steak</i></p> <p><i>The irregular part of the word should be explained to the children.</i></p>
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Spring Term 1	Phase 6 during class phonics Streaming phonics based on Phonics phase groups	To know the prefix '-re'. To know that the prefix 're' can mean "again" or "back" To know the prefix '-un'. To know that the prefix 'un-' denotes a negative action. It can mean "not".	I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ch/, /sh/, /e/, /w/ /o/, /u/ alternatives. I can identify the position of a suffix within a word. I can identify whether a word ends in a single vowel and consonant or double consonant. I can identify long and short vowel phonemes within a word. I can spell the following words correctly: first, second, third, I can use the knowledge I have learnt to inform my spelling.	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables, morpheme, split digraph, suffix, prefix Irregular words <i>As Bug Club Phonics does not plan to teach any irregular words at this point, the teaching of Year 2 spellings are taught using No Nonsense Spellings.</i>
		To know how to use the suffix '-s'. To know how to use the plural suffix '-es'. To know how to read and spell high-frequency/irregular plural words.	I can identify plural words. I can use the knowledge I have learnt to inform my spelling.	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables, morpheme, split digraph, suffix, prefix

	<p>Streaming phonics based on Phonics phase groups</p> <p>To know how to read and spell words with plural suffix endings 's' and 'es'</p> <p><i>To know the rule of adding '-es' to nouns and verbs ending in -y making an /ee/ or /igh/ phoneme (not on Bug Club)</i></p> <p>To know how to spell words of two and three syllables.</p>	<p>I can identify the position of a prefix within a word.</p> <p>I can segment words into syllables to read and spell.</p>	<p>Irregular words As Bug Club Phonics does not plan to teach any irregular words at this point, the teaching of Year 2 spellings are taught using No Nonsense Spellings.</p> <p>High-frequency words Irregular plural words.</p>
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Summer Term	<p>Phase 6/ spelling rules. These are also covered in English grammar lessons during the year.</p>	<p>Not covered on Bug Club Phonics but under Year 2's National Curriculum:</p> <p>To know the suffixes '-er', '-est' and '-y'. To know how to use the suffixes '-er', '-est' and '-y'. <i>Adding suffixes to words ending in -e with a consonant before it.</i> <i>Adding suffixes to a root word ending in 'y' with a consonant before it.</i></p> <p>To know what a consonant suffix is. To know how to use consonant suffixes and how they can change words. '-ment', '-ness', '-ful', '-less' and '-ly'.</p> <p><i>During the Summer term, we will reflect upon prior learning and reteach objectives to ensure the children have a strong understanding.</i></p>	<p>I can use the knowledge I have learnt to inform my spelling.</p> <p>I can recognise different rules for adding suffixes.</p> <p>I can identify long and short vowel phonemes within a word.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables, morpheme, split digraph, suffix, prefix</p> <p>Irregular words As Bug Club Phonics does not plan to teach any irregular words at this point, the teaching of Year 2 irregular words will be taken from the National Curriculum statutory list and added into daily planning.</p>