St. Andrew's
Church of England Primary School
ENRICHING LIVES

Phonics
Curriculum Journey

1. What is Phonics?

At St. Andrew's, we believe that Phonics is the process that is used to help children blend, segment and decode words to read and spell. It is having the ability to:

- Understand the alphabetic code
- Recognise phonemes that each individual letter makes;
- Identify phonemes that different combinations of letters make
- Understand that the same grapheme can make different phonemes and that different graphemes can make the same phoneme.
- Manipulate phonemes to read and spell new words.

Through the eyes of our children, Phonics is important because:

'It helps us to understand how to improve our reading and spelling.'

2. Curriculum Intent

At St. Andrew's Church of England Primary School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that Phonics provides the foundations of learning to make the development into fluent reading and writing easier. As Phonics is the process that is used to help children break down words into sounds, as well as building letter and word recognition, it can then enable children to use unknown words in the future.

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

3. Implementation

The teaching and implementation of the Phonics progression at St. Andrew's C.E. Primary School is based on the Development Matter & Early Learning Goals and National Curriculum. At St. Andrew's we follow 'Essential Letters and Sounds' (ELS) phonics scheme.

Our children are introduced to Phonics teaching using the ELS as soon as they enter Reception. This is Phonics is delivered daily as an explicit lesson in EYFS and Year 1, moving to Phonics into Spelling in Year 2 and is taught as a whole class approach to ensure that quality first teaching is accessible to all children. Nursery children focus on sounds, sound discrimination and for those who are ready, some early phonemes.

Children are then assessed each term on their Phonics knowledge which is then used as the basis for intervention alongside same-day phonics support from lesson observations by the teacher on the day.

Phonics is clearly linked with early reading with children taking home reading books which are in line with their exposure to taught phonemes to provide breadth and exposure to a wider range of words whilst still being able to apply their phonetic knowledge.

There are six phases within the ELS programme:

- Phase 1 – Activities are divided into seven aspects. Environmental Sounds, Instrumental Sounds, Body Sounds, Rhythm and Rhyme, Alliteration, Voice Sounds and finally Oral Blending and Segmenting.

- Phase 2 – Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting sounds into their separate sounds. Beginning to read simple captions.

- Phase 3 – The remaining 7 letters of the alphabet, one sound for each. Graphemes such as "ch", "oo" and "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.

- 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 – Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

- Phase 6 – Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

These key concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

4. Impact

Through the explicit teaching of Phonics and Spelling skills, teachers and the children assess their learning continuously throughout the lesson. At the end of each term, teachers complete phonics evaluation trackers, assessing attainment against the Letters and Sounds, EYFS and NC requirements to make informed judgements about the depth of their learning and the progress children have made over time.

5. Programmes of Study

5.1 Programmes of Study – EYFS

Nursery	Reception	ELG
Communication and Language • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat? • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." **Literacy** • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	**Communication and Language** • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **Literacy** • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	**Literacy** **Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word Reading** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

5.2 Programmes of Study – KS1

<table>
<tr><th>Year 1</th><th>Year 2</th></tr>
<tr><td colspan="2">NC: Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.</td></tr>
<tr><td>Pupils will be taught to:
• Apply phonic knowledge and skills as the route to decode words
• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
• Read other words of more than one syllable that contain taught GPCs
• Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
• Reread these books to build up their fluency and confidence in word reading

• Pupils will be taught to:
• spell:
• words containing each of the 40+ phonemes already taught
• common exception words
• the days of the week
• name the letters of the alphabet:
• naming the letters of the alphabet in order
• using letter names to distinguish between alternative spellings of the same sound
• add prefixes and suffixes:
• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</td><td>Pupils will be taught to:
• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
• Read accurately words of two or more syllables that contain the same graphemes as above
• Read words containing common suffixes
• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
• Reread these books to build up their fluency and confidence in word reading
•
• Pupils will be taught to:
• Spell by:
• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
• Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
• Learning to spell common exception words
• Learning to spell more words with contracted forms
• Learning the possessive apostrophe (singular) [for example, the girl's book]</td></tr>
</table>

