

Letters and Sounds Phase	Approximate Stage / Age	Phonics Teaching	Tricky Words
1	Throughout first term of reception Initial 5 weeks with everyone Taught alongside phase 2 for some Taught throughout autumn term alongside phase 2	Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting. Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting	
2	Autumn term reception Possibly spring term too	Children to be taught the phase 2 phonemes in the following order 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.	the, to, l, no, go
3	Spring and summer term reception Recap Phase 3 start of Year 1 alongside Phase 4	Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets') - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words.	he, she, we, me, be, was, my, you, they, her, all, are

<p>4</p>	<p>Summer term of reception (revisited in Autumn 1, Year 1)</p> <p>Begin teaching start of Year 1. Teach alongside recap of phase 3</p>	<p>The children learn to read and spell words containing adjacent consonants. Children to revise and recall all Phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words. Read and write words with initial and/or final blends.</p>	<p>said, so, have, like, some, come, were, there, little, one, do, when, out, what</p>
<p>5</p>	<p>Autumn 2, Spring, Summer of Year 1</p> <p>Year 2 to plug gaps most likely alt. pronunciations and alt. spellings. Ensure consolidation of phonemes.</p>	<p>The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. Teach new graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e Teach alternative pronunciations for graphemes: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou Teach alternative spellings for phonemes: /c/, /ch/, /f/, /j/, /m/, /n/, /ng/, /r/, /s/, /sh/, /v/, /w/, /e/, /i/, /o/, /u/, /ai/, /ee/, /igh/, /oa/, /oo/, /ar/, /or/, /ur/, /ow/, /oi/, /ear/, /air/, /ure/, /er/ New phoneme: /zh/ vision</p>	<p>oh, their, people, Mr, Mrs, looked, called, asked</p>
<p>6</p>	<p>Throughout Year 2 and beyond</p> <p>Taught alongside other spelling schemes (No Nonsense Spelling)</p> <p>Year 3 to spend more time on spelling. Plug any gaps.</p>	<p>Working on spelling, including prefixes and suffixes, doubling and dropping letters etc. Understand and apply suffixes – ‘ed’, ‘ing’, ‘ful’, ‘est’, ‘er’, ‘ment’, ‘ness’, ‘en’, ‘s’, ‘es’ Understand the rules for adding ‘ing’, ‘ed’, ‘er’, ‘est’, ‘ful’, ‘ly’, ‘y’ Investigate how adding suffixes and prefixes changes words Introduce past tense</p>	