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| --- | --- | --- | --- | --- | --- | --- |
| **Reception** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Half Termly Expectations** | * /s/ as in sun
* /a/ as in apple
* /t/ as in tap
* /i/ as in insect
* /p/ as in pan
* /n/ as in net
* I, the, go, to, no, into
* /m/ as in mouse
* /d/ as in dog
* /g/ as in goat
* /o/ as in octopus
* /k/ as in cat
* /k/ as in kite
 | * /k/ as in duck
* /e/ as in elephant /l/ as in ladder
* /u/ as in umbrella /l/ as in shell
* /r/ as in rabbit /s/ as in dress
* /h/ as in hat
* /b/ as in bat
* I, the, go, to, no, into
* /f/ as in frog and cliff
* /l/ as in ladder
* /l/ as in shell
* /s/ as in dress
* Double consonant letters
* Two syllable words
 | * /j/ as in jug
* /v/ as in van
* /w/ as in web
* /k+s/ as in fox
* /y/ as in yellow
* /z/ as in zebra and fizzy
* he, she, we, me, be, was, my, you, her, they, all, are
* /z/ as in bugs
* /k+w/ as in queen
* Consolidation
 | * /ch/ as in chick
* /sh/ as in sheep
* /th/ as in thumb and feather
* /n+g/ as in ring
* /ai/ as in train
* /ee/ as in bee
* he, she, we, me, be, was, my, you, her, they, all, are
* /igh/ as in light
* /oa/ as in boat
* short /oo/ as in book
* long /oo/ as in moon
* Consolidation
 | * /ar/ as in car
* /or/ as in fork
* /ur/ as in purse
* /ou/ as in owl
* /oi/ as in coin
* /eer/ as in ear
* some, one, said, come, do, so, were, when, have, there, out, like, little, what
* /air/ as in chair
* /y+oor/ as in manure
* schwa /uh/ as in hammer
* Consolidation
 | * /w/ as in wheel
* /f/ as in dolphin
* /ai/ as in crayon
* /ai/ as in cake
* /ai/ as in acorn
* /ee/ as in scene
* some, one, said, come, do, so, were, when, have, there, out, like, little, what
* /ee/ as in shield
* /ee/ as in peach
* Consolidation
 |
| **Letter Sounds** | * Recognises, says and identifies s, a, t, i, p, n, m, d, g, o, c, k
 | * Recognises, says and identifies ck, e, u, r, h, b, f, ff, l, ll, ss
 | * Recognises, says and identifies j, v, w, x, y, z, zz, qu
 | * Recognises, says and identifies ch, sh, th, ng, ai, ee, igh, oa, oo, oo
 | * Recognises, says and identifies ar, or, ur, ow, oi, ear, air, ure, er
 | * Recognises, says and identifies wh, ph, ay, a–e, a, e–e, ie, ea
 |
| **Blending** | * Can orally blend words
 | * Can blend simple words using known letter-sounds
* Reads Pink Rocket Phonics\* books
 | * Can blend simple words using known letter-sounds
* Reads Pink/Red Rocket Phonics\* books
 | * Can read words with different structures, e.g. CCVC, CVCC, CCVCC
* Reads Red Rocket Phonics\* books
 | * Can read words with adjacent consonants
* Reads Red/Yellow Rocket Phonics\* books
 | * Reads Yellow Rocket Phonics books
* Reads Yellow/Blue Target Practice reading books
 |
| **Segmenting** | * Can orally segment words with support
 | * Can segment simple words with support
 | * Can segment simple words with support
 | * Can segment simple words
 | * Can segment simple words
 | * Writes simple sentences
 |
| **Letter Formation** | * Begins to form letters correctly with support
 | * Forms most taught letters correctly
* Which letters need further practice?
 | * Forms most taught letters correctly
* Which letters need further practice?
 | * Forms most taught letters correctly
* Which letters need further practice?
 | * Forms letters correctly
 | * Forms letters correctly; sits letters on writing line
 |

