



## **Scheme of work for EYFS & KS1 Phonics**

At William Reynolds Primary School and Nursery, we use the 'Letters and Sounds' guidance for the systematic teaching of phonics. This begins when the children start Nursery and continues through Year 1 where we anticipate they will pass the phonic screening test applied at the end of the year and on into Year 2. Children are taught phonics daily and have opportunities to use and apply their learning across the curriculum throughout the day.

Children will start to develop their phonic skills beginning with Phase 1 phonics and Listen with Lucy. In Phase 1, children learn what makes different sounds, common nursery rhymes and make and explore sounds. This occurs for the first half term for N2 children and for our new termly intake of Nursery children into N1. They will be taught in differentiated groups to enable support and extension of their learning if required. Children's progress in phonics is reviewed as they progress through the scheme. Those in N2 who are secure and confident in Phase 1 phonics will then move onto phase 2 whilst others will have opportunity to consolidate their learning. In Phase 2, children will learn to hear, say, recognise and write individual phonemes. They will use 'magic arm' to segment and blend consonant vowel consonant (cvc) words for reading and writing. They will also learn to read some tricky words. By the end of Phase 2, children will be able to read and write cvc words, read simple captions and attempt writing simple sentences.

When children enter our Reception classes, they will consolidate Phase 2 phonics. By the end of Phase 2 children will be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During this phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read Phase 2 'tricky' words. Then they will move onto Phase 3 where children will learn digraphs (2 letters which make one sound) and trigraphs (3 letters that make one sound). These will be used to segment and blend for reading and writing as in Phase 2. By the end of Phase 3 children will be reading and writing short sentences independently.

When children move into Year 1 during the first term, they will be taught Phase 4 Phonics where they will continue to practise applying Phase 2 and 3 Phonics but write ccvc, cvcc, ccvcc and polysyllabic words. Phase 4 will consolidate the children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. Through activities children will practise blending for reading and segmenting for spelling. Throughout the rest of Year 1 the children will be taught Phase 5 Phonics. Phase 5 Phonics enables children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children will become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

When children move into Year 2 during the first term, they will revise Phase 5 Phonics. Throughout the rest of Year 2 the children will be taught Phase 6 Phonics. At the beginning of Phase 6, children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words,

doing this in three ways:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags, behind reading, as it is harder. During this phase, children become fluent readers and increasingly accurate spellers. Children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure. The work on spelling, which continues throughout this phase and beyond, will help children to understand more about the structure of words and consolidate their knowledge of GPCs.

## Overview of Phonic teaching in Early Years and KS1

Above National Standard Phase Progression

| Year Group | Autumn 1         | Autumn 2 | Spring 1         | Spring 2 | Summer 1         | Summer 2 |
|------------|------------------|----------|------------------|----------|------------------|----------|
| Reception  | Phase 2          | Phase 3  | Phase 3          |          | Phase 3          | Phase 4  |
| Year 1     | Phase 5          |          | Phase 5          |          | Phase 5          |          |
| Year 2     | Phase 6 - Nelson |          | Phase 6 - Nelson |          | Phase 6 - Nelson |          |

National Standard Phase Progression

| Year Group | Autumn 1                  | Autumn 2         | Spring 1                  | Spring 2 | Summer 1           | Summer 2 |
|------------|---------------------------|------------------|---------------------------|----------|--------------------|----------|
| N1         | Phase 1 - Aspect 1, 2 & 3 |                  | Phase 1 - Aspect 1, 2 & 3 |          | Phase 1 - Aspect 4 |          |
| N2         | Phase 1 - Aspect 5, 6 & 7 |                  | Phase 2                   |          | Phase 2            |          |
| Reception  | Phase 2                   |                  | Phase 3                   |          | Phase 3            |          |
| Year 1     | Phase 4                   | Phase 5          | Phase 5                   |          | Phase 5            |          |
| Year 2     | Phase 5                   | Phase 6 - Nelson | Phase 6 - Nelson          |          | Phase 6 - Nelson   |          |

# Model for daily teaching of phonic skills & knowledge

## REVISIT & REVIEW

*Recently and previously learned phoneme-grapheme correspondences, blending and segmenting skills as appropriate*

