Christ the King Phonics Progression
Essential Letters and Sounds

Year	Term	Phase	Graphemes and new harder to read and spell (HRS) words.					
FS1	Autumn	Phase 1	Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending					
	Spring		Introduce 1 GPC per week using mnemonics for letter formation					
	Summer		Continue to introduce 1 GPC per week using mnemonics for letter formation					
Foundation Stage 2			**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
FS2	Aut 1	Phase 2	/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
				I, the, no	put, of, is	to, go, into	pull	as, his
FS2	Aut 2	Phase 3	/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	–es (where there is no change to the root word) Assess and review week R:2	Review week R:3
			he, she, buses	we, me, be	push	was, her		my, you

FS2	Spr 1	Phase 3 - 4	Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
				they, all, are		ball, tall	when, what	
FS2	Spr 2	Phase 3 - 4	Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and Review week R:11	Review week R:12
			said, so, have	were, out, like	some, come, there	little, one, do	children, love	
FS2	Sum 1	Phase 4	Phase 4:1 CVCC –ed /ed/	Phase 4:2 CCVC –ed /t/	Phase 4:3 CCVCC –ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC –er –est
FS2	Sum 2	Phase 5	Review	Review	Review	Review	Assess and review week R:14	Review
			oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1			Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Y1	Aut 1	Phase 5	Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Y1	Aut 2	Phase 5	Revise: /or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Revise: /igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
			please, once	any, many, again	who, whole	where, two		
Y1	Spr 1	Phase 5 alternative spellings	Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
				here, sugar, friend	because			
Y1	Spr 2	Phase 5 alternative spellings	/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> –tion (station)'	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> –tious (scrumptious) /sh/ <ci> (delicious) –ous, –ion, –ian

Y1	Sum 1	Review all phases	Phonics Screen Check practice. Review all previously taught GPCs for reading and spelling. Consolidate spelling of HRS words.
Y1	Sum 2	Review Phase 5 alternatives	

Year 2 and beyond			Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Y2	Autumn 1	Review alternative Phase 5 GPCs and Rare GPCs Y1 Summer 2 ELS Programme	/s/<sc> /n/<ne> /g/<gh> /g/<gu>	/u/<ou> /f/<gh> /o/<ou> /u/<oo>	/oo/<o> /h/<wh> /w/<u> /ee/<ei>	/ee/<i> /oa/<ough> /ur/<our> /ur/<re>	Review and assess	/t/<te> /or/<ar> /or/<oar> /or/<oor>
	Autumn 2	Essential Spelling	Children who need further consolidation of GPCs/blending will continue to use decodable readers and have targeted interventions following the ELS progression from previous terms					
	Spring	Essential Spelling	Children who need further consolidation of GPCs/blending will continue to use decodable readers and have targeted interventions following the ELS progression from previous terms					
	Summer	Essential Spelling	Children who need further consolidation of GPCs/blending will continue to use decodable readers and have targeted interventions following the ELS progression from previous terms					
Y2 - 6	On-going ELS as required	ELS Progress and ELS Fluency as required	• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision and practice of all previously taught GPCs for reading and spelling • Development of reading fluency using ELS Progress and ELS Fluency.					