

Letters and Sounds – Overview of Phases

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
EYFS	Recap	6 weeks	10 weeks	4 weeks		
Year 1				Recap	30 weeks	
Year 2					Recap	24 weeks
Year 3					Revisit	
PHASE 1 Ongoing Nursery/ Reception high promotion	<ul style="list-style-type: none"> • 6 aspects of phase 1 which are ongoing throughout. • Some children develop this at different stages (particularly children with SEND). • Environmental Sounds <ul style="list-style-type: none"> - develop listening and awareness of sounds - listening and remembering sounds - talking about sounds. • Instrumental Sounds <ul style="list-style-type: none"> - develop awareness of instrument sounds - to appreciate the difference between instrument sounds and others - to use a wider vocabulary to talk about sounds • Body Percussion <ul style="list-style-type: none"> - to develop awareness of sound and rhythms - to recall patterns of sounds - to talk about sounds we can make with our bodies • Rhythm and Rhyme <ul style="list-style-type: none"> - to experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech. - to increase awareness of rhyming words • Alliteration <ul style="list-style-type: none"> - to develop understanding of alliteration - to hear the difference between different starting sounds within words - to explore how different sounds are articulated • Voice Sounds <ul style="list-style-type: none"> - to distinguish between different vocal sounds (including oral blending and segmenting) - to explore speech sounds - to talk about different sounds we can make with our voices 					
PHASE 2 6 Weeks Autumn term of reception	<ul style="list-style-type: none"> • Children to be taught the phase 2 phonemes alongside the written grapheme. Set 1 - s, a, t, p Set 2 - i, n, m, d Set 3 - g, o, c, k Set 4 - ck, e, u, r Set 5 - h, b, f, ff, l, ll, ss • Children to be taught to orally blend and segment CVC words using the phase 2 phonemes. • Children to be taught to blend and read the following high frequency words alongside the set of phonemes Set 1 - a, at, as 					

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	<p>Set 2 - is, it, in, an, I Set 3 - and, on, not, into, can, no, go Set 4 - to, get, got, the, back, put, Set 5 - no, go, his, him, of, dad, mum, up</p> <ul style="list-style-type: none"> Children to also learn the alphabet and the correlation between phoneme and letter name.
<p>PHASE 3 10 weeks Spring term of reception</p>	<ul style="list-style-type: none"> Children to be taught the phase 3 phoneme in the following order alongside the written graphemes. <p>Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds ‘sets’)</p> <ul style="list-style-type: none"> - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure <ul style="list-style-type: none"> Digraphs should be modelled to the children in joined handwriting to support the children with understanding that 2 letters together make 1 sound. Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3). Children to be taught to blend and read the following high frequency words alongside the set of phonemes. <ul style="list-style-type: none"> - off, can, had, back - are, see - was, will, with - my, for, too - you, this, that - they, then, them, down - her, now - all, look <ul style="list-style-type: none"> Children to be taught to read the following tricky words: we, me, he, be, she Children to read decodable two-syllable words. Children to read and write sentences using set 1 to 6 (phase2) letters and no, go, the, and, to, I. Children to practise reading and writing captions and sentences.
<p>PHASE 4 4 weeks Summer term of reception (revisited in Autumn 1, Year 1)</p>	<ul style="list-style-type: none"> Children to revise and recall all Phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words. Children to practise reading and spelling previously taught high frequency words. Children to read and spell two-syllable words Children to learn to <u>spell</u> the tricky words: we, me, he, be, she, they, all, are, my, her Children to <u>read</u> tricky words: said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what