*Tricky Words x 2*

*Flashcards x 1*



## TEACH

*New Phoneme-grapheme correspondences; skills of blending and segmenting*

*Introduce new sounds with actions and flood with lots of words*

*Video (reception)*

*Identify where the grapheme is in the word - using the magic arm*

*How to write the letter (formation)*

*Use sound buttons*



## PRACTISE

*New Phoneme - grapheme correspondences; skills of blending and segmenting*

*3 x words in book*



## APPLY

*New Knowledge and skills while reading / writing*

*Writing a sentence x1 Y1 & x3 R*

*Reading a text which applies to the lesson*

## Nursery 1 ~Autumn Term

Phase 1 consists of 7 aspects. We teach these aspects through activities and games in their discrete sessions and provide opportunities for children to explore them during their child-led sessions. When planning for phonics there will be 5 phonic sessions each week. In addition there is 'Brain Gym' time where children have a movement break responding to music and songs, focus activity sessions which may include writing and/or reading opportunities, CLL, Literacy based sessions and regular story times.

| Letters and Sounds Phase 1 aspects   | Listen with Lucy  | Shake Rattle and Roll (Beat Baby)  | Nursery Rhymes and Stories (Jemima the rhymers) | Letters and Sounds (Talking Ted)                                       |
|--|---|--|---|--|
| Aspect 1: Environmental sounds<br>Aspect 2: Instrumental Sounds<br>Aspect 3: Body Percussion | Sessions to develop listening and attention (linked to core text). <ul style="list-style-type: none"> <li>• A balloon for Grandad</li> <li>• Dark, dark wood</li> <li>• Dragons</li> <li>• Percy the Park Keeper</li> <li>• Jolly Postman</li> <li>• The train journey</li> </ul> | Hidden Instruments (2)<br>Musical show and Tell (2)<br>Animal sounds (2)<br>Words about Sounds (3)<br>Pied Piper (3) | Enlivening Stories (1)<br>Story Sounds (2)      | Favourite Sounds (1)<br>Socks and Shakers (1)<br>Noisy Neighbour 2 (3) |

## Nursery 1 ~Spring Term

Each term specific books, songs and rhymes will be targeted to support children in developing their story understanding and develop a wide repertoire of songs and rhymes.

| Letters and Sounds Phase 1 aspects   | Listen with Lucy                             | Shake Rattle and Roll (Beat Baby)  | Nursery Rhymes and Stories (Jemima the rhymers) | Letters and Sounds (Talking Ted)                                       |
|--|--|--|---|--|
| Aspect 1: Environmental sounds<br>Aspect 2: Instrumental Sounds<br>Aspect 3: Body Percussion | Sessions to develop listening and attention. | Hidden Instruments (2)<br>Musical show and Tell (2)<br>Animal sounds (2)<br>Words about Sounds (3)<br>Pied Piper (3) | Enlivening Stories (1)<br>Story Sounds (2)      | Favourite Sounds (1)<br>Socks and Shakers (1)<br>Noisy Neighbour 2 (3) |

| <b>Phonic Phase 1</b>                          |  |
|--|--|
| <b>Aspect 1 - General Sound Discrimination</b> |  |
| Key points to remember<br>Aspect 1             | <ul style="list-style-type: none"> <li>• Picture and symbol prompts for good listening - on key person and in area</li> <li>• Calm area with lack of distractions</li> <li>• Small group</li> <li>• Gesture/sign language to support understanding</li> <li>• Use child's name before any sound cue</li> <li>• EAL children - find home language word for 'listen'</li> <li>• Use prompt questions to support recall of vocabulary - what would you do with it, where would you find it?</li> <li>• Slow songs down to help children join in</li> <li>• Vary the voice to add interest to animal sounds and avoid the conventional e.g. woof</li> <li>• EAL children - how are animal sounds represented in home language</li> </ul> |
| Opportunities to explore across the curriculum | <p>Engage with children in role play and imaginative play to extend their talk and enrich their vocabulary</p> <p>Encourage children to use language for thinking by asking open questions such as What does it feel like to be in the tunnel?</p> <p>Make large movements with swirling ribbons to develop physical skills</p> <p>Explore with children the different sounds animals make, including imaginary ones such as dragons</p> <p>Provide opportunities for children to experiment making sounds with different objects indoor and out</p> <p>Create role play areas that encourage children to use language for a range of purposes</p>   |

| <b>Aspect 2 - Instrumental Sounds</b>          |   |
|--|---|
| Key points to remember<br>Aspect 2             | <ul style="list-style-type: none"> <li>• Make time for copying actions with instruments</li> <li>• Give children time to play with animal puppets and toys and talk about the sounds they make</li> <li>• Have animals with the instruments and discuss which choices of instruments are appropriate for the animal sounds and/or why they have chosen that instrument</li> <li>• Have visitors in to play different instruments</li> </ul> |
| Opportunities to explore across the curriculum | <p>Children use home-made shakers to explore and learn how sounds can be changed</p> <p>Which children can make up simple rhythms</p> <p>How well do the children listen to each other as they play in the band</p> <p>Experiment with outdoor musical instruments</p> <p>Allow children time to revisit adult led activities</p>   |

