

Year 1 Phonics Planning Pack

What's included

Year 1 Phase 3 overview

Detailed lesson plans

Assessment ticksheet

This pack includes the Year 1 Phase 3 phonics overview, detailed lesson plans, and an assessment ticksheet. It is designed to support clear, step-by-step teaching of new sounds, reading, spelling, and common exception words.

Year 1 Phase 3 Complex Code Mid-Term Overview

Lesson	Focus grapheme	Tricky words	Review	Teach	Practise	Apply	Review & close
1	a_e	was	Review adjacent consonants and known long vowel teams: ai, ay. Read:	Teach split digraph a_e ; explain the e is silent and makes the a say its name.	Read: make, same, late, game. Spell: made, same, gate.	Sentence: I was late for the game. Dictation: make, same.	Quick check: identify a_e in a word and read one sentence with confidence.

			rain, play. Oral segment: made.	Example words: make, same, late.			
2	e_e	was, you	Review a_e. Read: make, game. Oral segment: these.	Teach e_e; compare with ee/ea. Example words: these, theme, compete.	Read: these, theme, delete, athlete. Spell: these, theme, complete.	Sentence: Can you delete these? Dictation: these, theme.	Quick check: sort a_e and e_e words and read them accurately.
3	i_e	you, they	Review a_e, e_e. Read: same, these. Oral segment: time.	Teach i_e; compare with igh and ie. Example words: time, like, slide.	Read: time, like, slide, shine. Spell: time, like, fine.	Sentence: They like to slide in time. Dictation: like, time.	Quick check: underline i_e in a sentence and read aloud.
4	o_e	they, all	Review a_e, e_e, i_e. Read: game, theme, time. Oral segment: home.	Teach o_e; compare with oa and ow. Example words: home, note, those.	Read: home, note, those, stone. Spell: home, note, rope.	Sentence: They wrote a note at home. Dictation: home, note.	Quick check: read and sort split digraph words by vowel sound.

5	Review lesson	was, you, they, all	Review: a_e, e_e, i_e, o_e.	Revisit split digraph pattern with word building and grapheme hunt.	Read: make, these, time, note. Spell: same, theme, shine, home.	Sentences: They were late at home. Can you make those?	Quick check: one word per grapheme and note misconceptions.
6	u_e	all, are	Review split digraphs learned so far. Oral segment: cute.	Teach u_e ; explain /yoo/ or /oo/ pronunciation where appropriate. Example words: cube, flute, use.	Read: cube, flute, use, mule. Spell: cube, use, flute.	Sentence: We use a flute at home. Dictation: use, cube.	Quick check: explain what the e is doing in one word.
7	ay	are, my	Review a_e and ai. Read: make, rain. Oral segment: tray.	Teach ay usually at the end of words. Example words: play, tray, stay.	Read: play, tray, stay, Sunday. Spell: play, stay, tray.	Sentence: My tray will stay on the table. Dictation: play, stay.	Quick check: choose ai or ay to complete a word.
8	ea	my, her	Review ee and e_e. Read: tree, theme.	Teach ea for /ee/ in common words.	Read: clean, dream, reach, team. Spell:	Sentence: Her team can reach the beach.	Quick check: sort ee, ea and e_e words.

			Oral segment: clean.	Example words: clean, dream, reach.	clean, dream, beach.	Dictation: dream, clean.	
9	Review lesson	all, are, my, her	Review: u_e, ay, ea and revisit split digraphs.	Revisit long vowel choices and end-of- word patterns.	Read: cube, play, dream, flute. Spell: use, stay, clean, mule.	Sentences: Her team will stay. We use a cube in the game.	Quick check: choose the correct grapheme in dictated words.
10	ie	her, said	Review igh and i_e. Read: time, light. Oral segment: pie.	Teach ie for /igh/ in common words. Example words: pie, cried, tie.	Read: pie, tie, cried, tried. Spell: pie, tie, cried.	Sentence: Her mum said to tie the pie box. Dictation: tie, pie.	Quick check: compare i_e and ie spellings for /igh/.
11	ow	said, so	Review oa and o_e. Read: boat, note. Oral segment: snow.	Teach ow for /oa/ in this sequence. Example words: snow, grow, slow.	Read: snow, grow, slow, window. Spell: snow, grow, slow.	Sentence: The snow will go so slow. Dictation: snow, grow.	Quick check: choose oa, o_e or ow for /oa/ words.

