* Please Note: timescales to begin are a guideline in EYFS, as delivery may be dependent on cohort/ entry.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Step | Normal timescale | Teaching content and terminology | Skills and strategies | Words to readTrickyDecodable  | Tricky words to spell | Bug Club books | Outcome and assessment |
| A | ReceptionAutumn 1**Review Phase 1 – all aspects**Begin Phase 2 – 2 weeks new content1 week assess and review | Phase 2*Pupils will learn**single graphemes*Set 1; s, a, t, p,Set 2; i, n, m, dPhonemes,graphemes,letter names,alphabet,red tricky wordsblend, segment | Correct articulation ofindividual phonemes.Oral blending/segmentation of VC andCVC wordsTo use phonics andidentify the ‘tricky bit’ in aword that is not fullydecodableOral blending/segmentation of CVCwordsTo learn correct formation in line with learning the sounds and practise as introduced in Kinetic Letters scheme | thetogonoIIntoanditasisa | None | Books with no words (Liliac), moving ontoBug Club Books Phase 2 Sets 1-2 | **Working within Phase 2**Give correct articulation of Step A phonemes when shown individual graphemes.To begin to **blend** separate sounds together into whole words for **reading**.To begin to **segment** whole words intoseparate sounds for **spelling**. |
| B | Reception Autumn 2**Complete Phase 2****Begin Phase 3 –** taught alongside aspects 6 and 75 weeks new content1 week assess and review | *Pupils will**continue to learn**single graphemes**and be taught**consonant**digraphs**Phase 2*Set 3; g, o, c, kSet 4; ck, e, u, rSet 5; h, b, f (ff), l(ll), ssPhase 3Set 6; j, v, w, xSet 7; y, z, zz, qudigraphs, graphemes, blend(to read), segment (to spell), CVC words (a word with three sounds) | As abovePhase 3Blend and read CVC wordscontaining Phase 2 and 3soundsSegment and spell CVCwords containing Phase 2and 3 soundsWrite each letter correctlywhen following a modelTo learn correct formation in line with learning the sounds and practise as introduced in Kinetic Letters scheme | HeshewemebewasSeeappendix 2fordecodableword list | Ithetonogointoaandhis | Bug Club Books Phase 2 Sets 1-5 | **Secure in Phase 2**Give correct articulation of Step A **phonemes** and new taught content of Step B when shown individual **graphemes**.Orally **blend** and**segment** for reading CVC words.To **blend** separatesounds together into whole words for **reading**To **segment** whole words into separate sounds for **spelling****Blend** to read simple captions |
| C | ReceptionSpring 1**Phase 3**4 weeksteaching newcontent1 week assess and review | Phase 3Set 8; ch, sh, th, ngSet 9; ai, ee, igh,oa, ooSet 10; ar, or, ur,ow, oi, digraphs,trigraphs,graphemes, syllables | Phase 3:Blend and read CVC wordscontaining Phase 2 and 3soundsSegment and spell CVCwords containing Phase 2and 3 soundsWrite each letter correctlywhen following a modelDifferentiate between letter names and letter sounds | Consolidate above | Consolidate above | Bug Club Books Phase 3 Sets 6-8 (Parallel phonetic Phase 3books can also be accessed for breath and pleasure) | **Working in Phase****3**Give **correct articulation of taught Phase 3 sounds in Step B** and new taught content of Step C when shown individual graphemes.Know all letternames**Blend** and **segment** sounds represented bysingle letters and graphemes of more than one letter |
| D | Reception Spring 2**Phase 3**2 weeksteaching newcontent3 weeks –application/consolidationof phase 31 week –Phase 3 review | Set 11; air, ure, ear, er | Differentiate between letter names and letter sounds Able to read simple two syllable words and captions. | myyoutheyherallarehishasSeeappendix 2fordecodableword list | heshewemebe | Bug Club Books Phase 3 Sets 6-11 (Parallel phonetic Phase 3books can also be accessed for breath and pleasure) | **Working in Phase 3**Give **correct articulation of all 26 phonemes** and new taught content of Step D when shown individual graphemes.**Blend** and **segment** sounds represented bysingle letters and graphemes of more than one letter**Secure in Phase 3**Give correct articulation of Phase 2 and 3 sounds whenshown individualgraphemes**Blend** to readsimple captions,sentences andquestionsBe able to writePhonemic approximations ofany words they wish to write |
