

Reception Phonics Coverage

Term	A1	A2	SP1	SP2	SUM1	SUM2
	Based on 7 week half term		Based on 6 week half term			
PHASE 2 - 3	Weeks 1&2: Settle in & consolidate phase 1 (focus on any identified cohort weakness) Week 3: Set 1: s a t p Week 4: Set 2: i n m d Week 5: Set 3: g o c k Week 6: Set 4: ck e u r Week 7: Revisit Sets 1 - 4	Weeks 1: Revisit set 1 - 4 Week 2: Set 5: h b f Week 3: Set 5: ff l ll ss Week 4: (Phase 3) Set 6: j v w x Week 5: Revisit Week 6: Set 7: y z zz qu Week 7: Revisit sets 1 - 7	Weeks 1: Revisit sets 1 - 7 Week 2: Consonant digraphs ch sh Week 3: Consonant digraphs th ng Week 4: Consolidate sets 1-7 & consonant digraphs Week 5: Begin to introduce 1 representation of each long vowel phoneme ai Week 6: ee	Weeks 1: lgh oa Week 2: Oo (as in boot and look) Week 3: Ar or Week 4: Ur ow Week 5: Oi ear Week 6: ee	Weeks 1: Consolidate Spring 2 graphemes Week 2: Er ure Week 3-6: Consolidate application of phase 2-3 (filling in gaps in GPC knowledge or skill where identified)	Weeks 1: Consolidate application of phases 2-3 (filling in gaps in GPC knowledge or skill where identified) If secure phase 3: Progress on to phase 4, with continued consolidation of phase 2-3 graphemes (e.g. <i>flow, flee, clear etc.</i>)
Phase 1	Practise & consolidate Phase 1 phonics through the routine of the day & continuous provision					
BROAD PHASE OF DEVELOPMENT CL/LIT	Working 40-60 months	Focusing 40-60 months	Focus/secure 40-60 months	Secure 40-60 months	ELG	ELG
PARENTAL INVOLVEMENT	Workshop on phonics and how to implement well at home	Stay and play - with a focus	Stay and play - with a focus	Stay and play - with a focus	Stay and play - with a focus	Stay and play - with a focus

NB: use ongoing obs, assessment and tracking to inform quality first teaching and interventions. Ensure all YR reception children begin Phase 2 at the beginning of the year. Provide additional Phase 1 intervention where necessary.