

Year Groups	EYFS					
	Year 1					
	Year 2					
Letters and Sounds Phase	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Generic Skills	<p><b>Aspect 1:</b> General sound discrimination of environmental sounds</p> <p><b>Aspect 2:</b> General sound discrimination of instrumental sounds</p> <p><b>Aspect 3:</b> General sound discrimination of body percussion</p> <p><b>Aspect 4:</b> Rhythm and rhyme</p> <p><b>Aspect 5:</b> Alliteration</p> <p><b>Aspect 6:</b> Voice sounds</p> <p><b>Aspect 7:</b> Oral blending and segmenting</p>	<p>Say the phoneme when shown any of the Phase 2 graphemes.</p> <p>Find any Phase 2 grapheme, when they hear the phoneme.</p> <p>Decode and read VC &amp; CVC and simple 2-syllable words with the Phase 2 GPCs by blending the separate sounds together in the order they appear in words.</p> <p>Segment VC &amp; CVC words containing the Phase 2 GPCs into separate sounds for spelling.</p> <p>Read captions containing the Phase 2 GPCs.</p>	<p>Say the phoneme when shown any of the Phase 3 graphemes.</p> <p>Find any Phase 3 grapheme, when they hear the phoneme.</p> <p>Say the letter names.</p> <p>Decode and read CVC and simple 2-syllable words with the Phase 2 and 3 GPCs by blending the separate sounds together in the order they appear in words.</p> <p>Segment CVC words, containing the Phase 2 and 3 GPCs, into separate sounds and make phonetically plausible attempts to spell them.</p> <p>Read and write captions containing the Phase 2 and 3 GPCs.</p>	<p>Decode and read longer words with adjacent consonants and the Phase 2 and 3 GPCs by blending the separate sounds together in the order they appear in words.</p> <p>Segment longer words with adjacent consonants containing the Phase 2 and 3 GPCs, into separate sounds and make phonetically plausible attempts to spell them.</p> <p>Read and write sentences with words containing adjacent consonants and the Phase 2 and 3 GPCs.</p>	<p>Decode and read words with more graphemes for the 40+ phonemes and more ways of pronouncing graphemes introduced in Phases 2 and 3 by blending the separate sounds together in the order they appear in words.</p> <p>Segment words with more graphemes for the 40+ phonemes and more ways of pronouncing graphemes introduced in Phases 2 and 3 and make phonetically plausible attempts to spell them.</p> <p>Read and write sentences with words containing more graphemes for the 40+ phonemes and more ways of pronouncing graphemes introduced in Phases 2 and 3.</p>	<p>Know most of the common GPCs.</p> <p>Become fluent readers and read words:</p> <ul style="list-style-type: none"> <li>- automatically if they are very familiar</li> <li>- by decoding quickly and silently because their sounding and blending routine is now well established</li> <li>- by decoding them aloud</li> </ul> <p>Become increasingly accurate spellers whose spellings show:</p> <ul style="list-style-type: none"> <li>- an accuracy in phonemic awareness although they may be a little unconventional at times</li> <li>- an awareness of spelling rules</li> <li>- they are able to make choices about how to spell the words they write with regard to the spelling strategies</li> </ul>
Grapheme Phoneme Correspondence (GPC)		<p><b>Phase 2 GPCs:</b></p> <p>s, a, t, p</p> <p>i, n, m, d</p> <p>g, o, c, k</p> <p>ck, e, u, r</p> <p>h, b, f, ff, l, ll, ss</p>	<p><b>Phases 3 GPCs</b></p> <p>j, v, w, x</p> <p>y, z, zz, qu</p> <p><b>Consonant digraphs:</b></p> <p>ch, sh, th, ng</p> <p><b>Vowel digraphs &amp; trigraphs:</b></p> <p>ai, ee, igh, oa, oo (moon, book),</p> <p>ar, or, ur, ow (owl), oi, ear (dear),</p> <p>air (hair), ure (sure), er</p>	<p>No new GPCs</p> <p>Words with adjacent consonants include:</p> <p>Final consonant blends: CVCC (milk)</p> <p>Initial consonants blends: CCVC (trap)</p> <p>Consonant blends: CCVCC (stand)</p> <p>CVCCC (bunch)</p> <p>CCCVC (street)</p> <p>CCCVC (sprint)</p>	<p><b>Phase 5 GPCs</b></p> <p>ay (day), ea (eat), ie (tie), oe (toe), ue (blue), ew (new), oy (boy), ou (out), aw (saw), au (Paul), ir (girl), wh (when), ey (key)</p> <p>ph (photo), zh (treasure)</p> <p><b>Split digraphs</b></p> <p>a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule)</p> <p><b>Alternative pronunciations for graphemes:</b> i (find), o (cold), c (cent), g (giant), u (put), ow (blow), ie (field, chief), ea (head), er (sister), a (what), y (by, funny), ch (school, chef), ou (shoulder, could)</p>	<p><b>Investigate and learn how to add suffixes:</b> (s, -es, -ing, -ed, -s, er, -est, -y, -n, -ful, ly, -ment, -ness).</p> <p><b>Investigate the spelling system and learn to spell longer words using knowledge of:</b></p> <ul style="list-style-type: none"> <li>- Syllables- listen to how many syllables there are in a word to break it into smaller bits to remember (e.g. September, ba-by)</li> <li>- Base words-- find the base word (e.g. Smiling – base smile +ing, e.g. women = wo + men)</li> <li>- Analogy- use known words to help (e.g. could: would, should)</li> <li>- Mnemonics- make up a sentence to help remember it</li> </ul>

Key Words		<b>Read the tricky words</b> the, to, I, no, go	<b>Read the tricky words:</b> he, she, we, me, be, was, my, you, her, they, all, are  <b>Spell the tricky words:</b> the, to, I, no, go.	Read the tricky words: <b>some, one, said, come, do,</b> <b>so, were, when, have, there,</b> <b>out, like, little, what</b>  <b>Spell the tricky words:</b> he, she, we, me, be, was, my, you, her, they, all, are	<b>Read the tricky words:</b> oh, their, people, Mr, Mrs, looked, called, asked <b>and</b> the Year 1 Common Exception Words.  <b>Spell the tricky words:</b> said, so, have, like, some, come were, there <b>and</b> the Year 1 Common Exception Words.	Read and spell the Year 2 Common Exception Words.
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