



What is Red Rose Letters and Sounds?

The Primary English and Literacy Team at Lancashire Professional Development Service (LPDS) have developed a new systematic, synthetic phonics planning programme using the Letters and Sounds approach titled *Red Rose Letters and Sounds*.

This planning programme has been developed, continuously evaluated and refined over several years, using the expertise of effective classroom practitioners and phonics experts at LPDS.

The programme includes planning from Phase 2 to Phase 5 with specific daily sessions and a very rigorous approach to meet, and exceed, expectations based on the Early Learning Goals and the National Curriculum for Year 1.

The programme has been piloted in selected schools before publication in April 2022.

Phase One is currently under development and will be piloted prior to publication during 2022/23.

What is the intent behind Red Rose Letters and Sounds?

The intent behind *Red Rose Letters and Sounds* is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers.

Phase 1: Nursery (Ongoing)		
Autumn - Aspect 1- General sound discrimination- environmental sounds - Aspect 2- General sound discrimination- instrumental sounds - Aspect 3- General sound discrimination- body percussion	Spring - Aspect 4- Rhythm and Rhyme - Aspect 5- Alliteration	Summer - Aspect 6- voice sounds - Aspect 7- oral blending and segmenting
		Set 1 letters s,a,t,p (phase 2)

Red Rose Letters and Sounds Trajectory Expectations for Reception

Autumn 1 Phase 2 GPCs		Tricky Words and High Frequency Words	Overview
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/		High Frequency Words as is us his has linked to s pronounced /z/ the	Teach 12 GPCs Teach 1 Tricky Word
Autumn 2 Phase 2 GPCs		Tricky Words	Overview
ck e u r h b f f l ll ss Consolidate Phase 2		I to go no into	Teach 11 GPCs Teach 5 Tricky Words
Spring 1 Phase 3 GPCs		Tricky Words	Overview
j v w x y z/zz qu ch sh th/th ng Consolidate as required		he she we be me was my you they	Teach 13 GPCs Teach 9 Tricky Words
Spring 2 Phase 3 GPCs		Tricky Words	Overview
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required		her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	Teach 8 GPCs Teach 8 Tricky Words
Summer 1 Phase 3 GPCs	Phase 4	Tricky Words	Overview
Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV		come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)	Teach 7 GPCs Teach 9 Tricky Words Teach CVCC & CCV Consolidate Phase 3/4 Tricky Words as required
Summer 2 Phase 4		Tricky Words	Overview
CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.		Consolidate said so have like some come were there little do one when out what Teach it's	Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required

Red Rose Letters and Sounds Trajectory Expectations for Year 1

Autumn 1 Revisit Phase 4	Tricky Words and High Frequency Words	Overview
Phase 5 Further Graphemes for Reading and Writing <u>Revisit Phase 4</u> CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Phase 5 Further Graphemes for Reading and Writing ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Revisit said so have like some come were there little do one when out what it's Mr Mrs people looked called asked oh their could	Revisit CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words Teach 13 GPCs Teach 9 Tricky Words
Autumn 2 Phase 5 Further Graphemes for Reading and Writing Phase 5 Alternative Pronunciations for Graphemes	Tricky Words and High Frequency Words	Overview
Phase 5 Further Graphemes for Reading and Writing oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube) Phase 5 Alternative Pronunciations for Graphemes i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)	<u>Tricky Words</u> water where who <u>High Frequency Words</u> again thought through work mouse many laughed because different any eyes friends once please	Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words
Spring 1 Phase 5 Alternative Spellings for Phonemes	High Frequency Words	Overview
/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key) /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit) /ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	I'm I'll let's small great before jumped stopped pulled gone we're Consolidate as required	Teach and Consolidate 26 GPCs Teach 11 High Frequency Words
Spring 2 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) oi (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

Summer 1 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/ear/ ear (clear) eer (cheer) ere (here) /air/ air (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 13 GPCs Revise/re-teach tricky words and high frequency words from above as needed.
Summer 2 Phase 5 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
Y1 Phonics Screening Check /n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ g (magic) ge (large) dge (fridge) /s/ c (place) /s/ se (house) ce (pence) sc (scent) st (listen) /sh/ ch (chef) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 23 GPCs Revise/re-teach tricky words and high frequency words from above as needed.