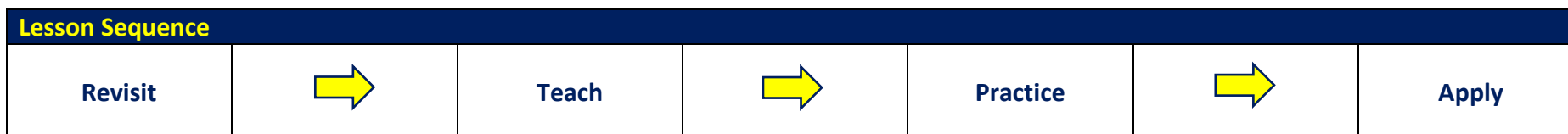




The Ashdene Phonics Learning Scheme

At Ashdene, we follow the Bug Club phonics programme. This is a synthetic phonics programme that includes a comprehensive teaching scheme of work and fully decodable books that can be accessed both in print and online. The Ashdene programme below shows the progression of phonics that we teach from Reception through to the end of KS1. The progression has been organised to follow the Bug Club scheme of work. This is then presented to the children using a consistent resource that is adaptable, to allow for teachers to meet the needs of all children.

In order to provide consistency within phonics, each lesson throughout KS1 and KS2 is structured using the same format shown above. Each lesson aims to provide the children with opportunities to revisit, learn, practice and apply their phonics knowledge.



Revisit

This part of the lesson should last no longer than 2-3 minutes. The children will revisit the phonemes that have learnt in previous lessons. They may recall the phonemes individually or read real words, pseudo words and sentences containing them.

Teach

During this time, the children will be taught a new phoneme and a GPC (Grapheme Phoneme Correspondence). This part of the lesson will last up to 5 minutes. The teacher will model saying the sounds and the children will repeat it. The teacher will then model reading and writing words containing the taught GPC.

Practice

This part of the lesson will be 10-15 minutes long. The children will practice reading and writing the taught GPC independently whilst at their tables. The children will work through a given sheet that will be put into their phonics workbook.

Apply

Once the children have completed the practice session they will return to the carpet for the application. This part of the lesson will be no longer than 3 minutes. The teacher will give opportunities for the children to apply their new phonic knowledge to a consolidating task. In Reception, children will also apply their knowledge within the classroom areas of provision.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Phase 1	Phase 2	Phase 2	Phase 2	Phase 2	Phase 2	Phase 2
		Oral segmenting and blending	Graphemes s a	Graphemes t p	Graphemes i n	Graphemes m d	Graphemes g o
Autumn 2	Phase 2	Phase 2	Phase 2	Phase 2	Phase 3	Phase 3	Phase 3
	Graphemes c k ck Irregular word	Graphemes u e Irregular word to l	Graphemes r h Irregular word the go	Graphemes b f Irregular word into	Graphemes l Ll/ff/ss Irregular word her	Graphemes j v Irregular word me be	Graphemes w x Irregular word me be
Spring 1	Phase 3	Phase 3	Phase 3	Phase 3	Phase 3	Phase 3	
	Graphemes y z/zz Irregular word me be	Graphemes qu ch Irregular word he she	Graphemes sh th Irregular word my by	Graphemes ng ai Irregular word they	Graphemes ee igh Irregular word we	Graphemes oa Irregular word are	
Spring 2	Phase 3	Phase 3	Phase 3	Phase 3	Phase 3	Phase 3	
	Graphemes oo oo Irregular word you	Graphemes ar or Irregular word all	Graphemes ur ow Irregular word was	Graphemes oi ear Irregular word give	Graphemes air ure Irregular word live	Graphemes er look at words with double letters	
Summer 1	Phase 4	Phase 4	Phase 4	Phase 4	Phase 4	Phase 4	
	Review phase 3 Words with double letters and longer words containing digraphs and trigraphs	Polysyllabic words and compound words containing phase 2 and 3 GPC's	Word endings Words ending in -ing -ed and -est	Short vowels CVCC CCVC Irregular words said so have like	Short vowels CCVCC CCCVC Irregular words so do some come	Short vowels CCCVCC Irregular words were there little one	
Summer 2	Phase 4	Phase 4	Phase 4	Phase 4	Phase 4		
	Long vowels CVCC CCVC Irregular words when what out	Long vowels CCVCC CCCVC Irregular words Recap irregular words and reteach any gaps	Long vowels CCCVCC Irregular words Recap irregular words and reteach any gaps	Word endings in phase 4 words -ing -ed and -est	Polysyllabic words and compound words containing phase 2 3 GPCS Phase 4 spellings		