| E | **Reception** **Summer 1****Phase 4**5 weeks ofPhase 4teaching newcontent1 week assess and review | Phase 4No new grapheme phonemecorrespondence taughtCCVCCVCCCCVCCconsonant/vowel | Blend and read CVCC/CCVCWordsSegment and spell CVCC/CCVC words | saidsohavelikesomecomeweretherelittleonedowhenoutwhatSeeappendix 2fordecodableword list  | wasyoutheyallaremyher | Bug Club Book Phase 3 Sets 9-11 (Parallel phonetic Phase 3 books can also be accessed for breath and pleasure) | **Working within****Phase 4**Able to **blend** and**segment** wordswith adjacentconsonants e.g. went, frog, jumps, shrink |
| F | ReceptionSummer 2**5 weeks of****Phase 2-4****consolidation****and** **application**1 week assess and review | Focus sounds will be reviewed as needed.Pupils will be givenopportunities to apply their phonic knowledge to read and spell decodable words and write in simplesentences. | Oral B & S of CCVC, CVCC and CCVCC.Blending and segmenting of CCVC, CVCC and CCVCC words | Consolidate trickywords for reading andspelling from Steps A toE (Phases 2-4)See appendix 2 for decodable word list | Bug Club books Phase 4 Set 12 (Parallel phonetic Phase 3 books can also be accessed for breath and pleasure) | **Secure in Phase 4**Orally blend andsegment wordswith up to 5 sounds.Be able to read Phase 4 tricky red words and spell Phase 3 tricky redwords.To **apply** their **phonic****knowledge** to **read** and **spell decodable** wordsand write in simple sentences. |
| G | Year 1Autumn 1**Phase 5****teaching new****content**Week 1: recallWeek 2:**ph, wh,**Week 3: **a-e, ay, ey**Week 4: **ei, eigh**Week 5: e-e,ea, ieWeek 6: ey, yAssess and review | Phase 5*Pupils will learn alternative graphemes for sounds taught in**Phases 3 and 4 and alternative**pronunciations***ph, wh,****long a= a-e, ay, ey, ei, eigh****long e= e-e, ea, ie, ey,y**phonemesgraphemesdigraphstrigraphs | Understanding there arealternative ways to represent differentphonemes Blending and segmenting words containing alternative graphemes | ohtheirpeopleMrMrslookedcalledaskaskedcould | saidsohavelikesomecomewerethere | Bug Club books Phase 4 Set 12 (Parallel phonetic Phase 3 books can also be accessed for breath and pleasure) | **Working within Phase 5**Fluently recognisedigraphs and trigraphs from Steps B to F andbegin to recognisethere are more than one grapheme to represent phonemes. |
| H | Year 1Autumn 2**Phase 5 teaching new****content**Week 1: recallWeek 2: **i-e,****ie, i, y**Week 3: **a-e,****e-e, i-e review**Week 4:**o-e,****oe, ow,o**Week 5: **u-e,****ue, ew**Week 6: **u, oul****Assess and review** | Phase 5*Pupils will continue to learn alternative**graphemes for sounds taught in Phases 3 and 4***long i= i-e, ie, i, y****long o=o-e, oe, ow, o****long u=u-e, ue, ew, u****short oo=u, oul**polysyllabicmulti-syllabiccompound words | Understanding there arealternative ways to represent different phonemesBlending and segmenting words containing alternative graphemesPractise reading and spelling polysyllabic words(NC Link – compoundwords) | waterwherewhoagainthoughthroughworkmousemanylaughedbecausedifferentanyeyesfriendsonceplease | littleonedowhenwhatout | Bug Club books Phase 5 Sets 13-16 (Parallel phonetic Phase 3 books can also be accessed or breath and pleasure) | **Working within Phase 5**Give correct pronunciation ofStep G phonemes and begin to represent these accurately in theirwriting.Continue to develop their recognition of alternative graphemes.Be able to blend and segment sounds represented by allGPCs taught so far.Read and spell decodable polysyllabic wordsBe able to read some Phase 5 tricky red words and spell taughtPhase 4 tricky redwords. |
| I | Year 1Spring 1**Phase 5 teaching new content**Week 1: recallWeek 2: **aw, au, al**Week 3: **ir,er,****ear**Week 4:**ou,****oy**Week 5: **eer,****ere**Week 6: **are, ear**Assess and review | Phase 5*Pupils will continue to**learn alternative**graphemes for sounds**taught in Phases 3 and 4**and alternative**pronunciations*or sound= **au, aw, al**er sound= **ir, ur, ear,**oi sound = **oy,**ou sound **= ow,**air sound= **eer, ere, are, ear** | Reading and spelling wordswith adjacent consonants and words with newly learned graphemesReading and writing sentences containing GPCstaught so far. | Seeappendix 2fordecodableword list | ohtheirpeopleMrsMrlookedcalledasked | Bug Club books Phase 5 Sets 17-20 (Parallel phonetic Phase 3 bookscan also be accessed for breath and pleasure) | **Working within Phase 5**Give correctpronunciation of Step G-I phonemes and begin to represent these accurately in theirwriting.Continue to develop their recognition of alternative graphemes.Be able to blend and segment sounds represented by all GPCs taught so far.Read and spell decodable polysyllabic words |
