



## Reception

| Phase                                    | Skills  | Grapheme to Phoneme Correspondence (GPC)  | Tricky words  | Vocabulary  |
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| Transition / Autumn 1<br><br>Foundations | To enable the following important aspects within all children:<br><ul style="list-style-type: none"> <li>• Share high-quality stories and poems with children</li> <li>• Learning a range of nursery rhymes and action rhymes</li> <li>• Activities that develop focused listening and attention, including oral blending</li> <li>• Attention to high-quality language with children (see the 'Language and Vocabulary' section of the LWLSR website)</li> </ul> | To focus on oral blending of words.   | Is, I, The.   | Listen, say, hear, sound, loud/soft/quiet, match, find, slow/fast, high/low, long/short, pattern, rhyme, word, nursery rhyme.     |
| Autumn term<br><br>Phase 2               | To develop:<br><ul style="list-style-type: none"> <li>• Children's knowledge of grapheme-phoneme correspondences (GPCs),</li> <li>• Children's knowledge of the letters of the alphabet with one sound for each and their letter names.</li> </ul>  | <p><u>Autumn 1:</u><br/>s a t p i n m d g o c k c k e u r h b f l.</p> <p><u>Autumn 2:</u><br/>ff ll ss j v w x y z zz qu ch sh th ng nk<br/> <ul style="list-style-type: none"> <li>• Words with -s /s/ added at the end (hats sits)</li> </ul> </p> | Put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be. | Sound-talk, sound button grapheme, segment, segmenting fingers, robot arms, sound buttons, blend, digraph trigraph, tricky words. |



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|                                   | <ul style="list-style-type: none"> <li>• The skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling – Focus on VC and CVC words.</li> <li>• Recognition of high frequency words containing GPCs not taught at that phase.</li> <li>• Enabling children to read and write captions. Enables children to read two syllable words</li> </ul>           | <ul style="list-style-type: none"> <li>• Words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</li> </ul>   |   |                  |
| <p>Spring term</p> <p>Phase 3</p> | <p>To develop children's:</p> <ul style="list-style-type: none"> <li>• Knowledge of GPCs</li> <li>• Skill of blending and segmenting</li> <li>• Recognition of the alphabet</li> <li>• High frequency words containing GPCs not taught at that phase.</li> <li>• Knowledge of graphemes to cover most of the phonemes represented by more than one letter.</li> <li>• Their ability to write each letter correctly when</li> </ul> | <p><u>Spring 1</u></p> <p>ai ee igh oa oo oo ar or ur<br/>ow oi ear air er</p> <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul> <p><u>Spring 2</u></p> <p>Review Phase 3</p> <ul style="list-style-type: none"> <li>• Words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</li> <li>• Words with s /z/ in the</li> </ul> | <p>Was, you, they, my, by, all, are, sure, pure.</p> <p>Review all taught so far.</p> | <p>As above.</p> |



