



|            |   | Dodworth St. John the B                | aptist Primary Academy                           | Long-Term Plan - Phonic                | s  |  |
|------------|---|--|--|--|--|--|
|            |   |  | Phonics  |  |  |  |
|            |   |  | y's Phonics Letters and S                        |  |  |  |
|            | Autumn 1  | Autumn 2                               | Spring 1   | Spring 2                               | Summer 1                                       | Summer 2                               |
| Nursery    | Children have daily Phonics activities,         |  | When they are ready, children will start         |  | When children are able, they will start to     |  |
|            | including listening games, and listening to and |  | learning letter sounds, one sound per week,      |  | blend sounds for reading, especially VC words. |  |
|            | identifying environmental sounds, indoors and   |  | supported by resources in Phonics corner and     |  |  | to listen to stories every             |
|            | outdoors, singing nursery rhymes and songs      |  | linked to Floppy's Phonics Letters and           |  | day.   |  |
|            | daily.  |  | Sounds.  |  | Floppy's Phonics Letters and Sounds            |  |
|            | Children will partake in story time every day,  |  | During listening activities, children listen for |  | Oxford Level 1A                                |  |
|            | including throughout the day in free flow.      |  | rhyme and alliteration and musical               |  |  |  |
|            |   |  | instruments are used to tap out rhythms, as      |  |  |  |
|            |   |  | well as for other listening games. Children will |  |  |  |
| Descrition |   |  | continue to listen to stories every day.         |  |  |  |
| Reception  | Floppy Phonics<br>Letters and Sounds            | Floppy's Phonics<br>Letters and Sounds | Floppy's Phonics<br>Letters and Sounds           | Floppy's Phonics<br>Letters and Sounds | Floppy's Phonics<br>Letters and Sounds         | Floppy's Phonics<br>Letters and Sounds |
|            | Oxford Level 1+                                 | Oxford Level 2                         | Oxford Level 2                                   | Oxford Level 3                         | Oxford Level 3                                 | Oxford Level 3/4                       |
|            | Books 1-6                                       | Books 7-9                              | Books 10-12                                      | Books 13-15                            | Books 16-18                                    | Books 18+                              |
|            | BOOKS 1-0                                       | DOURS 7-3                              | DOOKS 10-12                                      | DOOKS 13-13                            | DOOKS 10-10                                    | DOOKS TO+                              |
|            | Children will learn                             | Children will begin to                 | Letters and sounds                               | Letters and sounds                     | Letters and sounds                             | Children practice                      |
|            | tricky words during                             | read short sentences                   | are taught within                                | are taught within                      | are taught within                              | reading sentences                      |
|            | contextual learning                             | containing both                        | context and reading                              | context and reading                    | context and reading                            | including phonetic                     |
|            | within enhanced                                 | phonetic words and                     | for our weekly book /                            | for our weekly book /                  | for our weekly book /                          | words and learned                      |
|            | provision as well as                            | learned tricky words.                  | story.   | story.                                 | story.   | tricky words from the                  |
|            | through shared                                  |  |  |  |  | 45 words for the end                   |
|            | reading and writing                             | Children start to                      | Language   | Children all read each                 | Children all read each                         | of Reception linked to                 |
|            | sessions.                                       | develop language                       | comprehension skills                             | week in small groups.                  | week in small groups.                          | Floppy's Phonics                       |
|            |   | comprehension skills                   | continue to be                                   |  |  | Letters and Sounds                     |
|            | Children will start to                          | through Phonics.                       | developed through                                | Children will have                     | Children will have                             | reading scheme.                        |
|            | blend CVC words as                              |  | Phonics lessons.                                 | story time every day.                  | story time every day.                          |  |
|            | they are taught in the                          | Children will have                     |  |  |  | Children all read                      |
|            | sequence from the                               | story time every day.                  | Children will have                               |  |  | twice weekly in small                  |
|            | reading scheme.                                 |  | story time every day.                            |  |  | groups.                                |
|            | Children will have                              |  |  |  |  | Children will have                     |
|            | story time every day.                           |  |  |  |  | story time every day.                  |





Dodworth St. John the Baptist Primary Academy Long-Term Plan - Phonics

| Year 1            | Floppy's Phonics<br>Letters and Sounds   | Floppy's Phonics<br>Letters and Sounds                 | Floppy's Phonics<br>Letters and Sounds   | Floppy's Phonics<br>Letters and Sounds                 | Floppy's Phonics Letters and Sounds<br>Oxford Level 5                                 |  |  |  |
|-------------------|--|--|--|--|---|--|--|--|
|                   | Oxford Level 3   | Oxford Level 4   | Oxford Level 4                           | Oxford Level 5   | Books 30-36   |  |  |  |
|                   | Books 13-18  | Books 19-22  | Books 21-24                              | Books 25-30  |   |  |  |  |
|                   | Letters and sounds are taught within   | Letters and sounds are taught within                   | Letters and sounds are taught within     | Letters and sounds are taught within                   | Letters and sounds are taught within context and reading for our weekly book / story. |  |  |  |
|                   | context and reading<br>for our weekly book /<br>story.   | context and reading<br>for our weekly book /<br>story. | for our weekly book /<br>story.          | context and reading<br>for our weekly book /<br>story. | Spellings are sent home every week of common exception words.                         |  |  |  |
|                   |  |  |  |  | Children begin sorting words into real / not  |  |  |  |
|                   | Spellings are sent<br>home every week of   | Spellings are sent<br>home every week of               | Spellings are sent<br>home every week of | Spellings are sent<br>home every week of               | real words through games and activities.  |  |  |  |
|                   | common exception words.  | common exception words.                                | common exception words.                  | common exception words.                                | Phonics Screening Check in June.  |  |  |  |
|                   |  |  | Children begin sorting                   | Children begin sorting                                 |   |  |  |  |
|                   |  |  | words into real / not                    | words into real / not                                  |   |  |  |  |
|                   |  |  | real words through games and activities. | real words through games and activities.               |   |  |  |  |
| Year 2 and beyond | Children in Year 2 will move onto whole glass guided reading lessons.  |  |  |  |   |  |  |  |
| ,                 | Children who have not met the expected standard in the Phonics Screening check, will continue to receive Phonics instruction through smaller |  |  |  |   |  |  |  |
|                   | intervention groups. This will still follow the Floppy's Phonics programme.  |  |  |  |   |  |  |  |