12	ue	so	Review u_e and oo. Read: cube, blue. Oral segment: glue.	Teach ue as /yoo/ or /oo/. Example words: blue, glue, rescue.	Read: blue, glue, rescue, true. Spell: blue, true, glue.	Sentence: We use blue glue. Dictation: blue, glue.	Quick check: read u_e and ue words and discuss choices.
13	Review lesson	her, said, so	Review: ie, ow, ue and earlier alternatives.	Revisit alternative spellings with sorting and dictation.	Read: pie, snow, blue, true. Spell: tie, slow, glue, cried.	Sentences: She said the snow was blue in the light. So we tied the box.	Quick check: note which alternative spellings need revisiting.
14	aw	are, my	Review or. Read: fork, storm. Oral segment: claw.	Teach aw for /or/. Example words: claw, dawn, yawn.	Read: claw, dawn, yawn, straw. Spell: dawn, yawn, straw.	Sentence: My cat has a sharp claw. Dictation: dawn, yawn.	Quick check: choose or or aw in words for /or/.
15	ir	my, was	Review er and ur. Read: fern, turn. Oral segment: bird.	Teach ir for /ur/. Example words: bird, girl, swirl.	Read: bird, girl, swirl, third. Spell: bird, girl, dirt.	Sentence: My bird was in the dirt. Dictation: bird, girl.	Quick check: sort er, ur and ir words.

16	ou	you, they	Review ow for /ow/ from earlier learning. Oral segment: cloud.	Teach ou for /ow/. Example words: cloud, sound, round.	Read: cloud, sound, round, shout. Spell: cloud, sound, shout.	Sentence: They found a loud sound. Dictation: sound, cloud.	Quick check: distinguish ou and ow pronunciations in known words.
17	Review lesson	are, my, was, you, they	Review: aw, ir, ou plus linked alternatives.	Revisit vowel alternatives through sorting and sentence work.	Read: dawn, bird, shout, cloud. Spell: yawn, dirt, round, straw.	Sentences: They found my bird at dawn. Was the sound loud?	Quick check: identify the correct vowel team in dictated words.
18	oy	all, said	Review oi. Read: coin, soil. Oral segment: boy.	Teach oy usually at the end of words. Example words: boy, toy, enjoy.	Read: boy, toy, enjoy, annoy. Spell: boy, toy, enjoy.	Sentence: The boy said he had a toy. Dictation: boy, toy.	Quick check: choose oi or oy to complete words.
19	wh	said, so	Review question words children know orally. Read: when, what.	Teach wh at the start of words. Example words: when, what, whisper.	Read: when, what, whisper, wheel. Spell:	Sentence: What did she whisper?	Quick check: find wh at the start of words.

					when, what, wheel.	Dictation: when, what.	
20	ph	was, all	Review f and ff. Read: fish, off. Oral segment: phone.	Teach ph making /f/. Example words: phone, dolphin, phonics.	Read: phone, dolphin, phonics, alphabet. Spell: phone, graph, phonics.	Sentence: The phone was on the shelf. Dictation: phone, phonics.	Quick check: match ph words to f words by sound.
21	Review lesson	all, said, so, was	Review: oy, wh, ph.	Revisit end-of-word oy and consonant digraphs wh/ph.	Read: toy, when, phone, whisper. Spell: boy, what, phone, enjoy.	Sentences: What was on the phone? The boy can enjoy phonics.	Quick check: sentence reading with target graphemes.
22	kn	you, they	Review n at the start of words. Read: know, knee.	Teach kn where k is silent. Example words: know, knee, knock.	Read: know, knee, knock, knight. Spell: know, knee, knock.	Sentence: They know the knight. Dictation: know, knee.	Quick check: explain which letter is silent.