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1	Assessment Week	Phase 5	Phase 5	Assessment	Assessment	Phonic screening																																													
	Phase 2,3 and 4 Children will be taught any gaps within the first 2 weeks of this term	Alternates The children will learn new alternate sounds. They will be introduced to these one at a time. They will learn to read and write words containing the taught GPC <table border="1"> <tr><td>aw</td><td>au</td><td>al</td><td>ir</td><td>er</td></tr> <tr><td>ear</td><td>ow</td><td>oy</td><td>ere</td><td>eer</td></tr> <tr><td>are</td><td>ear</td><td>c</td><td>k</td><td>ck</td></tr> <tr><td>ch</td><td>c(e)</td><td>c(i)</td><td>c(y)</td><td>sc/stl</td></tr> <tr><td>se</td><td>g(e)</td><td>g(i)</td><td>g(y)</td><td>dge</td></tr> </table>	aw	au	al	ir	er	ear	ow	oy	ere	eer	are	ear	c	k	ck	ch	c(e)	c(i)	c(y)	sc/stl	se	g(e)	g(i)	g(y)	dge	Alternates The children will learn new alternate sounds. They will be introduced to these one at a time. They will learn to read and write words containing the taught GPC <table border="1"> <tr><td>le</td><td>mb</td><td>kn/gn</td><td>wr</td></tr> <tr><td>tch</td><td>sh</td><td>ea</td><td>s</td></tr> <tr><td>wa</td><td colspan="3">o</td></tr> </table>	le	mb	kn/gn	wr	tch	sh	ea	s	wa	o			Phase 5 revisit	Phase 5 revisit									
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	Phase 5 Alternates The children will begin to learn the alternative sounds. They will be introduced to these one at a time and will read any words containing the GPC. <table border="1"> <tr><td>wh</td><td>ph</td><td>ay</td><td>a-e</td></tr> <tr><td>eigh</td><td>ey</td><td>ei</td><td>ea</td></tr> <tr><td>e_e</td><td>ie</td><td>ey</td><td>y</td></tr> <tr><td>ie</td><td>i_e</td><td>y</td><td>l</td></tr> <tr><td>ow</td><td>o_e</td><td>o/oe</td><td>ew</td></tr> <tr><td>ue</td><td>u_e</td><td>u</td><td>oul</td></tr> </table>	wh	ph	ay	a-e	eigh	ey	ei	ea	e_e	ie	ey	y	ie	i_e	y	l	ow	o_e	o/oe	ew	ue	u_e	u	oul			No new graphemes will be taught. Phonics lessons will be taught based on the gaps within in their learning in preparation for the phonics screening	No new graphemes will be taught. Phonics lessons will be taught based on the gaps within in their learning in preparation for the phonics screening	Phase 5 revisit																					
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Summer 1	Revisit phase 5	Revisit phase 5	Revisit phase 5	Revisit phase 5	Revisit Phase 5	Revisit phase 5																										
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																											
Year 2	Assessment and revisit	Phase 6	Phase 6	Phase 6	Phase 6																												
			Spelling rules	Spelling rules	Spelling rules																												
	<p>Phase 5</p> <p>Children will be assessed within the first week and any gaps within knowledge will be retaught.</p> <p>Children will continue to look at alternative spellings from Phase 5 and recap reading and spelling words using these</p>	<p>Spelling</p> <p>The children will learn the suffixes. They will be introduced to these one at a time and will use them within their spellings.</p> <table border="1"> <tr> <td>ed</td> <td>ing</td> <td>est</td> </tr> <tr> <td>y</td> <td>ed</td> <td>er</td> </tr> <tr> <td>Silent e</td> <td>s</td> <td>es</td> </tr> </table>	ed	ing	est	y	ed	er	Silent e	s	es	<p>Spelling</p> <p>The children will build upon their knowledge of suffixes and will learn to use them within their spellings</p> <table border="1"> <tr> <td>ment</td> <td>ness</td> </tr> <tr> <td>less</td> <td>l</td> </tr> </table> <p>Plural root words including words which end in y</p>	ment	ness	less	l	<p>Spelling</p> <p>The children will look at common homophones this half term. They will learn to use them correctly within their writing and understand their meaning when reading them</p> <table border="1"> <tr> <td>there</td> <td>their</td> </tr> <tr> <td>they're</td> <td></td> </tr> <tr> <td>here</td> <td>hear</td> </tr> <tr> <td>too</td> <td>two</td> </tr> <tr> <td>to</td> <td></td> </tr> <tr> <td>were</td> <td>we're</td> </tr> <tr> <td>wear</td> <td>where</td> </tr> </table>	there	their	they're		here	hear	too	two	to		were	we're	wear	where	<p>Spelling</p> <p>The children will look at contractions. They will learn to spell them and use them within their writing.</p>	
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment week																			
Autumn 1	Assessment Week	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5																				