\*refers to both Target Practice reading books and Rocket Phonics Readers

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| **Year 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Half Termly Expectations** | * /igh/ as in child
* /igh/ as in time
* /igh/ as in pie
* /igh/ as in spy
* /oa/ as in rope
* /oa/ as in snow
* some, one, said, come, do, so, were, when, have, there, out, like, little, what
* /oa/ as in toe
* /oa/ as in piano
* /ee/ as in happy
* /ee/ as in key
* Consolidation
 | * /y+oo/ as in unicorn
* short /oo/ as in push
* /y+oo/ as in cube
* long /oo/ as in flute
* /y+oo/ as in statue
* long /oo/ as in blue
* oh, their, people, Mr, Mrs, looked, called, asked, could, water, where
* /y+oo/ as in news
* long /oo/ as in screw
* /ur/ as in herbs
* /ur/ as in bird
* /ou/ as in cloud
* /oi/ as in toy
 | * /or/ as in astronaut
* /or/ as in strawberry
* /oa/ as in shoulder
* long /oo/ as in soup
* short /oo/ as in should
* /ar/ as in father and palm
* /ur/ as in pearl and world
* who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
* /eer/ as in deer and here
* /air/ as in square, bear and there
* /or/ as in ball
* /or/ as in four
* /or/ as in core
* /or/ as in door
* /or/ as in daughter
 | * /s/ as in celery
* /j/ as in giraffe
* /e/ as in bread
* /s/ as in house
* /s/ as in fence
* /k/ as in school
* oh, their, people, Mr, Mrs, looked, called, asked, could, water, where
* /sh/ as in chef
* /j/ as in bridge
* /j/ as in package
* /uh/ as in mother
* Consolidation
 | * /ul/ as in bottle
* /t/ as in mixed
* /d/ as in drilled
* /m/ as in comb
* /n/ as in knot
* /n/ as in sign
* oh, their, people, Mr, Mrs, looked, called, asked, could, water, where
* /r/ as in writing
* /ch/ as in hatching
* /zh/ as in treasure, television, collage
* Consolidation
 | * /ch+u/ as in picture
* /i/ as in pyramid
* /s/ as in scissors
* /s/ as in whistle
* /o/ as in watch
* /sh/ as in station
* who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
* /sh/ as in musician
* /sh/ as in percussion
* Consolidation
 |
| **Letter Sounds** | * Recognises, says and identifies i, i–e, ie, y, o–e, ow, oe, o, y, ey
 | * Recognises, says and identifies u, u, u–e, u–e, ue, ue, ew, ew, er, ir, ou, oy
 | * Recognises, says and identifies au, aw, ou, ou, oul, a, al, ear, or,

eer, ere, are, ear, ere, al, our, ore, oor, augh | * Recognises, says and identifies c, g, ea, se, ce, ch, ch, dge, ge, o
 | * Recognises, says and identifies le, ed, ed, mb, kn, gn, wr, tch, s,

si, ge | * Recognises, says and identifies ture, y, sc, st, a, ti, ci, ssi
 |
| **Blending** | * Reads Blue Target Practice reading books
* Reads Yellow and Yellow Plus Rocket Phonics books
 | * Reads Green Target Practice reading books
* Reads Blue Rocket Phonics books
 | * Reads Green Target Practice reading books
* Reads Blue Rocket Phonics books
 | * Reads Orange Target Practice reading books
* Reads Green Rocket Phonics books
 | * Reads Orange Target Practice reading books
* Reads Green Rocket Phonics books
 | * Reads Orange Target Practice reading books
* Reads Green/Orange Rocket Phonics books
 |
| **Segmenting** | * Writes simple sentences, spelling some words correctly and others

phonically plausibly | * Writes simple sentences, spelling some words correctly and others

phonically plausibly | * Writes simple sentences, spelling some words correctly and others

phonically plausibly | * Writes simple sentences, spelling some words correctly and others

phonically plausibly | * Writes simple sentences, spelling some words correctly and others

phonically plausibly | * Writes simple sentences, spelling some words correctly and others

phonically plausibly |
| **Letter Formation** | * Forms letters correctly and confidently
 | * Forms letters correctly and confidently
 | * Forms letters correctly and confidently
 | * Forms letters correctly and confidently
 | * Forms letters correctly and confidently
 | * Forms letters correctly and confidently
 |