• using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	• Distinguishing between homophones and near-homophones • Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

5.3 Programmes of Study – KS2

KS2
In years 3 & 4 pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Spelling: Pupils should be taught to: • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. In years 5 & 6, pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology, both to read aloud and to understand the meaning of new words that they meet Spelling: Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

6. Progression

- through each strand

6.1 Progression in EYFS

	Development Matters & ELG
Nursery	. Communication and Language • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat? • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Literacy • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
Reception	Communication and Language • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Literacy • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
ELG	Literacy Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

6.2 Progression in KS1 & KS2

Y1	Pupils will be taught to: • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught GPCs • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Reread these books to build up their fluency and confidence in word reading Pupils will be taught to: spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Y2	Pupils will be taught to: • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Reread these books to build up their fluency and confidence in word reading Pupils will be taught to: Spell by: • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words • Learning to spell more words with contracted forms • Learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
KS2	In years 3 & 4 pupils should be taught to: • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Spelling: Pupils should be taught to: • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. In years 5 & 6, pupils should be taught to:

	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology, both to read aloud and to understand the meaning of new words that they meet Spelling: Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

7. Implementation

7.1. Implementation

At St. Andrew's, we are dedicated to the teaching and delivery of a high-quality Phonics and Spelling curriculum through well planned and resourced projects and experiences. We have determined that Phonics and Spelling will taught in discrete phases across the school year. During Phonics and Spelling phases our children draw upon subject knowledge and skills within Reading and Writing. Through the evaluation of prior knowledge and understanding they can continue to manipulate phonemes in order to be competent and successful readers and spellers.

ELS Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
Nursery/Pre-School Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	*Reception/Primary 1 Autumn 1* • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	*Reception/Primary 1 Autumn 2, Spring 1 and Spring 2* • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	**Phase 5 including alternatives and lesser-known GPCs**	**Beyond Phase 5**
Reception/Primary 1 Summer 1 • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	*Reception/Primary 1 Summer 2* • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words *Year 1/Primary 2 Autumn 1 and 2* • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words *Year 1/Primary 2 Spring 1 and 2* • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	*Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2* • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

**Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and can still be used throughout the school day in Reception. However, direct phonics teaching – the teaching of sounds, graphemes, word reading and vocabulary – must start from the very beginning of Reception.*

***Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.*

Taken from ELS Handbook (Oxford University Press)

ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ «s» /a/ «a» /t/ «t» /p/ «p»	/i/ «i» /n/ «n» /m/ «m» /d/ «d»	/g/ «g» /o/ «o» /c/ «c» «k»	/k/ «ck» /e/ «e» /u/ «u» /r/ «r»	/s/ «ss» Assess and review week R:1	/h/ «h» /b/ «b» /f/ «f» «ff» /l/ «l» «ll»
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ «j» /v/ «v» /w/ «w» /ks/ «x»	/y/ «y» /z/ «z» «zz» /kw/ «qu» /ch/ «ch»	/sh/ «sh» /th/ «th» (voiced and unvoiced) /ng/ «ng» /nk/ «nk»	/ai/ «ai» /ee/ «ee» /igh/ «igh» /oa/ «oa»	–es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

** Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.*

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ «oo» (book)	/ar/ «ar» /ur/ «ur» /oo/ «oo» (food) /or/ «or»	/ow/ «ow» /oi/ «oi» /ear/ «ear» /air/ «air»	/ure/ «ure» /er/ «er» /oa/ «ow»	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Taken from ELS Handbook (Oxford University Press)