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	<ul style="list-style-type: none"> Children to <u>read</u> decodable words: went, from, it's, just, help, children
<p>PHASE 5 30 weeks Autumn 2, Spring, Summer of Year 1</p>	<p>Week 1 - ay ou (ai) (ow) Week 2 - ie ea (igh) (ee) Week 3 - oy ir (oi) (er) Week 4 - ue (oo) (you) Week 5 - aw wh (or) (w) Week 6 - ph ew (f) (oo) (you) Week 7 - oe au (oa) (or) Week 8 - ey a_e (ee, ai) (ai) Week 9 - e_e i_e (ee) (igh, ie) Week 10 - o_e u_e (oa) (oo) (you) Week 11 - ore (or) s (zh) Week 12 - Alternative pronunciations i, o Week 13 - Alternative pronunciations c, g Week 14 - Alternative pronunciations u, ow Week 15 - Alternative pronunciations ie, ea Week 16 - Alternative pronunciations ch, ai Week 17 - Alternative pronunciations ou, e Week 18 - Alternative pronunciations ey Week 19 - Sound Families Week 20 - Sound Families Week 21-30 - RECAP (based on Phonics Screening Mocks)</p> <ul style="list-style-type: none"> Children to be taught <u>new graphemes</u> for reading (Phase 5 Letters and Sounds): wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, 'zh' (treasure), ore Children to be taught <u>alternative pronunciations</u> for the following letters: i, o, c, g, u, ow, ie, ea, ch, ay, ou, e, ey, Children to be taught <u>alternative spellings</u> for the following phonemes: ch, j, n, r, m, s, z, u, ear, ar, ur, er, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh, Children to practise <u>reading and spelling</u> all previously taught High Frequency Words. Children to <u>read and spelling</u> polysyllabic words. Children to <u>read and write</u> sentences. Children to <u>read</u> the following words: oh, old, their, people, house, about, Mr. Mrs. don't, by, looked, time, your, called, asked, very, water, where, day, who, because, again, different, thought, any, saw, through, eyes, work, friends, mouse, once, could, put, many, good, away, laughed, want, over, how, did, man Children to <u>spell</u> the following words: said, so, have, like, some, come, were, there, when, out, made, came, one, make, here, do, what, please, little, oh, how, did, man, their, going, people, would, or, Mr, Mrs, took, home, looked, who, think, called, school, didn't, asked, know, can't, ran,

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	<p>bear, long, things, new, eat, everyone, our, two, has, yes, play, take, will, find, more, I'll, round, tree, magic, shouted, us, other</p> <ul style="list-style-type: none"> • Children to practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. • Children to practise <u>reading and spelling</u> words with adjacent consonants and words with newly learned graphemes.
<p>PHASE 6 24 weeks Spring/ Summer Year 2 NB: some of phase 6 has changed within the new curriculum</p>	<ul style="list-style-type: none"> • Children to be taught <u>past tense</u>, past tense (<u>irregular verbs</u>) • Children to be taught to <u>spell polysyllabic</u> words animals, garden, another, everyone, dragon, morning, granddad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm, nightmare, nightdress, founder, importantly, especially, confidently, immediately, enormous, terrific, horrific, fantastic • Children to learn and practise <u>writing common</u> words keep, last, even, before, been, must, hard, am, run, red, bed, air, gran, key, fun, inside, hat, snow, live, next, first, lots, need, fish, gave, may, still, found, say, soon, night, best, bad, tea, top, fell, box, sleep, told, hot, book, cold, park, dark, gone, please, ever, miss, cat, after, much, most, tell, boat, let, every, stop, right, sea, began, feet, around, great, suck, horse, rabbit, small, giant, use, along, grow, sat, window, really, floppy, baby, door, boy, food, fox, way, room, these, car, three, head, king, town, its, green, girl, which, wind, wish, fly, only, place, mother, queen, fast, dog • Children to be taught a range of memory strategies for spellings. • Children to learn how to use the following <u>suffixes</u>: -ed jumped, cried, stopped, wanted, lived, liked, pulled, -ing something, looking, coming, thing, -er never, better, under, river -est tallest, shortest, longest -s/es clothes, birds, plants, -ly suddenly, lovely, carefully, -y funny, chatty, -ness homelessness, hopelessness, forgetfulness, -ment enjoyment, requirement, achievement, -ful joyful, cheerful, successful, -less homeless, priceless, -en loosen, • Children to be taught how to proof read. • Children to be taught <u>contractions</u> using the common words – <i>that's, I've, let's, there's, he's, we're, couldn't.</i> • Children to be taught rules for <u>common positions</u> of a phoneme/grapheme. <i>E.g. ai/oi do not occur in ends of words so are changed to the ay/oy grapheme.</i> • Children to be taught common <u>spelling pattern</u> 'W Special'; that when an 'o' sound follows a 'w' it is represented by letter 'a'. • Children to be taught common <u>spelling pattern</u> – that when an 'ur' sound comes after a 'w', it is usually spelt 'or'. The exception being 'were'.

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| | <ul style="list-style-type: none">• Children to be taught how to use a <u>dictionary</u>.• Children to be taught common <u>spelling pattern</u> – that an ‘or’ sound before an ‘l’ is usually spelt with an ‘a’.• Children to be taught difference between <u>their</u> and <u>there</u>. |
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