23	wr	are, my	Review r at the start of words. Read: wrap, write.	Teach wr where w is silent. Example words: write, wrap, wrist.	Read: write, wrap, wrist, wrong. Spell: write, wrap, wrist.	Sentence: My wrist was in a wrap. Dictation: wrap, write.	Quick check: explain which letter is silent in wr words.
24	tch	her, so	Review ch after short vowels. Read: chip, match.	Teach tch as /ch/ after a short vowel. Example words: match, catch, pitch.	Read: match, catch, pitch, fetch. Spell: catch, match, fetch.	Sentence: Catch the ball, so it will not drop. Dictation: catch, match.	Quick check: decide when to use ch or tch.
25	Review lesson	you, they, are, my, her, so	Review: kn, wr, tch and consonant digraphs from the block.	Revisit silent letters and final trigraph pattern with mixed practice.	Read: know, write, catch, phone, whisper. Spell: knee, wrap, fetch, knock.	Sentences: They know when to write. Catch the toy and wrap it.	Quick check: mixed reading and spelling across the whole phase.

Lesson 1 Detailed Plan (Year 1 Phase 3 Complex Code)

Lesson	Focus grapheme	Tricky words	Total time
1	a_e	was	30 minutes
Component	Time	Lesson content	
Settle & Warm-Up	3 min	Ready routine and quick oral warm-up: say whether you hear /ai/ in <i>rain, cake, play</i> . Rehearse attentive partner talk.	
Review	5 min	Flashback graphemes and alternatives already known: ai , ay . Read words: <i>rain, tail, play, tray</i> . Oral segmenting: <i>made</i> . Revisit tricky word was .	
Teach	8 min	Introduce split digraph a_e . Explain that the e is silent and helps a say its name. Model with word building: <i>cap</i> to <i>cape</i> , <i>mad</i> to <i>made</i> . Show grapheme pattern in words and model formation/placement in writing. Example words: <i>make, same, game, gate</i> .	
Practise	7 min	Read and blend: <i>make, same, late, game, gate</i> . Segment and spell using sound boxes: <i>made, same, gate</i> . Compare <i>mad/made</i> and <i>cap/cape</i> to notice the effect of the final e .	
Apply	5 min	Read sentence: <i>I was late for the game</i> . Dictation: <i>make, same</i> , then sentence chunk: <i>was late</i> . If time allows, pupils write their own short a_e phrase such as <i>same game</i> .	

Review & Close	2 min	Quick success check: identify the split digraph in one word, read one a_e word, and recall tricky word was . Calm tidy-away and praise for noticing the silent e .
Resources	—	Grapheme cards, mini whiteboards, sound boxes, magnetic letters, word cards for cap/cape and mad/made, sentence strip.
Assessment notes	—	Check who can explain the job of the final e , read a_e words fluently, and spell at least one a_e word accurately in dictation.

Lesson 2 Detailed Plan (Year 1 Phase 3 Complex Code)

Lesson	Focus grapheme	Tricky words	Total time
2	e_e	was, you	30 minutes
Component	Time	Lesson content	
Settle & Warm-Up	3 min	Ready routine and quick oral warm-up: decide whether the long vowel in each word is /ai/ or /ee/ in <i>rain, theme, play, seed</i> . Rehearse attentive partner talk.	
Review	5 min	Flashback graphemes and alternatives already known: a_e , ee , ea . Read words: <i>make, same, tree, clean</i> . Oral segmenting: <i>these</i> . Revisit tricky words was and you .	
Teach	8 min	Introduce split digraph e_e . Explain that the final e is silent and helps e say its name. Compare with ee and ea . Model with word building: <i>met</i> to <i>mete</i> (teacher model only), then use real words such as <i>theme</i> and <i>these</i> . Example words: <i>these, theme, delete, compete</i> .	
Practise	7 min	Read and blend: <i>these, theme, delete, compete</i> . Segment and spell using sound boxes: <i>these, theme, compete</i> . Sort words by spelling pattern: ee , ea , e_e .	
Apply	5 min	Read sentence: <i>Can you delete these?</i> Dictation: <i>these, theme</i> , then sentence chunk: <i>you delete these</i> . If time allows, pupils write their own short e_e phrase such as <i>these games</i> .	

