**Overview of Letters and Sounds**

**Phase 1: (Nursery, but continues alongside Phase 2 in YR)**

• Aspect 1: General sound discrimination – environmental sounds

• Aspect 2: General sound discrimination – instrumental sounds

• Aspect 3: General sound discrimination – body percussion

• Aspect 4: Rhythm and rhyme

• Aspect 5: Alliteration

• Aspect 6: Voice sounds

• Aspect 7: Oral blending and segmenting

Each aspect has 3 strands:

• Tuning into sounds (auditory discrimination)

• Listening and remembering sounds (auditory memory and sequencing)

• Talking about sounds (developing vocabulary and language comprehension)

**Phase 2: (YR – up to 6 weeks)**

• Learning GPCs:

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f,ff l,ll ss (give simplified explanation about using double letters at the ends of words)

• Blending and reading VC and CVC words

• Segmenting and spelling VC and CVC words

• Reading 2 syllable words

• Reading and writing captions

• Reading HF tricky words: the, to, go, no, I

• Spelling HF tricky words: to, the

**Phase 3: (YR – up to 12 weeks)**

• Learning GPCs:

Set 6: j v w x

Set 7: y z,zz qu ch sh th ng

(Learn Vowel Rap; distinguish between long and short vowel sounds; give more precise explanation about using ‘ll’, ‘ss’, ‘ff’, ‘zz’, ‘ck’ at the ends of words after a short vowel and single ‘l’, ‘s’, ‘f’, ‘k’ after a consonant or vowel digraph) ai ee igh oa oo oo ar or ur ow oi ear air ure er

• Blending and reading VC, CV and CVC words

• Segmenting and spelling VC, CV and CVC words

• Reading and spelling 2 syllable words

• Reading and writing captions and sentences

• Reading HF tricky words: he, she, we, me, be, was, my, you, they, her, all, are

• Spelling HF tricky words: the, to, go, no, I

• Letter names

**Phase 4: (YR - 4-6 weeks)**

• Blending and reading VCC, CCV, CCVC and CVCC words

• Segmenting and spelling VCC, CCV, CCVC and CVCC words

• Reading and spelling polysyllabic words

• Reading and writing sentences

• Reading HF tricky words: said, so, have, like, some, come, were, there, little, one, do, when, out, what

• Spelling HF tricky words: he, she, we, me, be, was, you, they, all, are, my, her

**Phase 5 (Y1)**

a) Weeks 1-4

• New graphemes for reading: ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e

• New phoneme /zh/

• Blending and reading words

• Segmenting and spelling words

• Reading and spelling polysyllabic words

• Reading and writing sentences

• Reading HF tricky words: oh, their, people, Mr, Mrs, looked, called, asked

• Spelling HF tricky words: said, so, have, like, some, come, were, there

b) Weeks 5-7

• Alternative pronunciations of graphemes for reading: a (4) e (2) i (2) o (2) u (3) ow (2) ie (2) ea (2) er (2) ou (3) y (4) ch (3) c (2) g (2) ey (2)

• Blending and reading words

• Segmenting and spelling words

• Reading and spelling polysyllabic words

• Reading and writing sentences

• Reading HF tricky words: water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

• Spelling HF tricky words: little, one, do, when, out, what

c) Weeks 8-30

• Alternative spellings of phonemes for spelling: /ch/ /j/ /m/ /n/ /r/ /s/ /z/ /u/ /i/ /ear/ /ar/ /air/ /or/ /ur/ /oo/ /ai/ /ee/ /igh/ /oa/ y/oo/ /oo/ /sh/ /zh/

• Blending and reading words

• Segmenting and spelling words

• Reading and spelling polysyllabic words

• Reading and writing sentences

• Spelling HF tricky words: oh, their, people, Mr, Mrs, looked, called, asked

**Phase 6: (Y2)**

• Learn rarer GPCs and use in reading

• Spelling: investigating and learning how to add suffixes: s, es, ed, ing, ful, er, est, ly, ment, ness, y, en