

Phonics Curriculum Map 2025/2026

	Nursery	Reception	Year 1	Year 2
Autumn 1	No sounds – focus on Rhyme time and settling children into your setting’s routines.	Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r l Week 5 h b f l t	Weeks 1-3 review phase 3 and 4. Including tricky words. Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Week 5 review	5 weeks: Phase 5 review
Autumn 2	s a t p i n m	Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be	Week 1 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn their people oh your Week 2 /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Mr Mrs Ms ask* Week 3 /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute could would should our Week 4 /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw house mouse water want Week 5 Grow the code: /igh/ ie i i-e /ai/ ay a a-e	5 weeks: Bridge to spelling

			/oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	
Spring 1	d g o c k e	<p>Week 1 ai ee igh oa</p> <p>Week 2 oo oo ar or was you they</p> <p>Week 3 ur ow oi ear my by all</p> <p>Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure</p> <p>Week 5 longer words</p>	<p>Week 1 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder any many again</p> <p>Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone who whole where two</p> <p>Week 3 /l/ le al apple metal /s/ c ice /v/ ve give school call different</p> <p>Week 4 /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey thought through friend work</p> <p>Week 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>	<p>Begin spelling units</p> <p>Week 1 and 2 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night</p> <p>Week 3 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and - y? any many one/won</p> <p>Week 4 Week 5 3 Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different</p>
Spring 2	u r h b f l	<p>Review phase 3</p> <p>Week 3 words with two or more digraphs</p> <p>Week 4 longer words words ending in -ing</p>	<p>Week 1 /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk once laugh</p>	

		<p>compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p>	<p>Week 2 /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* because eye Week 3 /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor Week 5 /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	
Summer 1	j v w y z qu ch	<p>Week 1 and 2 Short vowels Week 3 Longer Words Week 4 Compound words Week 5 Root words</p>	<p>Review all of phase 5 in preparation for phonics screening.</p>	<p>Week 1 Why does ‘c’ make the sound /s/ in some words? beautiful laugh here/hear</p> <p>Week 2 How can I spell the sound /zh/? busy pretty be/bee</p> <p>Week 3 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? parents because bare/bear</p> <p>Week 4 Week 5 How</p>

				can I show missing letters in a word? Review t
Summer 2	ck x sh th ng nk	Looking at phase 4 words and review	<p>Week 1 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour</p> <p>Week 2 /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe</p> <p>Week 3 /sh/ ti ssi si ci potion mission mansion delicious</p> <p>Week 4 /or/ augh our oar ore daughter pour oar more</p>	<p>Week 1 Why do some longer words have the spelling 'ti' for /sh/? eye shoe sun/son</p> <p>Week 2 Week 3 How do I use the possessive apostrophe (singular possession)? thought through whole/hole</p> <p>Week 4 When do I swap, drop or double? (-ing, -er, -est, -y, -ed) Review</p>