| <b>Aspect 3 - Body percussion</b>  |   |
|------------------------------------|---|
| Key points to remember<br>Aspect 3 | <ul style="list-style-type: none"> <li>• Remind the children to <b>look</b> and <b>listen</b> to the adult and also to each other</li> <li>• It might be necessary to demonstrate the sounds to the children before each activity starts in order to 'tune them in' and to encourage them to describe the sounds they hear.</li> <li>• Give children plenty of time and space to practise large-scale movements every day</li> <li>• Support children to adjust the volume of their own voices</li> </ul> |

|  |   |
|--|---|
| Opportunities to explore across the curriculum | Use outdoor area to find different ways of making sounds with their bodies<br>March, stamp, splash to a beat.<br>Opportunities to re-enact familiar stories<br>Stress simple sound patterns to accompany children's mark making<br>Talk with children as they paint and comment on the movements and shapes they are making |
|--|---|

## Nursery 1 ~Summer Term

Each term specific books, songs and rhymes will be targeted to support children in developing their story understanding and develop a wide repertoire of songs and rhymes.

| Letters and Sounds Phase 1 aspects | Story Bag   | Nursery Rhymes (Jemima the rhymers)  |
|------------------------------------|---|--|
| Aspect 4: Rhyme                    | Rhyming Books (TIS 4)<br>Finish the Rhyme (LRS 4) | Learning songs and rhymes (4)<br>Our favourite rhymes (4)<br>Rhyming Soup (4)<br>Rhyming bingo (4)<br>Playing with words (theme objects) (4) |

| Phonic Phase 1                                 | Aspect 4 - Rhyming   |
|--|--|
| Key points to remember Aspect 4                | <ul style="list-style-type: none"> <li>Children need to experience a rich repertoire of poems, rhymes and songs. Keep parents informed of any new rhymes you are learning</li> <li>Songs and rhymes are effective ways of learning the speech patterns of language for EAL children</li> <li>Nonsense rhymes help children to begin to generate rhyme and rhyming patterns</li> <li>Model back correct speech</li> <li>Keep songs slow to emphasise the rhyming patterns</li> <li>Use rhyming cards and lotto games</li> <li>Children may struggle to grasp rhyme - do not hold them back until they have mastered rhyme but continue to develop alongside other aspects of Ph1 and Ph2</li> </ul> |
| Opportunities to explore across the curriculum | Build a stock of rhymes and provide opportunities to repeat them over and over in a variety of contexts<br>Share books with children regularly - not only stories but rhymes as well<br>Play with rhymes - invent new rhymes and change the words<br>Remind children about rhymes they know and make link to them as you join them in their play   |

## Nursery 2 ~Autumn Term

| <b>Letters and Sounds<br/>Phase 1 Aspects</b> | <b>Dippy Duck TIS</b>   | <b>Dippy Duck LRS</b>  | <b>Dippy Duck TAS</b>  | <b>Dippy Duck TIS</b>   |
|---|---|--|--|---|
| Aspect 5:<br>Alliteration                     | Sounds Around (5)<br>I spy names (5)<br>Making aliens (5)<br>Digging for treasure (5)<br>Bertha goes to the zoo (5) | Tony the Train (5)<br>Musical Corners (5)<br>Our sound box/bag (5)         | Name play (5)<br>Mirror play (5)<br>Silly soup (5)   | Sounds Around (5)<br>I spy names (5)<br>Making aliens (5)<br>Digging for treasure (5)<br>Bertha goes to the zoo (5) |
|   | <b>Talking Ted TIS</b>  | <b>Talking Ted LRS</b>   | <b>Talking Ted TAS</b>   | <b>Talking Ted TIS</b>  |
| Aspect 6:<br>Voice Sounds                     | Making Trumpets (6)<br>Mouth Movements (6)<br>Voice Sounds (6)  | Chain games (6)<br>Target Sounds (6)<br>Whose Voice (6)<br>Sound Lotto (6) | Give me a sound/watch my sound (6)<br>Sound Story Time (6)<br>Animal Noises (6)                                | Making Trumpets (6)<br>Mouth Movements (6)<br>Voice Sounds (6)  |
|   | <b>Metal Mike TIS</b>   | <b>Metal Mike LRS</b>  | <b>Metal Mike TIS</b>  | <b>Metal Mike LRS</b>   |
| Aspect 7:<br>Oral blending and segmenting     | Oral blending<br>Clapping Sounds (7)<br>Cross the River (7)<br>I spy (7)<br>Toy Talk (7)<br>Which One? (7)          | Segmenting<br>Say the Sounds (7)   | Oral blending (7)<br>Clapping Sounds (7)<br>Cross the River (7)<br>I spy (7)<br>Toy Talk (7)<br>Which One? (7) | Segmenting (7)<br>Say the Sounds (7)  |

