



Whole School Phonics Map (see Reading Map for more details)

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 5 weeks
Reception	<p>Whole Class Daily Read Write Inc – Set 1 taught in order five sounds per week for first half term to cover all of set 1 sounds: W1: m a s d t W2: i n p g o W3: c k u b W4: f e l h sh W5: r j v y w W6: t h z ch qu x W7: ng nk W8: Review set 1. Small Group Teaching: Children taught to blend sounds as soon as know each set. Teacher led group time 2x a week based on individual assessment</p>	<p>Whole Class Daily Read Write Inc – Set 2 taught in order 1 sound per week W1: ay W2: ee W3: igh, W4: ow W5: oo, oo, W6: ar W7: or Small Group Teaching : Teacher led group time 2x a week based on individual assessment. Some children progress on to ‘Word Time’ sheets, Ditties and Red Set Ditty books. Intervention group identified and given 1-1 time to re-teach set 1 sounds.</p>	<p>Whole Class: Daily Read Write Inc – Set 2 taught in order 1 sound per week W1: air W2 ir W3: ou W4: oy W5:Recap set 2 sounds W6: Recap set 2 sounds Small Group Teaching : Teacher led group time 2x a week based on individual assessment. Most recap on all set 2 sounds as most will be confident with set 1 sounds. Children progress onto ‘Word Time’ sheets, ditties, red ditty books and green set 1 Read Write Inc books. Intervention group given 1-1 time to re-teach set 1/2 sounds.</p>	<p>Whole Class Daily Read Write Inc – Set 2 Recap on set 2 daily. Blend and segment words. Read real and nonsense words. W1: ay ee W2igh ow W3: oo oo W4: ar or W5: air ir W6: ou oy Small Group Teaching : Teacher led group time 2x a week based on individual assessment. Children progress onto Red Ditty books and Green Set 1 and Purple Set 2 Read Write Inc books. Intervention group given 1-1 time to re-teach set 1/2 sounds.</p>	<p>Whole Class Daily Read Write Inc – Set 3 taught in order 2 sounds per week whilst recapping Set 2 to show alternative spellings. W1: ea oi W2: e W3: a-e i-e W4: o-e u-e W5: aw are W6: ur er Small Group Teaching : Teacher led group time 2x a week based on individual assessment. Sound progression appropriate for group. Intervention group given 1-1 time to re-teach set 1/2 sounds.</p>	<p>Whole Class Daily Read Write Inc – Set 3 taught in order 2 sounds per week whilst recapping Set 2 to show alternative spellings. W1: ow ai W2: oa ew W3: ire ear W4: ure W5: Review Small Group Teaching : Teacher led group time 2x a week based on individual assessment. Sound progression appropriate for group. Intervention group given 1-1 time to re-teach set 1/2 sounds</p>
Year 1	<p>Whole Class Daily: Read Write Inc – Set 2 Teach in order 3-5 sounds per week and review set 1. Real and pseudo words W1: Review/assess W2: ay ee igh review W3: ow oo, oo, review W4 ar or air review W5: ir ou oy review W6: ay ee igh ow oo W7: ar or air ir ou W8: Assessment and Review Group Teaching: Teacher led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. TA Led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. Intervention: 1-2-1 time for pupils falling behind.</p>	<p>Whole Class Daily: Read Write Inc – Set 3 Teach in order 3-5 sounds per week and review set 1 and 2. . Real and pseudo words W1: ea oi e review W2: a-e i-e o-e review W3: u-e e-e review all split diagraphs W4 aw are ur er review W5: ow ai oa ew review W6: Assessment and Review W7: ire ear ure review Group Teaching: Teacher led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. TA Led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. Intervention: 1-2-1 time for pupils falling behind.</p>	<p>Whole Class Daily: Read Write Inc – Review Set 3 Reteach in order 5 sounds per week and review set 1 and 2. . Real and pseudo words. W1: oe ue ie ore au W2: Letter names and review W3: ea oi e a-e i-e W4 o-e u-e e-e aw are W5: ur er ow ai oa W6: ew ire ear ure Assessment and Review Group Teaching: Teacher led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. TA Led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. Intervention: 1-2-1 time for pupils falling behind.</p>	<p>Whole Class Daily: Read Write Inc – Set 3 Teach in order 3-5 sounds per week and review set 1 and 2. . Real and pseudo words. W1: oe ue ie ore au W2: alternative ay sounds W3: alternative ee sounds W4 alternative ow sounds W5: alternative igh sounds W6: alternative oo sounds Group Teaching: Teacher led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. TA Led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. Intervention: 1-2-1 time for pupils falling behind.</p>	<p>Whole Class Daily: Read Write Inc – Review all sounds and practice for Phonics Screening Check. W1: Set 1 and 2 review W2: Set 2 Review W3: Set 3 Review W4 Compound words and syllables W5: Multisyllabic words W6: Sounds not included in RWI Group Teaching: Teacher led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. TA Led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. Intervention: 1-2-1 time for pupils falling behind.</p>	<p>Whole Class Daily: Read Write Inc – Set 3 Teach in order 3-5 sounds per week and review set 1 and 2 W1: Phonics Screening Revise W2: Phonics Screening Check W3: Review spelling patterns W4 Review Spelling patterns W5: Review Spelling patterns W6: Review Spelling patterns Group Teaching: Teacher led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. TA Led – once a week based on ability. Teaching sounds for group and reading RWI Phonics books. Intervention: 1-2-1 time for pupils falling behind.</p>