	Phase 5 Reteach gaps within these areas.	Alternates <table border="1"> <tr><td>c</td><td>k</td></tr> <tr><td>ck</td><td>ch</td></tr> </table>	c	k	ck	ch	Alternates <table border="1"> <tr><td>c(e)</td><td>c(i)</td></tr> <tr><td>c(y)</td><td>sc/sh</td></tr> <tr><td colspan="2">se</td></tr> </table>	c(e)	c(i)	c(y)	sc/sh	se		Alternates <table border="1"> <tr><td>g(e)</td><td>g(i)</td></tr> <tr><td>g(y)</td><td>dge</td></tr> </table>	g(e)	g(i)	g(y)	dge	Alternates <table border="1"> <tr><td>el</td><td>al</td></tr> <tr><td colspan="2">le</td></tr> </table>	el	al	le		Word endings <table border="1"> <tr><td>ing</td></tr> <tr><td>ed</td></tr> </table>	ing	ed
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		Irregular/ high frequency words <table border="1"> <tr><td>oh</td><td>their</td></tr> <tr><td colspan="2">people</td></tr> </table>	oh	their	people		Irregular/ high frequency words <table border="1"> <tr><td>Mr</td><td>Mrs</td></tr> <tr><td colspan="2">Ms</td></tr> </table>	Mr	Mrs	Ms		Irregular/ high frequency words <table border="1"> <tr><td>looked</td><td>called</td></tr> <tr><td colspan="2">asked</td></tr> </table>	looked	called	asked		Irregular/ high frequency words <table border="1"> <tr><td>water</td></tr> <tr><td>where</td></tr> </table>	water	where	Irregular/ high frequency words						
oh	their																									
people																										
Mr	Mrs																									
Ms																										
looked	called																									
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water																										
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Autumn 2	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6																			
	Suffixes <table border="1"> <tr><td>ed</td></tr> <tr><td>ing</td></tr> </table>	ed	ing	Suffixes <table border="1"> <tr><td>est</td></tr> <tr><td>y</td></tr> </table>	est	y	Suffixes <table border="1"> <tr><td>ed</td></tr> <tr><td>er</td></tr> </table>	ed	er	Suffixes <table border="1"> <tr><td>ing</td><td>est</td></tr> <tr><td colspan="2">y</td></tr> </table> <p>When the consonant of the root word is doubled</p>	ing	est	y		Suffixes <table border="1"> <tr><td>s/es after ss/x</td></tr> <tr><td>es after ch/sh.tch</td></tr> </table>	s/es after ss/x	es after ch/sh.tch	Suffixes <table border="1"> <tr><td>Silent 'e'</td></tr> </table>	Silent 'e'	Suffixes <table border="1"> <tr><td>ment</td></tr> <tr><td>ness</td></tr> </table>	ment	ness				
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Common misconception words <table border="1"> <tr><td>clearing</td><td>gleaming</td></tr> <tr><td>rained</td><td>mailed</td></tr> </table>	clearing	gleaming	rained	mailed	Common misconception words	Common misconception words	Common misconception words	Common misconception words	Common misconception words	Common misconception words																
clearing	gleaming																									
rained	mailed																									
Spring 1	Phase 6	Assessment week	Spelling rules	Spelling rules	Spelling rules	Spelling rules																				
	<table border="1"> <tr><td>less</td></tr> <tr><td>ly</td></tr> </table> Suffixes (including words that end in y)	less	ly	All phase 5/6 phonic patterns assessed.	Suffixes Adding the endings – <table border="1"> <tr><td>ing</td><td>ed</td></tr> <tr><td>er</td><td>est</td></tr> <tr><td colspan="2">y</td></tr> </table> –to words ending in –e with a consonant before it	ing	ed	er	est	y		Suffixes Adding the endings– <table border="1"> <tr><td>ing</td><td>ed</td></tr> <tr><td>er</td><td>est</td></tr> <tr><td colspan="2">y</td></tr> </table> –to words of one syllable ending in a single consonant letter after a single vowel letter	ing	ed	er	est	y		Plural suffixes Including root words which end in y (change the y to an i rule) [baby – babies] The 'l' sound spelt –ey [donkey] and plural [donkeys]	Contractions						
less																										
ly																										
ing	ed																									
er	est																									
y																										
ing	ed																									
er	est																									
y																										



	Common misconception words	Common misconception words	Common misconception words	Common misconception words	Common misconception words	Common misconception words <div style="border: 1px solid black; padding: 2px; display: inline-block;"> don't can't didn't </div>	
Spring 2	Spelling rules	Spelling rules	Spelling rules	Spelling rules	Spelling rules	Spelling rules	
	Common homophones <div style="border: 1px solid black; padding: 2px; display: inline-block;"> there their they're </div>	Common homophones <div style="border: 1px solid black; padding: 2px; display: inline-block;"> here hear </div>	Common homophones <div style="border: 1px solid black; padding: 2px; display: inline-block;"> too to two </div>	Common homophones <div style="border: 1px solid black; padding: 2px; display: inline-block;"> where were we're wear </div>	Common homophones	Common homophones	
	Common misconception words	Common misconception words	Common misconception words	Common misconception words	Common misconception words	Common misconception words	
Summer 1							
Summer 2							