| <b>Phonic Phase 1</b>                          |   |
|--|---|
|  | <b>Aspect 5 - Alliteration</b>  |
| Key points to remember<br>Aspect 5             | <ul style="list-style-type: none"> <li>• Sing rhymes and songs with alliterative lines e.g. sing a song of sixpence to help tune children's ears to the relationships between the sound structures of words</li> <li>• Keep practising familiar tongue twisters and create new ones</li> <li>• Children won't be able to produce a full range of initial sounds but ensure their attention is focused before reciting a string of sounds</li> <li>• Refer any speech difficulties identified by these activities</li> <li>• Support children who are self-conscious by modelling what they do in the mirror or ask them to copy each other before copying you</li> <li>• Whisper when modelling quiet sounds - pronounce correctly</li> <li>• Take note of any children who show some recognition of phoneme-grapheme correspondence and encourage their curiosity and interest</li> <li>• Value contributions from EAL children in their home language but be aware that the translation may not start with the same letter</li> </ul> |
| Opportunities to explore across the curriculum | <p>Use alliteration in their play e.g. juicy jelly at the café or she sells sea shells in the water tray</p> <p>Allow children access to focus activities in their free play</p> <p>Have rhyming and alliterative texts available in reading corner</p> <p>Provide CD's that children can listen to</p>   |

| <b>Aspect 6 - Voice Sounds</b>                 |   |
|--|---|
| Key points to remember<br>Aspect 6             | <ul style="list-style-type: none"> <li>• Use exaggerated voices and facial expressions when telling stories to support listening, attention and understanding</li> <li>• Tuning in to what the child is doing and joining in with them tells the child you are listening to them</li> <li>• EAL children may need time to observe others and rehearse the spoken challenge, don't ask them take the first turn</li> <li>• For extension, linguistic diversity and fun, draw on the knowledge of adults, parents and carers who speak additional languages and find out how they represent for example animal sounds.</li> </ul> |
| Opportunities to explore across the curriculum | <p>Encourage children to vocalise sounds as they play</p> <p>Introduce vocabulary to describe textures as children explore</p> <p>Encourage children to replicate water noises with words e.g. drip drip</p> <p>As children act out stories encourage them to use words for sound effects e.g. swish swish, squelch squirch</p>   |

| <b>Phase 7 - Oral Blending and Segmenting</b> |   |
|---|---|
| Key points to remember<br>Aspect 7            | <ul style="list-style-type: none"> <li>• During Phase One, there is no expectation that children are introduced to graphemes. Some children may have prior knowledge from home and be interested in letters they see around them on signs, displays and in books.</li> <li>• Practitioners and teachers should certainly respond to children's comments and queries about letters and words in print.</li> <li>• Children who can hear phonemes in words and sound them out accurately are generally well placed to make a good start in reading and writing</li> <li>• Children learning EAL generally learn to hear sounds in words very easily</li> <li>• Children need to hear the sounds in the word spoken in sound-talk immediately followed by the whole word. Avoid being tempted to ask any question in between such as I wonder what that word can be? Or Do you know what that word is? The purpose is to model oral blending and immediately give the whole word</li> <li>• It is important only to segment and blend the last word in a sentence or phrase and not words that occur at the beginning or middle of the sentence. Over time and with lots of repetition, the children will get to know the routine and as they gain confidence they will provide the blended word before the adult</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Using a toy is preferable to a puppet because it is important that children watch the adult's face and mouth to see the sounds being articulated clearly, rather than focusing on the imitated movements of the puppet.</li> <li>It is very important to enunciate the phonemes very clearly and not to add an 'uh' to some.</li> <li>Avoid using words with adjacent consonants (eg 'sp' as in 'spoon') as these will probably be too difficult for children at the early stages of practising blending and segmenting.</li> <li>Once children have been introduced to blending and segmenting they should be practised hand in hand as they are reversible processes.</li> </ul> |
| Opportunities to explore across the curriculum | <p>Encourage the children to vocalise as they play for example on the hoppers 'h' 'h' 'h'</p> <p>When children choose to play with the sound talk toys listen out to how well they are trying to segment words into phonemes</p> <p>As children play with the balls, bounce a ball alongside them making the sound 'b' 'b' 'b'</p> <p>When children are in the writing area, note whether they are beginning to say their messages aloud as they write, as they have seen adults do</p>   |