Year 2	<p>Whole Class Daily Speed Sounds: Read Write Inc – Review Set 2 and 3 Teach in order 3-5 sounds per week. 15 mins W1: ay ee igh ow W2: oo, ar or air ir W3: ou oy ea oi e W4: a-e i-e o-e u-e e-e W5: aw are ur er W6: ow ai oa ew W7: ire ear ure W8: oe ue ie ore au Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR. Most children will have mastered phonics in YrR and Yr1, so consolidation needed.</p>	<p>Whole Class 2 times a week Speed Sounds lesson: 20 mins (Spelling 3 times a week) W1: a-e i-e W2: o-e u-e W3: air are W4 er ir ur W5: ew u-e oo W6: ai ay a-e W7: ie i-e igh Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR. Most children should be finished and secure with the phonics programme.</p>	<p>Whole Class 2 times a week: 15mins (Spelling 3 times a week) W1: alt phonemes ay W2: alt phonemes ee W3: alt phonemes igh W4: alt phonemes ow W5: alt phonemes oo W6: alt phonemes or Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR.</p>	<p>Whole Class 1 time a week: (Spelling 4 times a week) 15mins based on assessment : W1: Review tricky phonemes W2: Review tricky phonemes W3: Review tricky phonemes W4 Review tricky phonemes W5: Review tricky phonemes W6: Review tricky phonemes Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR.</p>	<p>Whole Class focus on Year 2 Spelling Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR.</p>	<p>Whole Class focus on Year 2 Spelling Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR.</p>
	<p>Academic Year 2020-2021 – Year 3 added to phonics programme, due to lost learning time when schools closed because of Covid-19. Follow Y2 Pattern. To be reviewed regularly.</p>					

Year 3	<p>Whole Class Daily Speed Sounds: Read Write Inc – Review Set 2 and 3 Teach in order 3-5 sounds per week. 15 mins W1: ay ee igh ow W2: oo, ar or air ir W3: ou oy ea oi e W4: a-e i-e o-e u-e e-e W5: aw are ur er W6: ow ai oa ew W7: ire ear ure W8: oe ue ie ore au Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR.</p>	<p>Whole Class 2 times a week Speed Sounds lesson: 20 mins (Spelling 3 times a week) W1: a-e i-e W2: o-e u-e W3: air are W4 er ir ur W5: ew u-e oo W6: ai ay a-e W7: ie i-e igh Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR.</p>	<p>Whole Class 2 times a week: 15mins (Spelling 3 times a week) W1: alt phonemes ay W2: alt phonemes ee W3: alt phonemes igh W4: alt phonemes ow W5: alt phonemes oo W6: alt phonemes or Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR.</p>	<p>Whole Class 1 time a week: (Spelling 4 times a week) 15mins based on assessment : W1: Review tricky phonemes W2: Review tricky phonemes W3: Review tricky phonemes W4 Review tricky phonemes W5: Review tricky phonemes W6: Review tricky phonemes Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR.</p>	<p>Whole Class focus on Year 3 Spelling Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR.</p>	<p>Whole Class focus on Year 3 Spelling Group Teaching: Finished phonics programme – teacher guided reading band books once a week Not finished phonics programme – teacher guided reading RWI Books once a week. Teacher led Intervention: small group time for pupils falling behind – once a week based on ability at different time to GR.</p>
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St Mary's Primary School

