

‘Letters and Sounds Progression through school

	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
		6 weeks	6 weeks	6 weeks	4-6 weeks	
Reception	Phase 1 Seven Aspects: Three strands in each 1) tuning in to sounds 2) listening and remembering sounds 3) talking about sounds Oral segmenting and blending introduced in Aspect 7 Continues through all Phases	Phase 2 Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions. Set 1: s a t p Set 2: i n m d Set 3: g o c k Set4: ck e u r Set 5: h b f, ff Set 5 continued l, ll ss	Phase 3 The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language. Set 6: j v w x Set 7: y z, zz qu Set: Sh th ch ng Set: ai ee oo long/short Set: oa ar or igh	Set: ur ow oi ear Set: er air ure Practise all previously learned GPCs Assessment	Phase 4 No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.	Phase 5
Year 1	Phase 5 New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes New graphemes: Set: ay (day) ou (out) ie (tie) ea (east) Set: oy (boy) ir (girl) ue (blue) aw (saw) Set: wh (when) ph (photo) ew (new) Set: oe (toe) au (Paul) ey a-e (make) e-e (these) Set: i-e (like) o-e (home) u-e (rule) zh (treasure) Alternative pronunciations i	Alternative pronunciations c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her), ch (chin, school, chef), a (hat, what),	ch and j n r and m s zp u and ear ar ur air or i (fin, find), o (hot, cold),		Alternative spellings for phonemes: See page 144-‘Letters and Sounds’- Teaching alternative spellings for phonemes See page 154 ‘Letters and Sounds’-Bank of words and other materials/activities for Phase 5.	

		y (yes, by, very), ou (out, shoulder, could, you) e and ey				
Year 2	Phase 6 (see also Y2/3 Spelling Programme and Spelling Bank) Consolidation of all of above Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers. Past tense words Adding Suffixes/prefixes to make longer words Tricky 'bits' in words and use of memory strategies-					

Phase 6 (see also Y2/3 Spelling Programme and Spelling Bank) Consolidation of all of above Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers. Past tense words Adding Suffixes/prefixes to make longer words Tricky 'bits' in words and use of memory strategies-