Review & Close	2 min	Quick success check: identify the split digraph in one word, read one e_e word, and recall tricky words was and you . Calm tidy-away and praise for noticing different spellings for /ee/.
Resources	—	Grapheme cards, mini whiteboards, sound boxes, magnetic letters, word cards for ee/ea/e_e sort, sentence strip.
Assessment notes	—	Check who can explain the job of the final e , distinguish e_e from ee/ea , read e_e words fluently, and spell at least one e_e word accurately in dictation.

Lesson 3 Detailed Plan (Year 1 Phase 3 Complex Code)

Lesson	Focus grapheme	Tricky words	Total time
3	i_e	you, they	30 minutes
Component	Time	Lesson content	
Settle & Warm-Up	3 min	Ready routine and quick oral warm-up: decide whether the long vowel in each word is /ai/, /ee/ or /igh/ in <i>rain, these, time, play</i> . Rehearse attentive partner talk.	
Review	5 min	Flashback graphemes and alternatives already known: a_e , e_e , igh . Read words: <i>make, same, these, theme, light</i> . Oral segmenting: <i>time</i> . Revisit tricky words you and they .	
Teach	8 min	Introduce split digraph i_e . Explain that the final e is silent and helps i say its name. Compare with igh and later alternative spellings. Model with word building: <i>pin</i> to <i>pine</i> , <i>kit</i> to <i>kite</i> . Example words: <i>time, like, slide, shine</i> .	
Practise	7 min	Read and blend: <i>time, like, slide, shine, white</i> . Segment and spell using sound boxes: <i>time, like, fine</i> . Compare <i>kit/kite</i> and <i>pin/pine</i> to notice the effect of the final e .	
Apply	5 min	Read sentence: <i>They like to slide in time</i> . Dictation: <i>like, time</i> , then sentence chunk: <i>they like</i> . If time allows, pupils write their own short i_e phrase such as <i>fine time</i> .	

Review & Close	2 min	Quick success check: identify the split digraph in one word, read one i_e word, and recall tricky words you and they . Calm tidy-away and praise for noticing the silent e .
Resources	—	Grapheme cards, mini whiteboards, sound boxes, magnetic letters, word cards for pin/pine and kit/kite, sentence strip.
Assessment notes	—	Check who can explain the job of the final e , distinguish i_e from igh , read i_e words fluently, and spell at least one i_e word accurately in dictation.

Lesson 4 Detailed Plan (Year 1 Phase 3 Complex Code)

Lesson	Focus grapheme	Tricky words	Total time
4	o_e	they, all	30 minutes
Component	Time	Lesson content	
Settle & Warm-Up	3 min	Ready routine and quick oral warm-up: decide whether the long vowel in each word is /ai/, /ee/, /igh/ or /oa/ in <i>rain, theme, time, boat</i> . Rehearse attentive partner talk.	
Review	5 min	Flashback graphemes and alternatives already known: a_e, e_e, i_e, oa . Read words: <i>same, these, time, boat</i> . Oral segmenting: <i>home</i> . Revisit tricky words they and all .	
Teach	8 min	Introduce split digraph o_e . Explain that the final e is silent and helps o say its name. Compare with oa and later ow . Model with word building: <i>hop</i> to <i>hope</i> , <i>not</i> to <i>note</i> . Example words: <i>home, note, those, stone</i> .	
Practise	7 min	Read and blend: <i>home, note, those, stone, rope</i> . Segment and spell using sound boxes: <i>home, note, rope</i> . Compare <i>hop/hope</i> and <i>not/note</i> to notice the effect of the final e .	
Apply	5 min	Read sentence: <i>They wrote a note at home</i> . Dictation: <i>home, note</i> , then sentence chunk: <i>at home</i> . If time allows, pupils write their own short o_e phrase such as <i>those notes</i> .	

Review & Close	2 min	Quick success check: identify the split digraph in one word, read one o_e word, and recall tricky words they and all . Calm tidy-away and praise for noticing the silent e .
Resources	—	Grapheme cards, mini whiteboards, sound boxes, magnetic letters, word cards for hop/hope and not/note, sentence strip.
Assessment notes	—	Check who can explain the job of the final e , distinguish o_e from oa , read o_e words fluently, and spell at least one o_e word accurately in dictation.

