

**ST PHILOMENA'S RWI PHONICS LONG AND MEDIUM TERM TEACHING PLAN
2022-2023**

Overview of RWI Phonics Phases - Reception to Year 3

By the end of each half term, year groups should have covered the following:

	Reception	Year 1	Year 2	Year 3
Autumn 1	<p>Set 1 sounds Set A Baseline assessments</p> <p>Set 1 Week 1 – m, a, s, d Non-decodable words: l, the</p> <p>Week 2 – t, i, n, p, Non-decodable words: my, you</p> <p>Week 3 – g, o, c, k Non-decodable words: said, your</p> <p>Week 4 – u, b, f, e Non-decodable words: are, be</p> <p>Week 5 – l, h, r, j Non-decodable works: of, no</p> <p>Week 6 – v, y, w, z, x Non-decodable words: what, all</p>	<p>Assessments and consolidation</p> <p>Week 1 – ‘ea’ saying /ee/ Common exception words: Mr, Mrs, were, there</p> <p>Week 2 – ‘oy’ saying /oi/ Common exception words: would, want, have, like</p> <p>Week 3 – ‘a_e’ saying /ai/ Common exception words: love, your, little, one</p> <p>Week 4 – ‘i_e’ saying /igh/, Common exception words: looked, do</p> <p>Week 5 – o_e saying /oa/ Common exception words: people, when</p> <p>Week 6 - ‘u_e’ saying /oo/ and /yoo/ ‘ Common exception words: called, asked, what, could Assessment</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p> <p>Week 1 – To consolidate Set 2 and Set 3 sounds ay ai a-e ea (vowels and consonants)</p> <p>Week 2 – To consolidate Set 2 and Set 3 sounds ea ee (vowels and consonants)</p> <p>Week 3 – To consolidate Set 2 and Set 3 sounds i igh i-e (find, kind) (vowels and consonants)</p> <p>Week 4 – To consolidate Set 2 and Set 3 sounds oa ow o-e o (vowels and consonants) (gold cold..)</p> <p>Week 5 – To consolidate Set 2 and Set 3 sounds oo ue ew (vowels and consonants)</p> <p>Week 6 - To consolidate Set 2 and Set 3 sounds ur er ir</p>	<p>Week 1 – homophones</p> <p>Week 2 and 3 – Rarer GPC (Grapheme Phoneme Correspondence) words with the ei sound = vein, eight etc</p> <p>Week 4 – Strategies for learning words with -ed</p> <p>Week 5 – Common exception words</p> <p>Week 6 - Words from statutory yr 3 /4 list</p>
Autumn 2	<p>(6 weeks) Set A Week 1 – Recap set 1 - sh, ch, ng, nk, th Non-decodable words: what, all</p> <p>Week 2– Recap set 1 – ay, ee, igh, ow Non-decodable words: was, we</p> <p>Week 3 – Recap set 1 – oo, oo, ar, or Non-decodable words: so, to</p> <p>Week 4 – Recap set 1 – air, ir, ou, oy</p>	<p>Week 1 – ‘aw’ and ‘au’ saying /or/ Common exception words: friend, also, who, why</p> <p>Week 2 – ‘ear’ and ‘are’ saying /air/ Common exception words : autumn, school, January, February</p> <p>Week 3 – ‘ur’, ‘er’ and ‘ir’ saying /er/ Common exception words: work, house, love, your</p> <p>Week 4 – ‘ow’ ‘ow’ ‘oe’ and ‘oa’ saying /oa/</p>	<p>Week 1 – To consolidate Set 2 and Set 3 sounds ire air ear</p> <p>Week 2 – To consolidate Set 2 and Set 3 sounds oy oi</p> <p>Week 3 – To consolidate Set 2 and Set 3 sounds aw or</p> <p>Week 4 – To consolidate Set 2 and Set 3 sounds ure</p> <p>Week 5 – To consolidate Set 2 and 3 sounds tion</p>	<p>Week 1 – Prefixes ‘mis- and ‘re-)</p> <p>Week 2 – Learning words from personal spelling lists/statutory 3/ 4 list</p> <p>Week 3 - The l sound spelt Y e.g pyramid, mystery, gym etc)</p> <p>Week 4 – To spell words ending in ‘-gue e.g tongue, league, catalogue etc</p> <p>Week 5 – To spell words ending in -que</p> <p>Week 6 - Spelling words with the suffix -ness</p>

