

Our Phonics (Word Wise) Curriculum

Year 1 - Letters and Sounds Phase 5

Statutory Requirements
Pupils should be taught to:

- ✓ apply phonic knowledge and skills as the route to decode words
- ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ✓ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ✓ read other words of more than one syllable that contain taught GPCs
- ✓ read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)
- ✓ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ✓ re-read these books to build up their fluency and confidence in word reading.

When	Grapheme Phoneme Correspondences	Example words (non-Statutory)	Spelling Rules	Decodable Words, including ‘off by heart’ words	Common Exception Words, including ‘flash’ words
Year 1 Autumn Term 1					
Week 1	Compound words (ph 4 revision – blending polysyllabic words with adjacent consonants.	helpdesk, pondweed, sandpit, windmill, desktop, handstand, lunchbox, letterbox, handbag	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	ch – much, check, chill sh – shop, shock, shell th – them, that, with th – thick, thin, path, ng – sing, long, rang ai – wait, rain, paint ee – weep, deep, feel igh – high, might, tonight oa – coat, toad, soap oo – zoom, cool, moon	the, a, do, to, I, of

				oo – look, good, wool ar – bark, card, market or – sort, torn, corn ur – burn, curl, hurt ow – how, owl, down oi – coin, boil, join ear – dear, hear, beard air – fair, hair, pair ure – cure, pure, sure er – letter, supper, better	
Week 2	ay' saying /ai/	day, may, say, play, clay, tray, spray, crayon	'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables.	helpdesk, pondweed, sandpit, windmill desktop, handstand, lunchbox, letterbox handbag, rooftop, starlight, driftwood earring, raincoat, hotdog, starfish toothbrush, popcorn, lipstick, sunhat	said, says, are, were, was, is
Week 3	'oy' saying /oi/	boy, toy, joy, enjoy, annoy, employ, destroy, royal		day, may, say, play, clay, tray, spray, crayon	his, has, today, you, your, they
Week 4	'ie' saying /igh/	pie, tie, lie, die, cries, tries, spied, fried		boy, toy, joy, enjoy, annoy, employ, destroy, royal	be, he, me, she, we, ask
Week 5	'ea' saying /ee/	sea, bead, read, seat, meat, heap, treat, least		pie, tie, lie, die, cries, tries, spied, fried	no, go, so, by, my, put
Week 6	'a-e' saying /ai/	game, name, snake, cake, came, make, same, ate		sea, bead, read, seat, meat, heap, treat, least	here, there, where, pull, full, our
Week 7	Revisit and Revise				love, come, some, one, once, push
Year 1 Autumn Term 2					
Week 1	'i-e' saying /igh/ 'o-e' saying /oa/	bike, time, pine, prize, bone, home, note, alone		game, name, snake, cake, came, make, same, ate	friend, school, house, the, do, to, of
Week 2	'u-e' saying /yoo/ 'e-e' saying /ee/	use, cube, fume, tube, these, theme, even, complete	Both the /oo/ and /yoo/ sounds can be spelt as 'u-e'.	bike, time, pine, prize, bone, home, note, alone	said, says, are, were, was, is
Week 3	'ou' saying /ow/	our, about, cloud, scout, sprout, proud, sound, ground		use, cube, fume, tube, these, theme, even, complete	his, has, today, you, your, they
Week 4	Long vowel sounds – a, e, i, o, u	apricot, kind, wild, lion, human, gold, cole, both		our, about, cloud, scout, sprout, proud, sound, ground	be, he, me, she, we, ask
Week 5	'ch' saying /c/ 'ch' saying 'sh'	school, Christmas, chemist, chord, echo, chef, parachute, chute		apricot, kind, wild, lion, human, gold, cole, both	no, go, so, by, my, put

