

Figure 12.4 Foundation year – Phonics scope and sequence A

Term 1: Knowledge, skills and activities for learning letter-sounds

Week	Knowledge and skills	High-frequency words	Activities
1	s a t i n		Learning names of children in the class
2	p (c, k) e h		PA: segmenting sentences into words
3	r m d g o		PA: rhyming words
4	u l f b j	l, the, was	PA: segmenting syllables
5	qu v w x y z	he, me, we, be	PA: blending syllables
6	ch, sh, th th , ng	to, do	PA: alliteration, first sound in a word
7	ai, oa, ie	she, are	PA: phonemes, hearing sounds in words
8	ee, ue, oo oo	all (ball, fall, call)	PA: segmenting phonemes in words, e.g. /c//a//t/
9	Revision	Revise 12 words	PA: adding/deleting phonemes in words, e.g. 'cat' change /c/ to /r/
10	Assessment		

Term 2: Knowledge, skills and activities for learning letter-sounds

Week	Knowledge and skills	High-frequency words	Activities
1	Capital letters A, B, C, D, E and full stop	you, your	Daily letter formation
2	F, G, H, I, J, K, L, M and 'y' for the /ee/ sound	come, some	Big books with teacher
3	N, O, P, Q, R, S, double letters keeping vowel short – ll, ff, ss, zz, and ck	said, here they, there	Phonological awareness Dictation of letter sounds
4	T, U, V, W, X, Y, Z, silent or magic 'e', a-e, e-e, i-e, o-e, u-e	no, so, go	Alphabet chart
5	ai as a-e	my, by	Games and activities
6	ee as e-e, y	one	Daily revision of letter sounds
7	ie as i-e, oa as o-e	only, old	Independent writing
8	ue as u-e oo as u-e, ue	like, have	Reading decodable texts
9	Revision	Revise 30 High-frequency words	Memory word check
10	Assessment		

Term 3: Knowledge, skills and activities for learning letter-sounds

Week	Knowledge and skills	High-frequency words	Activities
1	ay for /ai/, oy for /oi/	live, give	Phonological awareness
2	ea for /ee/, w for /wh/	little, down	Games and activities
3	y for /ie/	what, when, why	Letter formation
4	ow for /oa/	where, who, which	Dictation of letter sounds
5	ir and ur for /er/	any, many	Daily revision of letter sounds
6	ew for /ue/ and /oo/	more, before	Big books with teacher
7	ow for /ou/	other, mother, were	Reading decodable texts
8	igh for /ie/, aw for /or/	because, want, saw, put	Reading sentences blending unknown words
9	Revision	Revision of all memory words	Independent writing
10	Assessment	Revise 51 High-frequency words	

Term 4: Knowledge, skills and activities for learning letter-sounds

Week	Knowledge and skills	High-frequency words	Activities
1	a for /ai/ revise ai, ay, a-e, a	could, should, would	Phonological awareness
2	e for /ee/ revise ee, ea, e e-e	two, four, goes, right	Games and activities
3	i for /ie/ revise ie, igh, y, i i-e	does, made, their	Letter formation
4	o for /oa/ revise oa, ow, o o-e	once, upon, always	Dictation of letter sounds
5	u for /ue/ revise oo, ue, ew, u-e u	also, of, eight	Daily revision of letter sounds
6	ua and al for /or/	love, cover, after	Big books with teacher
7	Revise er, ur, ir	every, father	Reading decodable texts
8	Revise au, av, au, al		Reading sentences blending unknown words
9	Revision	Revise 72 High-frequency words	Independent writing
10	Assessment		

