SS Peter & Paul Catholic Primary School

Phonics and Spelling Long Term Plan

Nursery Foundations to Year 2 · Little Wandle Letters and Sounds Revised · 2026–27

Phonics is taught systematically and cumulatively. Previously taught GPCs and tricky words are reviewed throughout the year. New content is introduced only when prior learning is secure; assessment informs Keep-up and additional practice. Year 2 builds on the secure alphabetic code through Little Wandle Spelling.

Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Foundations	Rhyme time Listening, syllables, rhyme, alliteration and sound awareness.	Rhyme time Tuning into sounds s a t p i n m · oral blending.	Rhyme time Tuning into sounds d g o c k e · sound awareness and oral blending.	Rhyme time Tuning into sounds u r h b f l · initial sounds and oral blending.	Rhyme time Tuning into sounds j v w y z qu ch · extend sound awareness and blending.	Rhyme time Tuning into sounds ck x sh th ng nk · consolidate ready for Reception.
Reception	Phase 2 s a t p · i n m d · g o c k · ck e u r · h b f l. Tricky: is, I, the.	Phase 2 ff ll ss j · v w x y · z zz qu · ch · sh th ng nk · final -s. Build tricky words.	Phase 3 ai ee igh oa · oo oo ar or · ur ow oi ear · air er. Double letters and longer words.	Secure Phase 3 Two+ digraphs, longer/compound words, -ing, medial /z/, final -s/-es; secure spelling.	Phase 4 Short vowels in CVCC/CCVC; longer/compound words; roots with -ing, -ed, -est.	Phase 4 Long-vowel CVCC/CCVC; final -s/-es; longer words; roots with -ing/-ed; review and secure.
Year 1	Review + Phase 5 Review Phase 3 GPCs/Phase 4. Begin /ai/ ay, /ow/ ou, /oi/ oy, /ee/ ea; review tricky words.	Phase 5 Grow the code: ir, ie, ue, u, o, i, a, e; split digraphs; ew, ie, aw and new tricky words.	Phase 5 Extend alternatives: y, ea, wh, oe/ou, ow, g, ph, le/al, c, ve, o-e/o/ou, se/ce, ey.	Phase 5 Further alternatives incl. or, u/oul, are, au/aur/oor/al, tch, ture, ear/ere, wr, st/sc, ch, ce/se.	Review & secure Review Phase 5 for the Phonics Screening Check; consolidate GPCs, tricky words, blending and spelling.	Extend & apply Consolidate Phase 5: eigh/aigh/ey/ea, kn/gn, mb, ere/eer, su/si, dge, ge, ti/ssi/si/ci, augh/our/oar/ore.
Year 2 Spelling	Phase 5 review 5-week review of the complete Phase 5 code, alternative spellings, schwa and tricky/prickly words.	Bridge to spelling Complete the code; think about spelling; k/ck, ch/tch; -s/-es; swap, drop and double.	Units 1-3 kn/gn, wr; drop e with suffixes; ge/dge and j/g; homophones and prickly spellings.	Units 4-7 The 'W special': how w and qu change a, ar and or. Swap y for i before -es; ey for /ee/; endings -le, -al, -il, -el; homophones.	Units 8-11 c /s/; /zh/ spellings; -ment, -ness, -ful, -less, -ly; contractions; homophones.	Units 12-14 ti /sh/; possessive apostrophe; consolidate swap, drop, double; homophones and independent application.

The golden threads

Hear, Say & Map the Code	Blend, Read & Build Fluency	Segment, Spell & Apply
From phonological awareness and oral blending in Foundations to secure knowledge of the alphabetic code, alternative graphemes and precise phonics language.	From oral blending to accurate decoding, automatic word reading and fluent reading of fully decodable texts with increasing pace, phrasing and expression.	From hearing sounds in spoken words to segmenting, encoding and choosing graphemes; in Year 2, applying spelling conventions, morphology, grammar and meaning.