## Nursery 2 ~Spring and Summer Term

It is important to recognise that during the Spring and Summer Term some children will revisit the Phase 1 Aspects to consolidate and secure learning whilst others will begin Phase 2. Phase 2 aspects will be linking letters and sounds and segmenting and blending cvc words. These will be revisited to ensure the children are secure in Phase 2.

| N2 Phase 2                     |  |                                       |
|--------------------------------|--|---------------------------------------|
| Teach                          | Word building examples   | High Frequency words                  |
| s- a- t- p-                    | sat, tap, pat,   | a, as, at                             |
| -i-<br>n-/-n<br>m-/-m<br>d-/-d | sit pit tip pip sip<br>pan pin tin tan nap<br>man mat map<br>sad dip   | is, it<br>in, an<br>am<br>dad did and |
| g-/-g<br>-o-<br>c-<br>k-       | pig dig gas gap<br>pot top dog pop<br>cot cap cat cod<br>kid kit   | got on not<br>can                     |
| -ck<br>-e-<br>-u-<br>r-        | pack sack kick pick sick<br>pet ten net pen peg men neck<br>run mug cup sun mud<br>rat rag ram rug rot rip rim | get<br>mum up put                     |

|  |  |   |
|--|--|---|
| h-<br>b-<br>f-/-ff<br>l-/-ll<br>-ss  | hot hut hop hit hat hum hug<br>bad bag bed bug bus bat<br>fan fat fit fun fog puff huff<br>lap leg lit bell fill doll sell tell<br>less hiss mess boss fuss kiss   | had his him has<br>big back but<br>of if off<br>let |
| Revise and practise segmenting and blending<br>Read captions<br>Assessment |  |   |
| Key points to remember   | <ul style="list-style-type: none"> <li>• During Phase two, the children are introduced to graphemes and phonemes. They will build on their prior knowledge and through repetition begin to read words and eventually reading simple phrases.</li> <li>• CVC words using the learnt Phase 2 phonemes will be taught as well as some tricky words.</li> <li>• Children will practice recognising, hearing and saying phonemes through the use of well-paced flashcards and games.</li> <li>• Children with SEND will engage with the interactive learning and EAL children will hear sounds more easily.</li> <li>• Children need to hear the sounds in the word spoken in sound-talk immediately followed by the whole word.</li> <li>• It is important only to segment and blend the last word in a sentence or phrase and not words that occur at the beginning or middle of the sentence. Over time and with lots of repetition, the children will get to know the routine and as they gain confidence they will provide the blended word before the adult.</li> <li>• It is very important to enunciate the phonemes very clearly and not to add an 'uh' to some.</li> <li>• Avoid using words with adjacent consonants (eg 'sp' as in 'spoon') as these will probably be too difficult for children at the early stages of practising blending and segmenting.</li> <li>• Once children have been introduced to blending and segmenting they should be practised hand in hand as they are reversible processes.</li> </ul> |   |
| Opportunities to explore across the curriculum                             | Allow children access to focus activities in their free play<br>Book banded books are available in the reading area for children to access.<br>Writing opportunities to be encouraged during child initiated time.   |   |

## Reception and KS1

If it is a four day week, replace Tricky Friday and teach the four days of letter sounds. All Tricky Words for the phase to be taught every day.

| Reception and KS1 - Phase 2 |   |  |   |                          |
|-----------------------------|---|--|---|--------------------------|
| Week                        | Teach   | Word building examples   | High Frequency words                                | Tricky Words             |
| 1                           | s-a-t-p<br>Tricky Friday                        | sat tap pat  | a as at   | I, to, the, no, go, into |
| 2                           | -i-<br>n-/-n<br>m-/-m<br>d-/-d<br>Tricky Friday | sit pit tip pip sip<br>pan pin tin tan nap nip<br>man mat map mam Pam Tim Sam<br>sad dip sad dim din did Sid   | is it<br>in an<br>am<br>dad did and                 | I, to, the, no, go, into |
| 3                           | g-/-g<br>-o-<br>c-<br>k-<br>Tricky Friday       | tag gag gig pig dig gas gap nag sag<br>pot top dog pop God Mog<br>cot cap cat cod cop<br>kid kit Kim Ken   | got on not<br>can                                   | I, to, the, no, go, into |
| 4                           | -ck<br>-e-<br>-u-<br>r-<br>Tricky Friday        | pack sack kick pick sick sock dock ticket pocket<br>pet ten net pen peg men neck met<br>run mug cup sun mud tuck mud sunset<br>rat rag ram rug rot rip rim rocket carrot   | get<br>mum up put                                   | I, to, the, no, go, into |
| 5                           | h-<br>b-<br>f-/-ff<br>l-/-ll<br>-ss             | hot hut hop hit hat hum hug hack<br>bad bag bed bug bus bat bet bud beg bun bus Ben bit bucket<br>fan fat fit fun fog puff huff fig cuff<br>lap leg lit bell fill doll sell tell lot Bill Nell dull laptop<br>less hiss mess kiss boss ass mass pass fuss Tess fusspot | had his him has<br>big back but<br>of if off<br>let | I, to, the, no, go, into |

