

Nursery into Reception

30-50 months

- Enjoys rhyming and rhythmic activities
- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words

Reception

40-60 months

- Continues a rhyming string
- Hears and says the initial sound in words
- Can segment sounds in simple words and blend them together and knows which letters represent some of them
- Links sounds to letters, naming and sounding the letters of the alphabet
- Begins to read words and simple sentences

ELG's

- Read and understand simple sentences
- Uses phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read
- Use phonic knowledge to write words in ways which match their spoken sounds
- Writes some irregular common words
- Writes simple sentences which can be read by themselves and others
- Some words are spelt correctly and others are phonetically plausible

Year 1

Word reading – Recognition:

- Apply phonic knowledge and skills as the route to decode words
- Respond readily with the correct sound to grapheme for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions and understand that the apostrophe represents the omitted letters
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading

Writing – Transcription

- Write words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet
- Naming the letters of the alphabet in order
- Using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes using:
 - the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
 - the prefix un-
 - -ing, -ed, -er and -est where no change is needed in the spelling of the root words
- Apply simple spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Year 2

Reading – Recognition

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading

Writing – Transcription

- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Spelling learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Spell common exception words
- Spell more words with contracted forms
- Spelling using the possessive apostrophe (singular)
- Distinguish between homophones and near-homophones
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Letters and Sounds

<p>Phase 6</p> <ul style="list-style-type: none"> • Read accurately most words of two or more syllables when shown any grapheme that has been taught • For any given phoneme, write the common graphemes • Apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable • Read and spell phonically decodable two-syllable and three-syllable words • Read automatically all the words in the list of 100 high frequency words • Accurately spell most of the words in the list of 100 high frequency words • Form each letter correctly • Use alternative ways of pronouncing and representing the long vowel phonemes <ul style="list-style-type: none"> • Read most words containing common suffixes • Read most common exception words • Read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • Sound out most unfamiliar words accurately, without undue hesitation • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Spell most common exception words correctly 	<p>Phase 5</p> <ul style="list-style-type: none"> • Give the phoneme when shown any grapheme that has been taught • Find any Phase 2 or 3 grapheme from a display when given the phoneme • Be able to blend and read words containing adjacent consonants • Be able to segment and spell words containing adjacent consonants • Be able to read the tricky words -some, one, said, come, do, so, were, when, have, there, out, like, little, what • Be able to spell the tricky words -he, she, we, me, be, was, my, you, her, they, all, are • Write each letter, usually correctly 	<p>Phase 4</p> <ul style="list-style-type: none"> • Give the phoneme when shown any Phase 2 or 3 grapheme • Find any Phase 2 or 3 grapheme from a display when given the phoneme • Be able to blend and read words containing adjacent consonants • Be able to segment and spell words containing adjacent consonants • Be able to read the tricky words -he, she, we, me, be, was, my, you, her, they, all, are • Write each letter, usually correctly 	<p>Phase 3</p> <ul style="list-style-type: none"> • Give the phoneme when shown any Phase 2 or 3 grapheme • Find all or most graphemes from a display when given the phoneme • Blend and read CVC words • Be able to read the tricky words -some, one, said, come, do, so, were, when, have, there, out, like, little, what • Be able to spell the tricky words -he, she, we, me, be, was, my, you, her, they, all, are • Write each letter, usually correctly 	<p>Phase 2</p> <ul style="list-style-type: none"> • Give the phoneme when shown any Phase 2 grapheme • Find any Phase 2 grapheme from a display when given the phoneme • Orally blend and segment CVC words • Blend and read CVC words • Segment and read CVC words • Read words -the, to, I no, go 	<p>Phase 1</p> <ul style="list-style-type: none"> • Give the phoneme when shown any Phase 2 grapheme • Find any Phase 2 grapheme from a display when given the phoneme • Orally blend and segment CVC words • Blend and read CVC words • Tune into sounds (auditory discrimination) • Listen to and remember sounds (auditory memory and sequencing) • Talk about sounds (developing vocabulary and language comprehension) • Listen attentively to enlarge their vocabulary • Speak confidently to adults and other children • Discriminate phonemes • Reproduce audibly the phonemes they hear, in order, all through the word • Use sound-talk to segment words into phonemes
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Teaching sequence

Phase 2

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

Tricky Words: the, to

Tricky Words: no, go, l

Phase 3

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Set 8: ch, sh, th, ng

Set 9: ai, ee, igh, oa, oo

Set 10: ar, or, ur, ow, oi

Set 11: ear, air, ure, er

Tricky Words: me, be

Tricky Words: he, my **Spelling Tricky Words:** the, to

Tricky Words: they, she

Tricky Words: we, are **Spelling Tricky Words:** no, go, l

Tricky Words: you, her

Tricky Words: all, was, are

Phase 4

Set 12: Final consonant blends

Set 12: Initial consonant blends

Set 12: Consonant blends

Set 12: Consonant blends

Tricky Words: said, so **Spelling Tricky Words:** he, be, we, she, me

Tricky Words: have, like, come, some **Spelling Tricky Words:** was, you

Tricky Words: were, there, little, one **Spelling Tricky Words:** they, are, all

Tricky Words: do, when, out, what **Spelling Tricky Words:** my, her, here

Phase 5

Set 13: zh, wh, ph

Set 14: ay, a-e, eigh, ey, ei (long a)