	<p>Non-decodable words: me, call</p> <p>Week 5 and 6 – writing words from set 1 and 2</p> <p>Non-decodable words: her, there, want, go</p>	<p>Common exception words: once, please, thought, through</p> <p>Week 5 – ‘ai’ and ‘ay’ saying /ai/ Common exception words : could, should, said, so</p> <p>Week 6 - ‘ew’ saying /oo/ and /yoo/ Common exception words: because, different, asked, called</p> <p>Assessment</p>	<p>Week 6 - To consolidate Set 2 and Set 3 sounds cious tious xious</p>	<p>Week 7 - Spelling the words with the suffix ful after a consonant</p> <p>Week 8 - Spelling words with the prefixes sub and tele</p>
Spring 1	<p>Phase 3 (6 weeks)</p> <p>Week 1, 2 and 3 – set 2 sentences</p> <p>Week 1 – non-decodable words: old, some</p> <p>Week 2 – non-decodable words: he, does</p> <p>Week 3 – non-decodable words: tall come</p> <p>Week 4 – ea, ai, aw, ur</p> <p>Non-decodable words: watch, who</p> <p>Week 5 – oa, er, ow, oi</p> <p>Non-decodable words: were, brother</p> <p>Week 6 – ew, are, ure, ire</p> <p>Non-decodable words: any, their</p>	<p>Week 1 – ‘ue’ saying /oo/ and /yoo/ Common exception words: many, laughed, people, looked</p> <p>Week 2 – ‘ire’ saying /fire/ Common exception words: oh, their, some, come</p> <p>Week 3 – ‘ure’ saying sure, pure, cure Common exception words: friend, also, who, why</p> <p>Week 4 – ‘ie’ saying /igh/ Common exception words: water, where, should would</p> <p>Week 5 – ‘ou’ saying /ow/ Common exception words:</p> <p>Week 6 – Assessment</p>	<p>Week 1 – Homophones</p> <p>Week 2 – To apply further Y2 spelling rules – ‘ey’ as in key, monkey, money, donkey,</p> <p>Week 3 – To apply further Y2 spelling rules. ph / f / ff Elephant phone dolphin</p> <p>Week 4 – To apply further Y2 spelling rules ‘le’ ‘el’ ‘al’ table apple candle label metal</p> <p>Week 5 – To apply further Y2 spelling rules ce ice mice</p> <p>Week 6 - To know what is meant by a homophone.</p>	<p>Week 1 – Spelling words spelt ch but spelt with the s sound</p> <p>Week 2 – Spelling words containing the ure sound</p> <p>Week 3 – Spelling words ending in sion</p> <p>Week 4 – Spelling words with the suffixes -less and -ness.</p> <p>Week 5 – Apostrophes (omission)</p> <p>Week 6 - Spelling words with the prefixes super and auto Spelling further words from yr3/4 spelling list</p>
Spring 2	<p>Week 1 – set 3 : ear, tion, tious, cious Non-decodable words: where, two</p> <p>Week 2 – set 3: a_e, i_e, o_e, u_e Non-decodable words: small, love</p> <p>Week 3 – polysyllabic words Non-decodable words: many, here</p>	<p>Week 1 – long vowel sounds Common exception words: who, why, want, their</p> <p>Week 2 – ‘ch’ saying /c/ and /sh/ Common exception words: thought, through, Mr, Mrs</p> <p>Week 3 – ‘y’ saying /ee/ Common exception words: any, eyes, water, where</p> <p>Week 4 – wh’ saying /w/</p>	<p>Week 1 – Apostrophes for contraction.</p> <p>Week 2 – the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always);</p> <p>Week 3 – dge</p> <p>Week 4 – the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);</p>	<p>Week 1 – Spelling words with the /k/ sound spelt ch</p> <p>Week 2 – Spelling more complex homophones</p> <p>Week 3 – Spelling near homophones</p> <p>Week 4 – Revise words with suffixes ed, ing, s and es</p> <p>Week 5 – Spelling words with the suffix -ly with</p>

