

Progression of Phases in Letters and Sounds

Phase	Key skills and knowledge	Progression of grapheme phoneme correspondences	Tricky words
Phase 1 EYFS and ongoing	Distinguishing between different sounds in the environment, exploring and experimenting with sounds and words and discriminating speech sounds in words. Show awareness of rhyme and alliteration Beginning to orally blend and segment phonemes	None, this is an oral phase	None , this is an oral phase
Phase 2 Reception	Recognising common consonants and vowels Blending for reading and segmenting for spelling simple VC and CVC words. Knowing that words are constructed from phonemes and that phonemes are represented by graphemes	1 s, a, t, p 2 l, n, m, d 3 g, o, c, k 4 ck, e, u, r 5 h, b, f, ff, l, ll, ss	the to l no go into
Phase 3 Reception	Reading and spelling CVC words using a wider range of letters, short vowels, some consonant diagraphs and double letters Reading and spelling a wide range of CVC words using all letters and less frequent consonant diagraphs and some long vowel phonemes.	6 j, v, w, x 7 y, z, zz, qu 8 ch, sh, th, ng ai, ee, igh, oa, oo ar, or, ur, ow, oi er, ear, air, ure	he she we me be was you they all are my her
Phase 4 Reception Year 1	Segmenting adjacent consonants in CVCC, CCVC, CCCVC, words and applying this in spelling. Blending adjacent consonants in CVCC, CCVC, CCCVC words and applying this skill when reading unfamiliar texts	No new graphemes taught at this phase	said have like so do some come were there little one when out what
Phase 5 Year 1	Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes	New graphemes for reading ay, ea, ie, ou oy, ir, ue, aw, wh, ph, ew, au, oe a-e, e-e, i-e, u-e, o-e	Oh Their People Mr Mrs Looked Called Asked could
Phase 5 Year 1	Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.	Alternative pronunciations for graphemes: i, o, c, y ow, ie, ea, er, a, y, ch, ou	

	Reading phonically decodable two-syllable and three-syllable words and spelling complex words using phonically plausible attempts	Further alternative spellings for phonemes	
Phase 6 / Support for Spelling Year 2	<p>Recognising phonic irregularities and becoming more secure with less common graphemes-phoneme correspondences in reading</p> <p>Applying phonic skills and knowledge to recognise and spell and increasing number of complex words</p>	<p>Secure reading and spelling words with different spellings for phonemes</p> <p>Add suffixes ed and ing</p> <p>Add common inflections: plurals, ly, ful</p> <p>Split compound words into their component parts</p> <p>Add common prefixes to root words: un, dis</p> <p>Discriminate syllables in multisyllabic words</p>	