



REDROSE

Letters and Sounds



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Within the separate phase downloads, the games are hyperlinked to the explanation of how to play for the Review, Practise and Apply sections.

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 One.

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.

What is included to implement Red Rose Letters and Sounds? The

programme includes:

- overviews for each phase with termly expectations
- comprehensive daily planning following revisit /review, teach, practise, apply
- carefully sequenced tricky words and high frequency words with high expectations for application into reading and spelling
- application opportunities planned throughout to ensure blending and segmenting of words and sentences - word banks that directly match the teaching of focus graphemes
- additional word banks to broaden and deepen vocabulary in order to provide stretch and challenge
- regular consolidation and assessment points to support the identification of children on track, and those falling behind **How has Red Rose Letters and**

Sounds developed from the 2007 Letters and Sounds Handbook?

The consultants at LPDS have created a tightly focused progression from Phases 2 to 5 informed by classroom practice and subject expertise. All phases, in particular Phase 5, have been more carefully sequenced to provide clarity with an explicit teaching progression. *Red Rose Letters and Sounds* incorporates frequent opportunities for application and consolidation of reading and writing skills, before introducing new Grapheme Phoneme Correspondences (GPCs). Planning materials have been created in a user-friendly format, are easily accessible and can be adapted according to the children's needs. It is recommended that all adults delivering sessions are trained to the same standard.

Which reading schemes link to Red Rose Letters and Sounds?

Many reading schemes which are currently organised using the *Letters and Sounds 2007 Handbook* progression, will closely match the progression in *Red Rose Letters and Sounds*. Schools will need to continue to ensure that guided and home reading books are fully decodable in line with the National Curriculum expectations, and that focus GPCs within books are closely matched to recently taught sounds. This allows schools to select books from more than one reading scheme, providing they are organised and sequenced to directly match the progression within *Red Rose Letters and Sounds*.

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 ff 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 & CCVC 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 & CCVC 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		
Revisit Phase 4 CVCC & CCV CCVC & CCVC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.	Revisit said so have like some come were there little do one when out what it's	Revisit CVCC & CCV CCVC & CCVC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words
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)	Mr Mrs people looked called asked oh their could	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)	<u>Tricky Words</u> water where who High Frequency Words again thought through	Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words
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)	work mouse many laughed because different any eyes friends once please	
Spring 1 Phase 5 Alternative Spellings for Phonemes	High Frequency Words	Overview

<p>/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)</p>	<p>I'm I'll let's small great before jumped stopped pulled gone we're Consolidate as required</p>	<p>Teach and Consolidate 26 GPCs Teach 11 High Frequency Words</p>
<p>Spring 2 Phase 5 Alternative Spellings for Phonemes</p>	<p>Tricky Words and High Frequency Words</p>	<p>Overview</p>
<p>/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (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)</p>	<p>Identify tricky words and high frequency words to revisit as required.</p>	<p>Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.</p>

Red Rose Letters and Sounds Trajectory Expectations for Year 1

<p>Summer 1 Phase 5 Alternative Spellings for Phonemes</p>	<p>Tricky Words and High Frequency Words</p>	<p>Overview</p>
<p>/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)</p>	<p>Identify tricky words and high frequency words to revisit as required.</p>	<p>Teach and Consolidate 13 GPCs Revise/re-teach tricky words and high frequency words from above as needed.</p>
<p>Summer 2 Phase 5 Alternative Spellings for Phonemes</p>	<p>Tricky Words and High Frequency Words</p>	<p>Overview</p>
<p>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)</p>	<p>Identify tricky words and high frequency words to revisit as required.</p>	<p>Teach and Consolidate 23 GPCs Revise/re-teach tricky words and high frequency words from above as needed.</p>