Figure 12.5 Foundation year – Phonics scope and sequence B

Week	Knowledge and skills	High-frequency words	Literacy activities
1	Children's names and alphabet letter names		PA: segmenting sentences into words
2			PA: rhyming words
3	Children's names and alphabet letter names		PA: blending and segmenting syllables
4			PA: alliteration, first sound in a word
5	m a	the, I	PA: phonemes, hearing sounds in words
6	s d	was	PA: segmenting phonemes in words, e.g. /c//a//t/
7	t i	he, me, we, be	PA: adding/deleting phonemes in words, e.g. 'cat' change /c/ to /t/
8	n p	to, do	PA: segmenting phonemes in words, e.g. /c//a//t/
9	g o	she, are	PA: adding/deleting phonemes in words, e.g. 'cat' change /c/ to /t/
10	c k	all (ball, fall)	Revision and assessment
11	u b	you, your	Phonological awareness
12	f e	come, some	Games and activities
13	l h	said, here	Letter formation
14	sh	there, they	Dictation of letter sounds
15	r j ll ss ff	no, go, so	Daily revision of letter sounds
16	v y w	my, by	Big books with teacher
17	th/th z ch	one	Reading decodable texts
18	q u x ng	only, old	Reading sentences blending unknown words
19	ay, ee	like, have	Independent writing
20	ie, oa	live, give	Revision and assessment
21	ue oo	little, down	Phonological awareness
22	ou ow	what, when, why	Games and activities
23	oi oy	where, who, which	Letter formation
24	oo (look)	any, many, every, father	Dictation of letter sounds
25	a-e ai ay, e-e ea ee y	more, before	Daily revision of letter sounds
26	i-e igh y, o-e oa ow	other, mother, were	Big books with teacher
27	u-e ew ue	because, want, saw, put	Reading decodable texts
28	ar	could, should, would	Reading sentences blending unknown words
29	or aw oar	right, two, four, goes	Independent writing
30	er ur ir	does, their, once, upon	Revision and assessment
31	air	always	
32	ear eer	also, of, eight	
33	ire, ure	love, cover	
Revision for weeks 33 onwards in the Foundation year			

Figure 12.6 The content of phonics*

STAGE 1 Letters of the alphabet	Recognise, say and write the names and the common sounds of the letters of the alphabet (s a t m p) (c i g o d) (f l u b r) (w e n h v) (k y z j x) a) lower-case letters b) upper-case letters
STAGE 2 Onset and rime word families	Recognise onsets and rimes or word families Three-letter words in a consonant–vowel–consonant pattern, e.g. p-e-t, c-a-n ab ad ag am an ap at ed eg en et ib id ig im in ip it ix ob od og op ot ub ud ug um un up us ut
STAGE 3 Blends Phase 1	Two-letter initial consonant blends bl br cl cr dr fl fr gl gr pl lr sc sk sl sm sn sp st tr tw
Phase 2	Two-letter final consonant blends ft ld lk lp lt mp nd ng nk nt py ry sk sp st ty
Phase 3	Three-letter initial consonant blends scr spl spr str
STAGE 4 Digraphs Phase 1	Consonant digraphs ck sh ch th th ph wh (and qu ng)
Phase 2	Vowel digraphs (ai a-e ay) (ee ea) (i-e ie y igh) (oe o-e o oa ow) (u-e oo ue)
Phase 3	(ow ou) (oy oi) (or au aw)
Phase 4 Other letter combinations	air, ear, ure, (er, ir, ur), short oo and other combinations such as: 1. could 2. tough 3. new 4. bought 5. caught 6. talk 7. laugh 8. fruit and the silent letters
STAGE 5 Structural analysis	Syllabification, including compound words, prefixes, suffixes, contractions, base words

* This is a guide only.

Figure 12.7 Consonant–phoneme correspondences

b	<u>b</u> at, ro <u>b</u>	j	ja <u>m</u>	s	<u>s</u> ure
c	<u>c</u> at, sa <u>c</u>	k	<u>k</u> ee <u>p</u> , see <u>k</u>	t	<u>t</u> ell, <u>i</u> t
c	<u>c</u> ent, fa <u>c</u> e	l	<u>l</u> ight, coa <u>l</u>	t	fu <u>t</u> ure
d	<u>d</u> oll, re <u>d</u>	m	<u>m</u> e, a <u>m</u>	v	<u>v</u> erb, lo <u>v</u> e
f	<u>f</u> at, i <u>f</u>	n	<u>n</u> o, i <u>n</u>	w	<u>w</u> et
g	<u>g</u> o, do <u>g</u>	p	<u>p</u> ill, cu <u>p</u>	x	<u>x</u> ylophone
g	<u>g</u> em, pa <u>g</u> e	r	<u>r</u> un, dea <u>r</u>	y	<u>y</u> es
h	<u>h</u> e	s	<u>s</u> ay, bu <u>s</u>	z	<u>z</u> eal, qui <u>z</u>
		s	hi <u>s</u>	z	azu <u>r</u> e