| **Reception** | **Phase**  | **Phonemes** | **Tricky words** |
| --- | --- | --- | --- |
| Autumn One (as soon as all children are admitted – week three at the latest)  | Phase Two  | s a t p i n m d g o c k ck e u r h b f, ff l, ll ss  | the to I no go |
| Autumn Two  | Phase Three  | j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er  | he she we me be was no go my you they her all are |
| Spring Term  | Consolidate Phase Two and Three |  |  |
| Summer Term  | Teach Phase Four & Consolidate Phase Three & Four  |  (cvcc & ccvc) examples bend mend hump bent damp spot spin trip glass track speck  | said so have like some come were there little one do when out what |

Letters and Sounds booklet:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf>

| **Year 1** | **Phase**  | **Phonemes** | **Tricky words** |
| --- | --- | --- | --- |
| Autumn One  | Consolidate Phase Three and Four for reading and writing  |  | said have like so do come were there little one when out what |
| Autumn Two  | Phase Five part 1 for reading Consolidate Phase Three and Four for writing  | ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e  | oh their people Mr Mrs looked called asked |
| Spring One | Phase 5 part 2 for reading National Curriculum Spelling Objectives for Year 1 (prefixes and suffixes no change to root) Instructions for assessment  | Alternative pronunciations for graphemes: i fin find o hot cold c cat cent g got giant u but put ow cow blow ie tie field ea eat bread great er farmer her a hat what y yes by very ch chin school chef ou out shoulder could you /zh/ vision visual beige measure  | water where who again thought through work mouse many laughed because different any eyes friends once please |
| Spring Two | Consolidate Phase 5 parts 1 and 2 for reading NC Spelling Objectives for Year 1 (correct use of k/-nk,ph,wh,- tch,-ve) |  |  |
| Summer Term  | Consolidate Phase Five parts 1 and 2 Phase Five part 3  | Refer to Letters and Sounds Handbook |  |