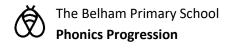


Reception

Phase	Skills	Grapheme to Phoneme	Tricky words	Vocabulary
		Correspondence (GPC)		
Transition / Autumn 1	To enable the following	To focus on oral blending of	Is, I, The.	Listen, say, hear, sound,
	important aspects within all	words.		loud/soft/quiet, match, find,
Foundations	children:			slow/fast, high/low,
	 Share high-quality stories 			long/short, pattern, rhyme,
	and poems with children			word, nursery rhyme.
	· Learning a range of nursery			
	rhymes and action rhymes			
	 Activities that develop 			
	focused listening and			
	attention, including oral			
	blending			
	· Attention to high-quality			
	language with children (see			
	the 'Language and			
	Vocabulary' section of the			
	LWLSR website)			
Autumn term	To develop:	Autumn 1:	Put, pull, full, as, and, has, his,	Sound-talk, sound button
	· Children's knowledge of	satpinmdgockckeur	her, go, no, to, into, she,	grapheme, segment,
Phase 2	grapheme-phoneme	hbfl.	push, he, of, we, me, be.	segmenting fingers, robot
	correspondences (GPCs),			arms, sound buttons, blend,
	· Children's knowledge of the	Autumn 2:		digraph trigraph, tricky
	letters of the alphabet with	ff II ss j v w x y z zz qu ch sh		words.
	one sound for each and their	th ng nk		
	letter names.	· Words with -s /s/ added at		
		the end (hats sits)		

	T		T	T
	•The skills of blending	·Words ending in s /z/ (his)		
	separate sounds together	and with $-s/z/$ added at the		
	into whole words for reading	end (bags sings)		
	and segmenting whole words			
	into separate sounds for			
	spelling – Focus on VC and			
	CVC words.			
	· Recognition of high			
	frequency words containing			
	GPCs not taught at that			
	phase.			
	• Enabling children to read			
	and write captions. Enables			
	children to read two syllable			
	words			
Spring term	To develop children's:	Spring 1	Was, you, they, my, by, all,	As above.
	 Knowledge of GPCs 	ai ee igh oa oo oo ar or ur	are, sure, pure.	
Phase 3	· Skill of blending and	ow oi ear air er		
	segmenting	· words with double letters	Review all taught so far.	
	· Recognition of the alphabet	· longer words		
	· High frequency words			
	containing GPCs not taught	Spring 2		
	at that phase.	Review Phase 3		
	· Knowledge of graphemes to	· Words with double letters,		
	cover most of the phonemes	longer words, words with		
	represented by more than	two or more digraphs, words		
	one letter.	ending in –ing, compound		
	• Their ability to write each	words		
	letter correctly when	\cdot Words with s /z/ in the		

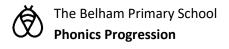


	following a model.	middle		
	· Their spelling of two syllable	· Words with –s /s//z/ at		
	words.	the end		
		· Words with –es /z/ at the		
		end		
Summer term	There are no new GPCs to be	Summer 1	Said, so, have, like, some,	As above.
	learnt in this phase.	Short vowels with adjacent	come, love, do, were, here,	
		consonants	little, says, there, when, what,	
	To continue developing	· CVCC CCVC CCVCC	one, out, today.	
	children's:	CCCVC CCCVCC		
	 Knowledge of covered GPCs 	· Longer words and	Review all taught so far	
	 Skill of blending and 	compound words		
	segmenting	· Words ending in suf-xes: –		
	 Recognition of high 	ing, -ed /t/, -ed /id/ /ed/, -		
	frequency words containing	est		
	GPCs not taught at that			
	phase.	Summer 2		
	·Develops children's	Phase 3 long vowel		
	knowledge and skills of	graphemes with adjacent		
	blending and segmenting	consonants		
	words with adjacent	· CVCC CCVC CCCVC CCV		
	consonants (CVCC, CCVC,	CCVCC		
	CCVCC, CCCVC, CCCVCC	• Words ending in suf-xes: –		
	words).	ing, -ed /t/, -ed /id/ /ed/, -		
	· Children's ability to write	ed/d/-er,-est		
	each letter, usually correctly. •	· Longer words		
	Children's ability to spell			
	polysyllabic words.			