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



## Year 1

| Phase                   | Skills   | Grapheme to Phoneme Correspondence (GPC)   | Tricky words  | Vocabulary   |
|-------------------------|--|--|---|--|
| Autumn<br><br>Phase 4/5 | <p>To continue developing children's:</p> <ul style="list-style-type: none"> <li>• Knowledge of covered GPCs</li> <li>• Skill of blending and segmenting</li> <li>• Recognition of high frequency words containing GPCs not taught at that phase.</li> <li>• Develops children's knowledge and skills of blending and segmenting words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC words).</li> <li>• Children's ability to write each letter, usually correctly.</li> <li>• Children's ability to spell polysyllabic words.</li> </ul> | <p><u>Autumn 1</u><br/>Review Phase 3 and 4 Phase<br/>5 /ai/ ay play /ow/ ou cloud<br/>/oi/ oy toy /ea/ ea each</p> <p><u>Autumn 2</u><br/>/ur/ ir bird<br/>/igh/ ie pie<br/>/oo/ /yoo/ ue blue rescue<br/>/yoo/ u unicorn<br/>/oa/ o go<br/>/igh/ i tiger<br/>/ai/ a paper<br/>/ee/ e he<br/>/ai/ a-e shake<br/>/igh/ i-e time<br/>/oa/ o-e home<br/>/oo/ /yoo/ u-e rude cute<br/>/ee/ e-e these<br/>/oo/ /yoo/ ew chew new<br/>/ee/ ie shield<br/>/or/ aw claw</p> | <p>Review Phases 2–4:<br/>The, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today.</p> <p>New tricky words:<br/>Their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want.</p> | <p>Sound-talk, sound button grapheme, segment, segmenting fingers, robot arms, sound buttons, blend, digraph trigraph, tricky words.</p> |
| Spring<br><br>Phase 5   | <ul style="list-style-type: none"> <li>• To develop children's: knowledge of GPCs</li> <li>• Skill of blending and</li> </ul>  | <p><u>Spring 1</u><br/>/ee/ y funny<br/>/e/ ea head</p>  | <p>Any, many, again, who, whole, where, two, school, call, different, thought,</p>  | <p>As above and:<br/>Adjacent consonants, Alien words, Pseudo words,</p>   |



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|  | <p>segmenting using all GPC's taught.</p> <ul style="list-style-type: none"> <li>• Recognition of high frequency words containing GPCs not taught at that phase.</li> <li>• Children's knowledge of graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three.</li> <li>• Ability to begin building word-specific knowledge of the spellings of words.</li> <li>• Knowledge of all 100 HFWs</li> <li>• Ability to accurately spell most 100 HFWs.</li> <li>• Children's ability to write each letter, usually correctly.</li> </ul> | <p>/w/ wh wheel<br/>/oa/ oe ou toe shoulder<br/>/igh/ y fly<br/>/oa/ ow snow<br/>/j/ g giant<br/>/f/ ph phone<br/>/l/ le al apple metal<br/>/s/ c ice<br/>/v/ ve give<br/>/u/ o-e o ou some mother young<br/>/z/ se cheese<br/>/s/ se ce mouse fence<br/>/ee/ ey donkey<br/>/oo/ ui ou fruit soup</p> <p><u>Spring 2</u><br/>/ur/ or word<br/>/oo/ u oul awful could<br/>/air/ are share<br/>/or/ au aur oor al author dinosaur floor walk<br/>/ch/ tch ture match adventure<br/>/ar/ al a half father<br/>/or/ a water<br/>schwa in longer words:<br/>different<br/>/o/ a want</p> | <p>through, friend, work.</p> <p>Once laugh because eye.</p> <p>Review all taught so far.</p> | <p>Alternative pronunciation/<br/>Alternative spelling,<br/>compound word, Grow the<br/>code, Homograph, Prefix,<br/>Split digraph, Suffix.</p> |
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|-----------------------|-----------|--|--|-----------|
|                       |           | <p>/air/ ear ere bear there<br/>/ur/ ear learn<br/>/r/ wr wrist<br/>/s/ st sc whistle science<br/>/c/ ch school<br/>/sh/ ch chef<br/>/z/ ze freeze<br/>schwa at the end of words:<br/>actor</p>  |  |           |
| Summer<br><br>Phase 5 | As above. | <p>Summer 1:<br/>Phonics screening check<br/>review – no new GPCs or<br/>tricky words.</p> <p>Summer 2:<br/>/ai/ eigh aigh ey ea eight<br/>straight grey break<br/>/n/ kn gn knee gnaw<br/>/m/ mb thumb<br/>/ear/ ere eer here deer<br/>/zh/ su si treasure vision<br/>/j/ dge bridge<br/>/i/ y crystal<br/>/j/ ge large<br/>/sh/ ti ssi si ci potion mission<br/>mansion delicious<br/>/or/ augh our oar ore<br/>daughter pour oar more</p> | <p>Busy, beautiful, pretty, hour,<br/>move, improve, parents,<br/>shoe.</p> <p>Review all taught so far.</p> | As above. |