Week 6	'ir' saying /er/	stir, girl, bird, shirt, dirt, third, first, thirteen		school, Christmas, chemist, chord, echo, chef, parachute, chute	here, there, where, pull, full, our
Week 7	Revisit and Revise				
Year 1 Spring Term 1					
Week 1	'ue' saying /yoo/ and /oo/	due, venue, fuel, argue, clue, glue, true, blue	Both the /oo/ and /yoo/ sounds can be spelt as 'u-e', 'ue' and 'ew'. If words end in the /oo/ sound, 'ue' and 'ew' are more common spellings than 'oo'.	stir, girl, bird, shirt, dirt, third, first, thirteen	love, come, some, one, once, push
Week 2	'ew' saying /yoo/ and /oo/	few, new, dew, stew, blew, chew, grew, drew	Both the /oo/ and /yoo/ sounds can be spelt as 'u-e', 'ue' and 'ew'. If words end in the /oo/ sound, 'ue' and 'ew' are more common spellings than 'oo'.	due, venue, fuel, argue, clue, glue, true, blue	friend, school, house, the, do, to, of
Week 3	'y' saying /ee/	very, family, body, happy, sunny, furry, crunchy, hairy		few, new, dew, stew, blew, chew, grew, drew	said, says, are, were, was, is
Week 4	'aw' and 'au' saying /or/	saw, paw, draw, yawn, August, launch, laundry, astronaut		very, family, body, happy, sunny, furry, crunchy, hairy	his, has, today, you, your, they
Week 5	'ow' and 'oe' saying /oa/	tow, slow, window, own, toe, how, doe, goes		saw, paw, draw, yawn, August, launch, laundry, astronaut	be, he, me, she, we, ask
Week 6	Revisit and Revise				
Year 1 Spring Term 2					
Week 1	'wh' saying /w/	white, whisper, whiskers, whine, whale, which, while, wheel		tow, slow, window, own, toe, how, doe, goes	no, go, so, by, my, put
Week 2	'g' saying /j/ 'c' saying /s/	gem, magic, giant, ginger, cell, city, face, slice		white, whisper, whiskers, whine, whale, which, while, wheel	here, there, where, pull, full, our
Week 3	'ph' saying /f/	phone, dolphin, elephant, alphabet, photo, microphone, graph, orphan	The /f/ sound is not usually spelt as 'ph' in short everyday words (eg fat, fill, fun)	gem, magic, giant, ginger, cell, city, face, slice	love, come, some, one, once, push
Week 4	'ea' saying /e/	head, bread, ready, deaf, healthy, weather, instead, breakfast		phone, dolphin, elephant, alphabet, photo, microphone, graph, orphan	friend, school, house, the, do, to, of
Week 5	'ie' saying /ee/	chief, brief, field, shield, priest, shriek, thief, relief		head, bread, ready, deaf, healthy, weather, instead, breakfast	said, says, are, were, was, is

Week 6		Revisit and Revise			
Year 1 Summer Term 1					
Week 1	Adding '-ed'	jumped, looked, gasped, yelled, hunted, started, shouted, wished	'-ing' and '-er' always add an extra syllable to the word and '-ed' sometimes does. The past tense of some verbs may sound as if it ends in /id/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt '-ed'. If the verb endings in two consonant letters (the same or different) the ending is simply added on.	chief, brief, field, shield, priest, shriek, thief, relief	his, has, today, you, your, they
Week 2	Adding '-s' and '-es'	skirts, raincoats, hoodies, bracelets, glasses, buses, boxes, wishes	If the ending sounds like /s/ or /z/, it is spelt as '-s'. If the ending sounds like /iz/ and forms an extra syllable or 'beat' in the word, it is spelt as '-es'.	jumped, looked, gasped, yelled, hunted, started, shouted, wished	be, he, me, she, we, ask
Week 3	Adding '-er' and '-est'	louder, fresher, quicker, colder, loudest, freshest, quickest, coldest	As with verbs, if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	skirts, raincoats, hoodies, bracelets, glasses, buses, boxes, wishes	no, go, so, by, my, put
Week 4	'tch' saying /ch/	catch, match, fetch, witch, stitch, witch, crutch, kitchen	The /ch/ sound is usually spelt as 'tch' if it comes straight after a single vowel letter. Exceptions: rich, which, much, such	louder, fresher, quicker, colder, loudest, freshest, quickest, coldest	here, there, where, pull, full, our
Week 5	Adding -ing and -er	playing, helping, teaching, singing, player, helper, teacher, singer	'-ing' and '-er' always add an extra syllable to the word and '-ed' sometimes does. The past tense of some verbs may sound as if it ends in /id/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt '-ed'. If the verb endings in two consonant letters (the same or different) the ending is simply added on.	catch, match, fetch, witch, stitch, witch, crutch, kitchen	love, come, some, one, once, push

Week 6	Revisit and Revise				
Year 1 Summer Term 2					
Week 1	'are' and 'ear' saying /air/	stare, care, share, dare, tear, wear, bear, pear		playing, helping, teaching, singing, player, helper, teacher, singer	friend, school, house, the, do, to, of
Week 2	've' saying /v/	live, give, have, serve, leave, active, relative, believe	English words hardly ever end with the letter 'v', so if a words ends with a /v/ sound, the letter 'e usually needs to be added after the 'v'.	stare, care, share, dare, tear, wear, bear, pear	said, says, are, were, was, is
Week 3	'ore' saying /or/	more, core, sore, score, shore, adore, before, explore		live, give, have, serve, leave, active, relative, believe	his, has, today, you, your, they
Week 4	Adding prefix -un	unwell, unkind, unlock, unfair, untie, undo, unpack, unsafe	The prefix '-un' is added to the beginning of a word without any change to the spelling of the root word.	more, core, sore, score, shore, adore, before, explore	be, he, me, she, we, ask
Week 5	Revisit and Revise			unkind, unhappy, unwell, untie, unlock, unsafe	no, go, so, by, my, put
Week 6	Revisit and Revise				
Week 7	Revisit and Revise				