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC –ed /ed/	Phase 4:2 CCVC –ed /t/	Phase 4:3 CCVCC –ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC –er –est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ «ay» /ow/ «ou» /igh/ «ie» /ee/ «ea» –le	/oi/ «oy» /ur/ «ir» /(y)oo/ «ue» /or/ «aw»	/w/ «wh» /f/ «ph» /(y)oo/ «ew» /oa/ «oe»	/or/ «au» /ee/ «ey» /ai/ «a–e» /ee/ «e–e»	Assess and review week R:14	/igh/ «i–e» /oa/ «o–e» /(y)oo/ «u–e» /s/ «c»
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ «ay» /ow/ «ou» /igh/ «ie» /ee/ «ea»	Revise: /oi/ «oy» /ur/ «ir» /(y)oo/ «ue» /or/ «aw»	Assess and review week Y1:3	Revise: /w/ «wh» /f/ «ph» /(y)oo/ «ew» /oa/ «oe»

Year 1/Primary 2 Autumn 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ «au» /ee/ «ey» /ai/ «a–e» /ee/ «e–e»	Revise: /igh/ «i–e» /oa/ «o–e» /(y)oo/ «u–e» /s/ «c»	/ee/ «y» /or/ «al» (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Taken from ELS Handbook (Oxford University Press)

Year 1/Primary 2 Spring 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ «a» (acorn) /ai/ «ey» (they) /ai/ «ea» (great) /ai/ «eigh» (weight) /ar/ «a» (father) /ee/ «e» (he) /igh/ «i» (find) /igh/ «y» (by)	/oa/ «o» (go) /o/ «a» (was) /oo/ «u» (push) /y/+/oo/ «u» (music) /c/ «ch» (school) /sh/ «ch» (chef) /e/ «ea» (head)	/ur/ «or» (world) /ur/ «ear» (learn) /oo/ «ou» (soup) /oa/+/l/ «oul» (shoulder) /ee/ «ie» (brief) /v/ «ve» (have) /i/ «y» (gym)	Assess and review week Y1:9	/air/ «are» (care) /air/ «ere» (there) /air/ «ear» (pear) /ch/ «tch» (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ «o» (brother) Review week Y1:10	/j/ «g» (gem) /j/ «ge» (fringe) /j/ «dge» (bridge) /s/ «st» (listen)	/s/ «ce» (fence) /s/ «se» (house) /n/ «gn» (sign) /n/ «kn» (knee) /r/ «wr» (wrap) /m/ «mb» (lamb)	/z/ «se» (cheese) /z/ «ze» (freeze) /ear/ «eer» (cheer) /ear/ «ere» (here) /sh/ «ti» (patient) /sh/ «ti» –tion (station)	Assess and review week Y1:11	/ar/ «al» (half) /or/ «augh» (caught) /sh/ «ss» (session) /zh/ «si» (vision) /sh/ «ti» –tious (scrumptious) /sh/ «ci» (delicious) –ous, –ion, –ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

Taken from ELS Handbook (Oxford University Press)

9. Vocabulary

For further information, please see the ELS handbook. www.oxfordowl.co.uk and www.essentiallettersandsounds.org

10.1. Progression in Vocabulary

The teaching and use of appropriate vocabulary forms an important part of teaching learning. These age specific 'key word' lists identify the vocabulary that we expect teachers to be using.

EYFS Nursery

Vocabulary	Definition
alliteration	the same letter or sound at the beginning of words said together
blending	fluently joining sounds together
sound	what we hear
letter	how we mark a sound (model terminology of grapheme, phoneme)
listen	using ears to hear
rhythm	Repeated pattern sound
rhyme	words which have the same ending sound
segmenting	Identifying individual sounds in words

EYFS Reception & KS1

Vocabulary	Definition
Consonant	letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
Decoding	Extracting meaning from symbols. In the case of reading, the symbols are letters, which are decoded into words
Digraph	Two letters making one sound
Grapheme	A letter or a group of letters representing one phoneme:
Split digraph	Two vowels that make one sound but are split by one or more consonants:
Trigraph	Three letters making one sound
Vowel	letters a,e,I,o,u
Phoneme	The smallest single identifiable sound
Pseudo words	Words that do not make sense but are made up of decodable sounds. Also known as 'alien' words
Segment	To split up a word into its individual phonemes in order to spell it