Set 15: ea, e-e, ie, ey, y (long e)

Set 16: ie, i-e, y, l (long i)

Common Exception Words: oh, their

Common Exception Words: Mr, Mrs

Common Exception Words : looked, called, asked,

Common Exception Words: water, where, people

Set 17: ow, o-e, o, oe (long o)	Common Exception Words: could, should, again
Set 18: ew, ue, u-e, (long u) u, oul (short oo)	Common Exception Words: thought, through
Set 19: aw, au, al	Common Exception Words: work, laughed, because
Set 20: ir, er, ear	Common Exception Words: thirty, would, want
Set 21: ou, oy	Common Exception Words: different, many
Set 22: eer, ere, are, ear	Common Exception Words: eyes, friend, house
Set 23: c, k, ck, ch	Common Exception Words: two, once, also
Set 24: c(i), c(y), sc, sti	Common Exception Words: great, clothes, please
Set 25: ge, g, dge	Common Exception Words: it's, I'm, I'll
Set 26: le, mb, kn/gn, wr	Common Exception Words: don't, can't, didn't
Set 27: tch, ch, c(ial) ss(ion) t(ion)	Common Exception Words: first, second, third
	Common Exception Words (not matched to reading scheme): love, your, who, why, any, lived, coming, Monday, Tuesday, Wednesday, Thursday, more, before, January, February, April, July, August, October, November, December, door, floor, autumn, school, know, baby, other, whole, talk
Phase 6	
Spelling Pattern: simple past tense, adding -ed, -ing, -er, -est to word ending in -y with a consonant before it	Example: happier, happiest, copied, copier copying, cried, crying Read: door, floor, poor
Spelling Pattern: adding -ing, -ed, -er, -est, -y to words ending in -e with a consonant before it	Example: nicer, nicest, shiny, hiking, hiked, hiker Read: find, kind, mind, behind Spell door, floor, poor
Spelling Pattern: adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	Example: dropping, dropped, runner, runny, patting, patted, fatter, fattest Read: child, children, wild, climb Spell: find, kind, mind, behind
Spelling Pattern: the suffixes -ment, -ness, -ly	Example: enjoyment, sadness, careful, playful, hopeless, badly Read: most, only, both, old Spell: child, children, wild, climb
Spelling Pattern: the suffixes -ment, -ness, -	Example: merriment, happiness, plentiful, penniless, happily

ful, -less, -ly with words ending in -y with a consonant before it	Read: cold, gold, hold, told Spell: most, only, both, old
Spelling Pattern: the /or/ sound spelt before l and ll	Example: all, ball, call, walk, talk, always Read: every, great, break, steak Spell: cold, gold, hold, told
Spelling Pattern: the /u/ sound spelt o	Example: other, mother, brother, nothing, Monday Read: pretty, beautiful Spell: every, great, break, steak
Spelling Pattern: the /o/ sound spelt a after w and qu	Example: want, watch, wander, quantity, squash Read: ater, fast, last, past, father, class Spell: pretty, beautiful
Spelling Pattern: adding -es to nouns and verbs ending in -y	Example: fires, tries, replies, copies, babies Read: grass, pass, plant, path, bath Spell: after, fast, last, past, father, class
Spelling Pattern: words ending el (as a "l")	Example: tunnel, squirrel, travel, towel, camel Read: hour, move, prove, improve Spell: grass, pass, plant, path, bath
Spelling Pattern: words ending al (as a "l")	Example: capital, animal, metal, pedal
Spelling Pattern: words ending -il	Example: pencil, fossil, nostril
Spelling Pattern: the /ur/ sound spelt or after w	Example: word, work, worm, world, worth
Spelling Pattern: the /or/ sound spelt ar after w	Example: war, warm, towards
Spelling Pattern: contractions	Example: can't, didn't, hasn't, couldn't, it's, I'll Read: sure, sugar, could, should, would Spell: hour, move, prove, improve
Spelling Pattern: the possessive apostrophe (singular nouns)	Example: Megan's, Ravi's, the girl's, the man's Read: whole, clothes, busy, again, half Spell: sure, sugar, could, should, would
Spelling Pattern: homophones and near homophones	Example: there/their/they're, here/hear, quite/quiet, see/sea, one/won/sun, to/too/two

Read: money, parents, Christmas, everybody, even
Spell: whole, clothes, busy, again, half
(Spell): money, parents, Christmas, everybody, even