| J | Year 1Spring 2**Phase 5****teaching new****content**Week 1: recallWeek 2: **c, k, ck, ch**Week 3: **soft c – c(e), - c(i), c(y), sc, st(l), s and z written as se**Week 4: gy, geWeek 5: **gi, dge**Week 6: recallAssess and review | Phase 5*Pupils will continue to learn alternative graphemes for sounds taught in Phases 3 and 4**and alternative**pronunciations***ck =c, k, ck, ch****soft c = ce, ci, cy, c, sc, st(l), se****J sound= dge, gi, gy, ge** |  | See appendix 2 for high frequency words for reading and spelling | Bug Club books Phase 5 Sets 21-24 (Parallel phonetic Phase 3 books can also be accessed for breath and pleasure) | **Secure in Phase 5**Able to read phonicallydecodable two syllable and three-syllablewords.Use alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.Developing the ability to spell complex words using phonically plausible attempts |
| K | Yr 1Summer 1Week 1: **le,****mb, kn**Week 2: **gn,****wr**Week 3: **tch,****t(ion)**Week 4: **ss(ion), c(ial),****s (zh)**Week 5: e written **ea, ‘w/o’ as wa, u written as o**Week 6: recallAssess and review | Phase 5 sound families (to select the correct representation when spelling)Silent letters= **le, gn, kn, wr, mb**Sh= **tch, c, s, t (tion & ssion)** | Reading and spelling phonically decodable two syllable and three syllable wordsRead and spell most of the words in the list of 100 high frequency words | See appendix 2 for high frequency words for reading and spelling | Bug Club books Phase 5 Set 25 (Parallel phonetic Phase 3 books can also be accessed for breath and pleasure) | PHONICS SCREENChildren will be able to decode confidently and fluently, passing the phonic screening check.Use alternative ways ofpronouncing and spelling the graphemes corresponding to the long vowel phonemes.Developing the ability to spell complex words using phonically plausible attempts.Children can accurately spell tricky red words from Phases 2-5, and most of the words in the 100 high frequency word list, in their independent writing |
| L | Year 1 Summer 26 weeksteaching newcontent:**alternative****pronunciation****ns**week 1: **a, e, i**week 2: **o,u**week 3 **ow, ie, ea**week 4: **er, ou**week 5: **y, ch**Assess and review | Phase 5To articulate the correct pronunciation when reading aloud.**Grapheme a (acorn, fast,****was)****Grapheme e (we, met)****Grapheme i (tin, child)****Grapheme o (hot, both)****Grapheme u (but, duty, pull)****Grapheme ow (down, low)****Grapheme ie (pie, field)****Grapheme ea (sea, heaven)****Grapheme er (farmer, perky)****Grapheme ou (out, you, could, mould)****Grapheme y (yes, by, gym, very)****Grapheme ch (chin, school, chef)****Grapheme c (cat, cell)****Grapheme g (got, gentle)****Grapheme ey (money, they)** |  |  |  | Bug Club books Phase 5 Sets 21-24 (Parallel phonetic Phase 3 books can alsobe accessed for breath and pleasure) |  |
| N | Year 2 Autumn 1Review Phase 5 alternative spellings and pronunciations as neededAutumn 2 onwards - Phase 6 with NC links | Phase 6 with NC linksMorphology –Adding –es to nouns and verbs ending in –yAdding –ed, -ing, -er, and –est to a root word ending in –y -e with a consonant beforeit + adding these suffixes to words of one syllableending in a single consonant after a single vowel letterThe suffixes -ment, -ness, -ful, -less, and –lyTeaching NationalCurriculum for spellingand grammar content. |  |  |  |  | **Recognise phonic irregularities** and be more **secure with less common grapheme phoneme correspondences****Confidently applying phonic skills and knowledge** to recognise and spell an increasing number of complex words. |

**Appendix 1**

**Bug Club Scheme Linked to Phonics Progression – (set = unit on new ActiveLearn website)**





**Appendix 2 – 100 High Frequency Word List in Phases**