	<p>Week 4, 5, 6 – Set 2/ 3 consolidation</p> <p>Week 4 – non-decodable words: once, buy</p> <p>Week 5 – non-decodable words: worse, thought</p> <p>Week 6 - non-decodable words: talk, caught</p>	<p>Common exception words: lived, coming, work, house</p> <p>Week 5 – ‘c’ saying /s/ and ‘g’ saying /j/</p> <p>Common exception words: Monday, Tuesday, laughed, many</p> <p>Week 6 – ‘ph’ saying /f/</p> <p>Common exception words: Wednesday, Thursday, because, different</p> <p>Assessment</p>	<p>Week 5 – the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);</p> <p>Week 6 - the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)</p>	<p>root words ending in le and ic.</p> <p>Week 6 - Spelling further words from the Yr3 / 4 spelling list</p> <p>Week 7 - Revising words with suffixes less and ness</p>
Summer 1	<p>Week 1, 2, 3, 4, 5 and 6 – Set 2/ 3 consolidation (adapted to the cohorts need)</p> <p>Week 1 – non-decodable words: bought, walk</p> <p>Week 2 – non-decodable words: could, anyone</p> <p>Week 3 – non-decodable words: would, great</p> <p>Week 4 – non-decodable words: water, should</p> <p>Week 5 – non-decodable words: they, half</p> <p>Week 6 - non-decodable words: over, orange</p>	<p>Week 1 – Adding -ed</p> <p>Common exception words: April, July, lived, please</p> <p>Week 2 – Adding –s and -es</p> <p>Common exception words: August, October, more, coming</p> <p>Week 3 – Adding –er and –est to adjectives</p> <p>Common exception words: November, December, Monday, Tuesday</p> <p>Week 4 – ‘tch’ saying /ch/</p> <p>Common exception words: door, floor, Wednesday, Thursday</p> <p>Week 5 – Adding –ing and –er to verbs</p> <p>Common exception words: prince, princess, also, before</p> <p>Week 6 – ASSESSMENT</p>	<p>Week 1 – Suffixes and tense. ed/ing/ skipping, hopping, hoping, dancing, swam, ran, (tense)</p> <p>Week 2 – To apply further Y2 spelling rules y cry, try, fly cries tries flies</p> <p>Adding y to a word (drop the e)</p> <p>Week 3 – To add suffixes to spell most words correctly in their writing, e.g. –ful -less</p> <p>Week 4 – To add suffixes to spell most words correctly in their writing, e.g. -ness -mess</p> <p>Week 5 – KS1 SATS</p> <p>Week 6 – revision of rules taught</p>	<p>Week 1 – Revising and spelling vowel diagraphs</p> <p>Week 2 – Further words from yr 3 / 4 spelling list</p> <p>Week 3 – Spelling words containing the ‘ou’ sound</p> <p>Week 4 – Revising words with the suffix -ly</p> <p>Week 5 – Revising words with the suffixes un and dis</p> <p>Week 6 – Further revision from yr3/4 spelling list</p>
Summer 2	<p>Week 1, 2, 3, 4, 5 and 6 – Set 2/ 3 consolidation (adapted to the cohorts need)</p> <p>Week 1 – non-decodable words: these, because</p> <p>Week 2 – non-decodable words: one, people</p> <p>Week 3 – non-decodable words: grey, another</p>	<p>Week 1 - ‘ve’ saying /v/</p> <p>Common exception words: know, baby, April, July</p> <p>Week 2 – ‘ore’ saying /or/</p> <p>Common exception words: mother, another, August, October</p> <p>Week 3 – Adding un-</p> <p>Common exception words: talk, two, November, December</p> <p>Week 4 – Using k for the /k/ sound</p>	<p>For Final half term in KS1</p> <p>Based on assessment – consolidation of spellings that have been taught across year 2. For HAP, an introduction to Year 3 / 4 spelling. Dictionary work and dictation weekly.</p>	<p>Week 1 – Revising words containing the ei/ey sound</p> <p>Week 2 – Revising prefixes mis and re</p> <p>Week 3 – To learn further words from the yr 3 / 4 spelling list</p> <p>Week 4 – To revise prefixes sub and tele</p> <p>Week 5 – To revise words with the i sound spelt y.</p>

	<p>Week 4 – non-decodable words: bear, another</p> <p>Week 5 – non-decodable words: baby, only</p> <p>Week 6 - non-decodable words: told, why</p>	<p>Common exception words: poor, great, school, house</p> <p>Week 5 – Compound words Common exception words: break, steak, most, both</p> <p>Week 6 – y' saying /igh/ Common exception words: door, floor, here, there</p>		<p>Week 6 - Revise words ending in gue/que</p>
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This is the minimum that should be covered. Any spare weeks should be spent revisiting any sounds that need consolidating. If the children are ready to move on to the next stage, this may be started sooner than stated. Interventions will be put in place immediately for those needing additional support.

*See appendix 1 for further details.