## Reception and KS1 - Phase 3

| Week | Teach   | Word building examples   | High Frequency words        | Tricky words   |
|------|---|--|-----------------------------|--|
| 1    | j-<br>v-<br>w-<br>-x<br>Tricky Friday                         | jam jab jug jog job jet Jill Jack Jen jetlag jacket<br>van vet vat Vick Kevin visit velvet<br>win wig wag web wax cobweb wicked<br>mix fix box tax six tax vixen exit  | will                        | he, you, she, they, we,<br>all, me, are, be, my,<br>was, her, went |
| 2    | y-<br>z-<br>-zz<br>qu-<br>Tricky Friday                       | yes yet yap yell yum-yum<br>zip zigzag Zak<br>buzz jazz<br>quit quiz quick quack liquid  |                             | he, you, she, they, we,<br>all, me, are, be, my,<br>was, her, went |
| 3    | ch-/-ch<br>sh-/-sh<br>th-/-th<br>th-/-th<br><br>Tricky Friday | chop chin chip chill check such rich much chug chicken<br>ship shop shed shell fish cash rush shock bash hush<br>thin thick moth path bath<br>them then that this with   | that this them then<br>with | he, you, she, they, we,<br>all, me, are, be, my,<br>was, her, went |
| 4    | -ng<br>-ai-<br>-ee-<br>-igh<br>Tricky Friday                  | ring rang hang song wing king long sing rung ping-pong<br>wait hail pain aim sail main tail rain bait Gail pail<br>feel weep feet jeep meet week deep keep seem<br>high sigh light might night right sight fight tight tonight | see                         | he, you, she, they, we,<br>all, me, are, be, my,<br>was, her, went |
| 5    | -oa<br>-oo- (long)<br>-oo-(short)<br>-ar<br>Tricky Friday     | coat load goat loaf road soap oak toad foal boatman too zoo boot hoof zoom<br>cool food root moon rooftop<br>foot cook good book took wood wool hook look hood<br>bar car bark card cart hard jar park market farmyard         | too<br>look                 | he, you, she, they, we,<br>all, me, are, be, my,<br>was, her, went |
| 6    | -or<br>-ur<br>-ow<br>-oi-<br>Tricky Friday                    | fork cord cork sort born worn fort torn short cornet<br>fur burn burp curl hurt surf turn urn turnip curds<br>owl cow how town bow pow! row towel<br>oil boil coin coil join soil toil quoit poison tinfoil                    | for<br><br>down now         | he, you, she, they, we,<br>all, me, are, be, my,<br>was, her, went |

|   |  |   |  |  |
|---|--|---|--|--|
| 7 | -ear<br>-air<br>-ure<br>-er<br><br>Tricky Friday | ear dear fear hear gear near tear year rear beard<br>air chair fair hair lair pair cairn<br>sure pure cure lure assure secure manure mature<br>germ perm term hammer letter rocker ladder supper dinner boxer better<br>summer banner |  | he, you, she, they, we,<br>all, me, are, be, my,<br>was, her, went |
|---|--|---|--|--|