Lesson 5 Detailed Plan (Year 1 Phase 3 Complex Code)

Lesson	Focus grapheme	Tricky words	Total time
5	Review lesson	was, you, they, all	30 minutes
Component	Time	Lesson content	
Settle & Warm-Up	3 min	Ready routine and quick oral warm-up: children read mixed long-vowel words from Lessons 1-4, such as <i>make, these, time, home</i> . Rehearse attentive partner talk and quick recall of tricky words.	
Review	5 min	Flashback graphemes: a_e, e_e, i_e, o_e . Read and sort words by split digraph: <i>make, same, these, theme, time, shine, home, note</i> . Revisit tricky words was, you, they and all .	
Teach	8 min	Revisit the split digraph pattern. Remind pupils that the final e is silent and changes the vowel sound. Model a grapheme hunt in words, then build words by changing one sound at a time: <i>make to take, time to tile, note to home</i> .	

Practise	7 min	Read and blend: <i>make, these, time, note, same, theme, shine, home</i> . Segment and spell using sound boxes: <i>same, theme, shine, home</i> . Children sort words under the headings a_e , e_e , i_e and o_e .
Apply	5 min	Read sentences: <i>They were late at home. Can you make those?</i> Dictation: <i>same, theme, shine, home</i> , then sentence chunk: <i>they were late</i> . If time allows, pupils write one sentence using a split digraph word.
Review & Close	2 min	Quick success check: each pupil reads one word for each split digraph and explains what the final e is doing. Note misconceptions for the next teaching sequence.
Resources	—	Grapheme cards, mini whiteboards, sound boxes, magnetic letters, mixed split-digraph word cards, sentence strips, sorting headings.
Assessment notes	—	Check who can read and spell one word for each split digraph, explain the role of the final e , and apply tricky words accurately in sentence reading and dictation.

Final Assessment Ticksheet (Year 1 Phase 3 Complex Code)

Assessment area	Item / word list	Secure	Developing	Not yet	Notes / next steps
Phase 3 sounds	a_e, e_e, i_e, o_e, u_e, ay, ea, ie, ow, ue, aw, ir, ou, oy, wh, ph, kn, wr, tch	☐	☐	☐	Can recognise, say and read each grapheme in isolation and in words.
Decoding fluency	Reads taught words accurately and fluently without over-reliance on sounding out every phoneme.	☐	☐	☐	Listen for smooth blending, automatic recall, and self-correction.
Read words - split digraphs	make, these, time, home, cube	☐	☐	☐	Check recognition of the silent e pattern.
Read words - vowel alternatives	play, dream, pie, snow, blue, dawn, bird, cloud, boy	☐	☐	☐	Note any confusion between alternative spellings for the same sound.
Read words - consonant / silent-letter patterns	when, phone, know, write, catch	☐	☐	☐	Check whether the pupil spots digraphs and silent letters quickly.

Challenge - CCVC / CVCC / more complex words	straw, third, round, whisper, dolphin, knight, wrist, fetch	☐	☐	☐	Use as challenge once core Phase 3 words are secure.
Spell words - split digraphs	gate, theme, fine, note, flute	☐	☐	☐	Check grapheme choice and accurate placement of final e.
Spell words - vowel alternatives	tray, beach, cried, grow, glue, yawn, girl, shout, toy	☐	☐	☐	Look for likely grapheme choice based on position and known patterns.
Spell words - consonant / silent-letter patterns	what, phone, knee, wrap, match	☐	☐	☐	Check for silent letters and correct use of tch.
Common exception words - previous phase	I, the, to, no, go, into, he, she, we, me, be	☐	☐	☐	Read automatically and spell from memory where expected.
Common exception words - this phase	was, you, they, all, are, my, her, said, so	☐	☐	☐	Read automatically and spell from memory where expected.

Sentence reading	They know when to write. What was on the phone? Her team will stay. My bird was in the dirt.	☐	☐	☐	Check accuracy, fluency and confidence across a range of taught patterns.
Sentence dictation	They know when to write. Catch the toy and wrap it. She said the snow was blue. Her team will stay.	☐	☐	☐	Check spelling choices, CE words, spacing and punctuation.
Overall judgement	Phase 3 complex code secure / needs consolidation / requires targeted intervention	☐	☐	☐	Record exact graphemes, word types or CE words to revisit next.