



Suggested teaching order for Letters and Sounds (six phase phonics programme)

Phase	Phonemes	Outcome	Expected duration
PHASE 1	<p>There is no expectation that children are introduced to letters (graphemes).</p> <p>However, through a literate and communicative, enabling environment they should continue to develop their phonological awareness.</p>	<p>Phase 1 focuses on the development of basic speaking and listening skills. Covering 7 aspects:</p> <ol style="list-style-type: none"> 1. General Sound discrimination – environmental sounds 2. General Sound discrimination – instrumental sounds 3. General Sound discrimination – body percussion 4. Rhythm and Rhyme 5. Alliteration 6. Voice Sounds 7. Oral Blending and segmenting 	<p>This phase needs to continue throughout EYFS & KS1</p>
PHASE 1 CONTINUES	<p>PHASE 2</p> <p>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</p>	<p>By the end of Phase 2:</p> <ul style="list-style-type: none"> ▪ give the sound when shown any Phase 2 letter ▪ find any Phase 2 letter when given the sound; ▪ be able to orally blend and segment CVC words; ▪ be able to blend and segment in order to read and spell (using magnetic letters) VC <p>▪ <i>be able to read the five tricky words the, to, I, no, go</i></p>	<p>6 weeks</p>
	<p>PHASE 3</p> <p>Set 6: j v w x Set 7: y z, zz qu</p> <p>4 consonant digraphs: ch sh th ng</p> <p>Introduce 1 representation of each long vowel phoneme: ai, ee, igh, oa, oo (<i>as in boot & look</i>), ar, or, ur, ow (<i>as in cow</i>), oi, ear, air, er, ure</p>	<p>By the end of Phase 3:</p> <ul style="list-style-type: none"> ▪ give the sound when shown all or most Phase 2 & Phase 3 graphemes; ▪ find all or most Phase Two and Phase Three graphemes when given the sound; ▪ be able to blend and read CVC words (using Phase 2 & 3 graphemes) ▪ be able to segment and make a phonemically plausible attempt at spelling CVC words <p>▪ <i>be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are;</i></p> <p>▪ <i>be able to spell the tricky words the, to, I, no, go;</i></p> <p>▪ <i>write each letter correctly when following a model.</i></p>	<p>12 weeks</p>

	<p>PHASE 4</p>	<p>Consolidates graphemes and phonemes introduced in phase 2 & 3.</p> <p>Blending and segmenting adjacent consonants e.g. CCVC CVCC CCVCC</p>	<p>By the end of Phase 4:</p> <ul style="list-style-type: none"> ▪ give the sound when shown any Phase 2 -3 grapheme; ▪ find any Phase 2-3 grapheme when given the sound; ▪ be able to blend and read words containing adjacent consonants; ▪ be able to segment and spell words containing adjacent consonants; <p>▪ <i>be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what;</i></p> <p>▪ <i>be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are;</i></p> <p>▪ <i>write each letter, usually correctly.</i></p>	<p>4 weeks</p>
	<p>PHASE 5</p>	<p>New phoneme /zh/ <i>(as in treasure)</i></p> <p>New graphemes for reading ay oy wh a-e ou ir ph e-e ie ue ew i-e ea aw oe o-e au u-e</p> <p>Common alternative pronunciations for graphemes i, o, c, g, u, ow, ie, ea, er, ea, a, y, ch, ou</p> <p>Alternative spellings for phonemes ai – ay, a-e ee - ea, y, e, e-e ie - igh, y ,i-e oa – oe, ow, o-e, o oo – oul, u or – au, aw, al ar – a er – ur, ir ow – ou oy – oi air – are, ear ear – eer, ere ure – ure, our</p>	<p>By the end of Phase 5:</p> <ul style="list-style-type: none"> ▪ give the sound when shown any grapheme that has been taught; ▪ for any given sound, write the common graphemes; ▪ apply phonic knowledge & skill 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; <p>▪ <i>accurately spell most of the words in the list of 100 high-frequency words;</i></p> <p>▪ <i>form each letter correctly.</i></p>	<p>30 weeks</p>
	<p>PHASE 6</p>	<p>See: National Curriculum Spelling Objectives</p>	<p>During this phase children become fluent readers and increasingly accurate spellers.</p>	<p>Y2 – Y6</p>