### PHASE 1

**Ongoing**

- Nursery/Reception high promotion

- 6 aspects of phase 1 which are ongoing throughout.
- Some children develop this at different stages (particularly children with SEND).
- **Environmental sounds**
  - develop listening and awareness of sounds
  - listening and remembering sounds
  - talking about sounds.
- **Instrumental sounds**
  - 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**
  - 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**
  - to experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech.
  - to increase awareness of rhyming words
- **Alliteration**
  - to develop understanding of alliteration
  - to hear the difference between different starting sounds within words
  - to explore how different sounds are articulated
- **Voice Sounds**
  - 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

- 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.
- Children to be taught to blend and read the following high frequency words alongside the set of phonemes
  - Set 1 – a, at, as
  - 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
- Children to also learn the alphabet and the correlation between phoneme and letter name.
**PHASE 3**  
10 weeks  
Spring term of reception  
- Children to be taught the phase 3 phoneme in the following order alongside the written graphemes.  
  - 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  
- Diagraphs should be modelled to the children in joined handwriting to support the children with understanding that 2 letters together make 1 sound. (This coincides with the Nelson Phonics & Handwriting programme which is also school policy).  
- 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.  
  - off, can, had, back  
  - are, see  
  - was, will, with  
  - my, for, too  
  - you, this, that  
  - they, then, them, down  
  - her, now  
  - all, look  
- 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.  

**PHASE 4**  
4 weeks  
Summer term of reception  
(revisited in Autumn 1, Year 1)  
- 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 spell the tricky words: we, me, he, be, she, they, all, are, my, her  
- Children to read tricky words:  
  - said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what  
- Children to read decodable words:  
  - went, from, it’s, just, help, children,
<table>
<thead>
<tr>
<th>PHASE 5</th>
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<tr>
<td>30 weeks</td>
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<td>Autumn 2,</td>
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<td>Spring,</td>
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<td>Summer of Year 1</td>
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- Children to be taught new graphemes for reading in the following order (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 alternative pronunciations for the following letters:
  - i, o, c, g, u, ow, ie, ea, er, ch, a, y, ou, e, ey,

- Children to be taught alternative spellings for the following phonemes:
  - ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh

- Children to practise reading and spelling all previously taught High Frequency Words.

- Children to read and write polysyllabic words.

- Children to read and write sentences.

- Children to read 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 spell 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, bear, long, things, new, eat, everyone, our, two, has, yes, play, take, will, find, more, I’ll, round, tree, magic, shouted, us, other

- Children to practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.

- Children to practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
PHASE 6
24 weeks
Spring/Summer
Year 2
NB: some of phase 6 has changed within the new curriculum

- Children to be taught past tense, past tense (irregular verbs)
- Children to be taught to spell polysyllabic 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 writing common 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 suffixes:
  - 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 contractions using the common words – that’s, I’ve, let’s, there’s, he’s, we’re, couldn’t.
- Children to be taught rules for common positions of a phoneme/grapheme.
  - E.g. ai/oi do not occur in ends of words so are changed to the ay/oy grapheme.
- Children to be taught common spelling pattern ‘W Special’: that when an ‘o’ sound follows a ‘w’ it is represented by letter ‘a’.
- Children to be taught common spelling pattern – that when an ‘ur’ sound comes after a ‘w’, it is usually spelt ‘or’. The exception being ‘were’.
- Children to be taught how to use a dictionary.
- Children to be taught common spelling pattern – that an ‘or’ sound before an ‘l’ is usually spelt with an ‘a’.
- Children to be taught difference between their and there.