| Reception and KS1- Phase 4 |   |   |                          |  |
|----------------------------|---|---|--------------------------|--|
| Week                       | Teach   | Word building examples  | High Frequency words     | Tricky words   |
| 1                          | -st<br><br>-nd<br>-mp<br>-nt nk<br><br>Tricky Friday      | nest best chest cost lost gust toast bust fast last boost roast beast softest<br>stop step steep<br>band land hand pond fond wind windmill stand trend spend<br>lamp damp camp limp chimp jump hump thump chimp stamp plump<br>tent dent hunt joint paint burnt grunt grant slant joint<br>bank thank sink link think bunk chunk blank trunk drank shrink blink | just<br><br><br>went     | said, like, do, come,<br>there, one, out, have,<br>so, some, were, little,<br>when, what |
| 2                          | -ft<br>-sk<br>-lt<br>-lp<br>Tricky Friday                 | gift lift shift tuft theft soft softest daft graft drift<br>ask task tusk husk desktop<br>tilt belt felt melt melting shelter<br>gulp helpdesk helper help  |                          | said, like, do, come,<br>there, one, out, have,<br>so, some, were, little,<br>when, what |
| 3                          | tr- dr-<br><br>gr- cr-<br><br>br-<br>fr-<br>Tricky Friday | trip tree train trash trail trend trust trunk track treetop<br>drank drift droop drop drift driftwood drench<br>grab green grip groan grunt grant grasp gran Grinch<br>creep crash crisp cramp crust crept crunch cramp<br>brand bring brush brown brass brag<br>frog fresh frost frown freshness   | children<br><br><br>from | said, like, do, come,<br>there, one, out, have,<br>so, some, were, little,<br>when, what |
| 4                          | bl- fl-<br><br>gl-<br>pl-<br>cl- sl-<br><br>Tricky Friday | bleed blend blink blank blast bloom<br>flag flair float floating<br>glad glass glint glum<br>plan plum plump<br>clamp clown clear<br>slept slant slap slurp slurping sleet slog   |                          | said, like, do, come,<br>there, one, out, have,<br>so, some, were, little,<br>when, what |
| 5                          | sp-<br><br>st-  | spot spin spoil spoon sport speech spend crisp grasp spring spark spear speck<br>gasp   |                          | said, like, do, come,<br>there, one, out, have,  |

|   |  |   |      |  |
|---|--|---|------|--|
|   | tw-<br>sm-<br>Tricky Friday                            | stop step steep start star stair stand stamp roast toast beast cost bust lost<br>fast last chest<br>twin twist twisting<br>smell smart smear  |      | so, some, were, little,<br>when, what  |
| 6 | -nch<br>scr- shr-<br><br>str-<br>thr-<br>Tricky Friday | bench drench trench punch crunch lunchbox Grinch scrunch stench<br>scrunch scrap scruff screech script<br>shrink shrew shrank shrimp shrunk shrill<br>strap string street strip<br>thrust thrush thrill | it's | said, like, do, come,<br>there, one, out, have,<br>so, some, were, little,<br>when, what |

## Key Stage 1

Teach weeks 1-6 and then repeat.

| KS1- Phase 5 (New Grapheme Phoneme Correspondences) |  |   |                      |   |
|---|--|---|----------------------|---|
| Week  | Teach  | Word building examples  | High Frequency words | Tricky Words  |
| 1 & 7   | ay<br>ou<br>ie<br>ea<br>Tricky Friday                            | play may say stray clay spray tray crayon delay<br>out cloud scout found proud sprout sound loudest mountain<br>pie lie tie die cried tried spied fried replied denied<br>sea seat meat treat heap least repeat bead read steamy                  | day<br>about house   | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
| 2 & 8   | oy<br>ir<br>ue (long oo-blue)<br>ue (yoo-argue)<br>Tricky Friday | boy toy joy oyster destroy enjoy royal Roy Floyd annoying<br>girl sir bird shirt skirt birth third first thirteen thirsty<br>blue clue glue true issue tissue venue Sue Prue rue flue<br>cue due hue venue value pursue queue statue rescue argue |                      | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
| 3 & 9   | aw<br>wh (wh-wheel)<br>wh (wh-who)<br>ph<br>Tricky Friday        | saw paw raw claw jaw lawn yawn law shawl draw<br>what when which wheel whisper where why whistle whenever white<br>who whose whole whom whoever<br>phonics dolphin elephant alphabet  | Saw                  | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
| 4 & 10  | ew (long oo-screw)<br>ew (yoo-pew)<br>-oe                        | blew chew grew drew screw crew brew flew threw Andrew<br>new few stew pew dew knew mildew nephew renew Matthew<br>toe hoe doe foe woe goes tomatoes Joe potatoes heroes   |                      | oh their people Mr Mrs<br>looked called asked<br>made where would   |

|        |  |  |                            |   |
|--------|--|--|----------------------------|---|
|        | -au-<br>Tricky Friday                                  | haul launch haunted August author Paul daub Saul jaunty automatic  |                            | could should want think<br>again thought through  |
| 5 & 11 | ey<br>a-e<br>e-e<br>i-e<br>Tricky Friday               | money honey donkey cockney jockey turkey chimney valley trolley monkey<br>came made make take game race snake same amaze escape<br>these even theme gene scene complete Pete Eve Steve extreme<br>like pine ripe shine slide prize nice time invite inside | came made make<br><br>time | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
| 6 & 12 | o-e<br>u-e<br>u-e<br>/zh/ -s- -ge<br><br>Tricky Friday | bone pole home alone those stone woke note explode envelope<br>June flute prune rude rule<br>huge cube tube use computer<br>treasure vision television pleasure leisure<br>visual measure usual casual beige   |                            | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |

### KS1- Phase 5 (Known graphemes for reading: alternative pronunciation)

| Week | Teach  | Word building examples  | High Frequency words | Tricky Words  |
|------|--|---|----------------------|---|
| 13   | a<br>e<br>i<br>o<br>Tricky Friday            | hat - acorn bacon apron angel fast path pass father was what wasp want<br>bed - he me she we be the recent frequent region decent<br>tin - mind find wild pint blind child kind grind behind remind<br>hot - no so go old don't gold cold told both hold  | old                  | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
| 14   | u<br>ow<br>ie<br>ea<br>Tricky Friday         | but- unit union unicorn music human put pull cushion playful pudding<br>down-low grow snow glow bowl tow show slow window rowing-boat<br>pie-chief brief field shield priest yield shriek thief relief belief<br>sea-head dead deaf ready bread heaven feather pleasant instead breakfast                                   |                      | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
| 15   | er<br>ou<br>y<br><br>ch<br><br>Tricky Friday | farmer-her fern stern Gerda herbs jerky perky Bernard servant permanent<br>out-you soup group could would should mould shoulder boulder<br>yes-by my try why dry gym crystal mystery crystal pyramid very happy funny<br>carry hairy<br>chin-school Christmas chemist chord Chris chef machine brochure chalet<br>Charlotte | very<br><br>your     | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |

|    |                               |   |                  |   |
|----|-------------------------------|---|------------------|---|
| 16 | c<br>g<br>ey<br>Tricky Friday | cat-cell central acid cycle icy cent Cynthia success December accent<br>got-gent gym gem Gill gentle ginger Egypt magic danger energy<br>money-they grey obey prey survey | very<br><br>your | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
|----|-------------------------------|---|------------------|---|

| KS1- Phase 5 (Alternative spelling for each phoneme) |  |  |                      |   |
|--|--|--|----------------------|---|
| Week   | Teach  | Word building examples   | High Frequency words | Tricky Words  |
| 17   | /ch/<br>/j/<br>/m/<br>/n/<br>Tricky Friday     | picture adventure creature future nature catch fetch crutch kitchen ditch<br>fudge hedge bridge ledge nudge badge lodge podgy badger dodging<br>lamb limb comb crumb dumb thumb numb plumbing bomber<br>gnat gnaw gnash gnome design knit knob knee knock knife knuckle knight   | very<br><br>your     | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
| 18   | /r/<br>/s/<br>/z/<br>/u/<br>Tricky Friday      | wrap wren wrong wrench write wry written wretched wrote<br>listen whistle glisten rustle jostle castle house grease horse purse loose<br>please tease ease rouse browse cheese noise pause blouse because<br>some come done none son nothing month mother worry brother  | very<br><br>your     | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
| 19   | /i/<br>/ear/<br>/ar/<br>/air/<br>Tricky Friday | happy sunny mummy only gym crystal mystery donkey valley pulley Lesley<br>here severe interfere adhere deer cheer jeer career steering<br>father rather half calf almond calm qualm palm tree lip balm<br>there where nowhere pear bear wear tear bare care scare stare share  | very<br><br>your     | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
| 20   | /or/<br>/ur/<br>/oo/<br>/ai/<br>Tricky Friday  | talk walk wall ball calling beanstalk four pour caught naughty daughter<br>learn pearl search heard earnest word work worm worth worse worthy worst<br>could would should put pull push full cushion pudding playful<br>day play stray spray crayon delay came made game snake amaze escape race                                     | very<br><br>your     | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |
| 21   | /ee/<br><br>/igh/<br>/oa/<br>/(y)oo/           | bead repeat these extreme happy heavy quickly field thief shriek monkey<br>chimney trolley honey<br>cried fried applied sky spy deny reply time shine slide prize decide polite<br>window show grow toe goes heroes echoes bone pole those stone alone phone<br>venue queue pursue argue mule amuse computer stew knew renew Matthew | very<br><br>your     | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |

|    |                                   |  |                  |   |
|----|-----------------------------------|--|------------------|---|
|    | Tricky Friday                     |  |                  |   |
| 22 | /oo/<br>/sh/<br><br>Tricky Friday | clue tissue glue blue prune spruce plume rule threw flew screw drew chew<br>special social official station position sugar mission chef Charlotte Michelle | very<br><br>your | oh their people Mr Mrs<br>looked called asked<br>made where would<br>could should want think<br>again thought through |

Once the Phase 5 programme is complete, carry out assessments to identify gaps in knowledge. Use this to inform planning.