Year 1

Phase	Skills	Grapheme to Phoneme	Tricky words	Vocabulary
		Correspondence (GPC)		
Autumn	To continue developing	Autumn 1	Review Phases 2–4:	Sound-talk, sound button
	children's:	Review Phase 3 and 4 Phase	The, put, pull, full, push, to,	grapheme, segment,
Phase 4/5	 Knowledge of covered 	5/ai/ ay play /ow/ ou cloud	into, I, no, go, of, he, she, we,	segmenting fingers, robot
, .	GPCs	/oi/ oy toy /ea/ ea each	me, be, was, you, they, all,	arms, sound buttons, blend,
	· Skill of blending and		are, my, by, sure, pure, said,	digraph trigraph, tricky
	segmenting	<u>Autumn 2</u>	have, like, so, do, some,	words.
	· Recognition of high	/ur/ ir bird	come, love, were, there, little,	
	frequency words containing	/igh/ ie pie	one, when, out, what, says,	
	GPCs not taught at that	/oo/ /yoo/ ue blue rescue	here, today.	
	phase.	/yoo/ u unicorn		
	Develops children's	/oa/ o go	New tricky words:	
	knowledge and skills of	/igh/ i tiger	Their, people, oh, your, Mr,	
	blending and segmenting	/ai/ a paper	Mrs, Ms, ask, could, would,	
	words with adjacent	/ee/ e he	should, our, house, mouse,	
	consonants (CVCC, CCVC,	/ai/ a-e shake	water, want.	
	CCVCC, CCCVC, CCCVCC	/igh/ i-e time		
	words).	/oa/ o-e home		
	· Children's ability to write	/oo/ /yoo/ u-e rude cute		
	each letter, usually correctly.	/ee/ e-e these		
	 Children's ability to spell 	/oo//yoo/ ew chew new		
	polysyllabic words.	/ee/ ie shield		
		/or/ aw claw		
Spring	• To develop children's:	Spring 1	Any, many, again, who,	As above and:
	knowledge of GPCs	/ee/ y funny	whole, where, two, school,	Adjacent consonants, Alien
Phase 5	Skill of blending and	/e/ ea head	call, different, thought,	words, Pseudo words,



segmenting using all GPC's	/w/ wh wheel	through, friend, work.	Alternative pronunciation/
taught.	/oa/ oe ou toe shoulder		Alternative spelling,
• Recognition of high	/igh/ y fly	Once laugh because eye.	compound word, Grow the
frequency words containing	/oa/ ow snow	,	code, Homograph, Prefix,
GPCs not taught at that	/j/ g giant	Review all taught so far.	Split digraph, Suffix.
phase.	/f/ ph phone		
· Children's knowledge of	/I/ le al apple metal		
graphemes for the 40+	/s/ c ice		
phonemes taught in Phases	/v/ ve give		
Two and Three and more	/u/ o-e o ou some mother		
ways of pronouncing	young		
graphemes introduced in	/z/ se cheese		
Phases Two and Three.	/s/ se ce mouse fence		
· Ability to begin building	/ee/ ey donkey		
word-specific knowledge of	/oo/ ui ou fruit soup		
the spellings of words.	•		
· Knowledge of all 100 HFWs	Spring 2		
· Ability to accurately spell	/ur/ or word		
most 100 HFWs.	/oo/ u oul awful could		
· Children's ability to write	/air/ are share		
each letter, usually correctly.	/or/ au aur oor al author		
	dinosaur floor walk		
	/ch/ tch ture match		
	adventure		
	/ar/ al a half father		
	/or/ a water		
	schwa in longer words:		
	different		
	/o/ a want		



		/air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze		
		schwa at the end of words:		
		actor		
Summer	As above.	Summer 1:	Busy, beautiful, pretty, hour,	As above.
		Phonics screening check	move, improve, parents,	
Phase 5		review – no new GPCs or	shoe.	
		tricky words.		
		Summer 2: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	Review all taught so far.	