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Half Termly Expectations** | * /ai/ ai, ay, a-e, a, eigh, ei, ea, ey
* /ee/ ee, e-e, ie, ea, y, ey, e
* /igh/ igh, i, i-e, ie, y
* /oa/ oa, o-e, ow, oe, o
* homophones and near-homophones
* suffixes
 | * /w/ w, wh /f/ f, ff, ph
* long /oo/ oo, u-e, ou, ue, ew
* /y+oo/ u, u-e, ue, ew
* short /oo/ oo, u, oul /ar/ ar, a, al
* possessive apostrophes
* suffixes
 | * /or/ or, au, aw, al, ar, a
* /or/ our, ore, oor, augh
* /ur/ ur, er, ir, ear, or
* /ou/ ou, ow /oi/ oi, oy
* contractions
* suffixes
 | * /eer/ ear, eer, ere
* /air/ air, are, ear, ere
* /s/ s, ss, c, se, ce, sc, st
* /j/ j, g, dge, ge
* homophones and near-homophones
* suffixes
 | * /t/ t, tt, ed /d/ d, dd, ed
* /n/ n, nn, kn, gn /m/ m, mm, mb
* /k/ c, k, ck, ch /r/ r, rr, wr
* /l/ l, ll /ul/ le, il, al, el
* possessive apostrophes
* suffixes
 | * /i/ i, y /o/ o, (w)a (qu)a
* /e/ e, ea /zh/ s, si, ge
* /ch/ ch, tch /ch+u/ ture
* /sh/ sh, ch, ti, ci, ssi
* contractions
* suffixes
 |
| **Letter Sounds** | * Recognises, says and identifies multiple grapheme alternatives for the sounds /ai/, /ee/, /igh/ and /oa/
 | * Recognises, says and identifies multiple grapheme alternatives for the sounds /w/, /f/, long /oo/, /y+oo/, short /oo/ and /ar/
 | * Recognises, says and identifies multiple grapheme alternatives for the sounds /or/, /ur/, /ou/ and /oi/
 | * Recognises, says and identifies multiple grapheme alternatives for the sounds /eer/, /air/, /s/ and /j/
 | * Recognises, says and identifies multiple grapheme alternatives for the sounds /t/, /d/, /n/, /m/, /k/, /r/, /l/ and /ul/
 | * Recognises, says and identifies multiple grapheme alternatives for the sounds /i/, /o/, /e/, /zh/, /ch/, /ch+u/ and /sh/
 |
| **Blending** | * Reads Orange/Turquoise Reading Planet books
 | * Reads Turquoise/Purple Reading Planet books
 | * Reads Purple Reading Planet books
 | * Reads Gold Reading Planet books
 | * Reads Gold/White Reading Planet books
 | * Reads White Reading Planet books
 |
| **Segmenting** | * Writes simple sentences dictated by the teacher with most words
 | * Writes simple sentences dictated by the teacher with most words
 | * Writes simple sentences dictated by the teacher with most words
 | * Writes simple sentences dictated by the teacher with most words
 | * Writes simple sentences dictated by the teacher with most words
 | * Writes simple sentences dictated by the teacher with most words
 |
| **Handwriting** | * Begins to form and use diagonal and horizontal strokes to join letters
 | * Begins to form and use diagonal and horizontal strokes to join letters
 | * Uses cursive handwriting with increasing accuracy and confidence
 | * Uses cursive handwriting with increasing accuracy and confidence
 | * Uses cursive handwriting correctly and confidently
 | * Uses cursive handwriting correctly and confidently
 |