

## ‘LETTERS AND SOUNDS’ OVERVIEW

Progression	Intended Year Group	Phonological Awareness	
Phase 1	F	<ul style="list-style-type: none"> <li>▪ General Sound Discrimination</li> <li>▪ Rhythm and rhyme</li> <li>▪ Alliteration</li> <li>▪ Oral blending and segmenting</li> </ul>	
		Phonic Content	Tricky Words
Phase 2	F (6 weeks)	<ul style="list-style-type: none"> <li>▪ 19 phonemes: set 1: s a t p set 2: i n m d set 3: g o c k set 4: c k e u r set 5: h b f/ff l/l ss</li> <li>▪ VC</li> <li>▪ CVC</li> <li>▪ continue oral blending and segmenting</li> <li>▪ 2 syllable words</li> </ul>	<u>Read:</u> the to I no go into
Phase 3	F (12 weeks)	<ul style="list-style-type: none"> <li>set 6: j v w x</li> <li>set 7: y z/zz qu</li> <li>▪ ch sh th ng</li> <li>▪ (ii) ai ee igh oa oo</li> <li>▪ (iii) ar or ur oi ear air ure er ow</li> <li>▪ CVC complex</li> <li>▪ letter names</li> <li>▪ 2 syllable words</li> </ul>	<u>Read:</u> he, she, we, me, be, was, my, you, her, they, all, are  <u>Spell:</u> the, to, I, no, go, into
Phase 4	F (6 weeks)	<ul style="list-style-type: none"> <li>▪ adjacent consonants</li> <li>▪ 2 / 3 syllable words</li> </ul>	<u>Read:</u> some, one, said, come, do, so, were, when, have, there, out, like, little, what <u>Spell:</u> he, she, we, me, be, was, my, you, her, they, all, are
Phase 5	Y1	<ul style="list-style-type: none"> <li>▪ wh ph</li> <li>▪ split digraph ‘e’</li> <li>▪ ay ea ie oe ew ue au aw ou oy ir ey</li> <li>▪ alternative spellings of phonemes</li> <li>▪ read and spell fully decodable high frequency words on 100 list</li> </ul>	<u>Read:</u> oh, their, people, Mr., Mrs., looked, called, asked, could  (The pupil should be able to read irregular high frequency words on 100 list and spell most of these)
Phase 6	Y2	<ul style="list-style-type: none"> <li>▪ apply phonic skills</li> <li>▪ past tense</li> <li>▪ suffixes</li> <li>▪ longer words</li> <li>▪ spelling rules</li> </ul>	Read and spell irregular high frequency words on further 200 list, as needed