

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Highlight aspects achieved using information/evidence gained from phonics sessions, shared, guided and independent reading and writing sessions.

Phase	GPC recognition: Hear, say, read and form letters	Oral Blending	Oral Segmenting	Blending for Reading	Segmenting for Spelling /Writing	Tricky Words (see separate grid for all High Frequency Words)
Phase 2	s a t p i n m dg o c k ck e u r h b f ff l ll ss /z/ s has	VC words - <i>at, in</i> CVC words - <i>rat, tick, bell</i>	VC words – <i>it, at</i> CVC words - <i>den, sock, miss</i>	Blend to read VC words, <i>e.g. it, at, in, am.</i> Blends to read CVC words using <i>most</i> of Phase 2 graphemes <i>e.g. had, doll, pack, huff.</i> Blends to read VC and CVC words from Phase 2 in fully decodable texts, in line with developing phonic ability.	Segment to spell VC words, e.g. <i>in, it at am, on.</i> Segment to spell CVC words, e.g. <i>pan, log, get, luck, mess.</i> <i>Attempt</i> to write, or use magnetic letters, to represent words within phrases, captions and simple sentences (dictated by the teacher and/or independently), e.g. <i>it can hop.</i>	<i>the to I no go into</i> Read as individual words, within sentences, and in simple texts, e.g. <i>The man can hop.</i> Spell individual words, within phrases or simple sentences, e.g. <i>I am hot.</i>
Phase 3	j v w x y z zz qu ch sh th th (this) ng ai ee igh oa oo (pool) oo (book) ar or ur ow oi ear air ure er	VC words – <i>aim, art</i> CV words – <i>fair, dear</i> CVC words - <i>shop, thin, then, sing, sheep, food, book, charm, chairs</i> Two syllable words – <i>sixteen, morning</i>	VC words – <i>arm, oil</i> CV words – <i>cow, for</i> CVC words – <i>queen, chop, thing, that, night, road, shark, coin</i> Two syllable words – <i>garden, looking</i>	Blend to read VC words, e.g. <i>aim, art, arm, oil.</i> Blend to read CV words, e.g. <i>chair, pure, fear.</i> Blend to read CVC words using <i>most</i> of Phase 3 graphemes <i>e.g. shop, turn, fork, foil, quick, jazz, wait.</i> Blend to read two syllable words, <i>e.g. cobweb, zigzag.</i> Blend to read VC, CV and CVC words from Phase 3 in fully decodable texts, in line with developing phonic ability.	Segment to spell VC words, e.g. <i>aim, art, arm, oil.</i> Segment to spell CV words, e.g. <i>cow, car, for, chair, high.</i> Segment to spell CVC words, e.g. <i>reef, dart, soil, doom, short, cheek, dish.</i> Segment to spell two syllable words, e.g. <i>turnip, comic.</i> <i>Attempt</i> to write words within phrases, captions and simple sentences (dictated by the teacher and/or independently), e.g. <i>The shop is shut.</i>	<i>Phase Three</i> <i>he she we me be was my you they her all are</i> <i>Phase Four</i> <i>like said have one come do so were some there out little what</i> Read as individual words, within sentences, and in simple texts, e.g. <i>She can hear the cow moo! Are you a sad farmer?</i> Spell words, and write phrases and simple sentences using Phase 2 tricky words. Spell individual words, within phrases or simple sentences, e.g. <i>You can all run down the long road. They are on the moon.</i>
Phase 4	Combinations of adjacent consonants at beginning, within and end of words, including phase 2 and 3 graphemes. CVCC – <i>best, champ</i> CCV – <i>tree, stair</i> CCVC – <i>flap, train</i> CCVCC – <i>drink, crunch</i> CCVCV – <i>spring, street</i> CCCVCC – <i>scrunch, sprint</i> Polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. <i>sandpit, lunchbox, shampoo.</i>	CVCC – <i>mend, shaft</i> CCV – <i>tree, flair</i> CCVC – <i>smell, gloom</i> CCVCC – <i>twist, shrubs</i> CCVCV – <i>strap, splash</i> CCCVCC - <i>sprint</i> Orally blend syllables and phonemes within polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. <i>pondweed, helpdesk, handstand helicopter, children.</i>	CVCC – <i>chest, jump</i> CCV – <i>stair, clear</i> CCVC – <i>brown, start</i> CCVCC – <i>stand, blast</i> CCVCV – <i>street, string</i> CCCVCC – <i>scrunch</i> Orally segment syllables and phonemes within polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. <i>printer, farmyard windmill, thundering chimpanzee, treetops.</i>	Blend to read adjacent consonants within words using a range of combinations: CVCC CCV CCVC CCVCC CCCVC CCCVCC Blend to read polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, in fully decodable texts, in line with developing phonic ability.	Segment to spell words with adjacent consonants using a range of combinations: CVCC CCV CCVC CCVCC CCCVC CCCVCC Segment to spell polysyllabic words with Phase 2 and 3 graphemes and adjacent consonants. Write sentences (dictated by the teacher and/or independently), e.g. <i>The frog was jumping into the pond. I can hear little birds in the treetops.</i>	<i>said so have like some come were there little one do when out what it’s</i> Read as individual words, within sentences, and in simple texts, e.g. <i>Some little crabs crept into a crack in the rock. There were lots of children looking at the goats in the farmyard.</i> Spell words, and write phrases and simple sentences using Phase 2 and 3 tricky words. Spell individual words, within phrases or sentences, e.g. <i>I like it when we go out to visit the windmill. I have one green raincoat and some black boots.</i>
Phase 5	Further graphemes for reading /ai/ ay clay /ow/ ou sprout /igh/ ie cried /ee/ ea seat /oi/ oy enjoy /ur/ ir girl /oo/ ue blue /y(oo)/ cue /or/ aw straw /w/ wh wheel /f/ ph dolphin /oo/ ew flew /y/oo/ ew new /oa/ oe toe /or/ au launch /ai/a-e snake /ee/ e-e swede /igh/ i-e time /oa/ o-e stone /oo/u-e flute /y/oo/ u-e cube	Orally blend words using Phase 5 phonemes.	Orally segment words using Phase 5 graphemes.	Blend to read most combinations CVCC CCV CCVC CCVCC CCCVC CCCVCC from Phase 5 for given words. Blend to read polysyllabic words containing phase 5 graphemes, e.g. <i>rescue, photograph</i> Blend to read <u>most</u> Phase 5 graphemes within fully decodable texts, in line with developing phonic ability.	Segment to spell using most combinations CVCC CCV CCVC CCVCC CCCVC CCCVCC from Phase 5 for given words. Segment to spell polysyllabic words containing Phase 5 graphemes, e.g. <i>daughter, envelope</i> Segment to spell words within sentences, <u>mostly</u> selecting the appropriate graphemes to represent phonemes within Phase 5.	<i>Phase Five</i> <i>Mr, Mrs, people looked, called, asked oh, their, could</i> <u><i>Selected from the 200 High Frequency Word List</i></u> <i>water where who again thought through work mouse many laughed because different any eyes friends once please I’m I’ll let’s small great before jumped stopped pulled gone we’re</i> Read as individual words, within sentences, and texts, e.g. <i>Many people asked if they could speak to Mr/Mrs Stone.</i> Write words, phrases or simple sentences using Phase 2, 3 and 4 tricky words. Write individual words, within phrases or sentences, e.g. <i>Mr/Mrs Worthington looked at the ice cream van outside the school gates.</i>

Phase 5	Alternate pronunciations for graphemes					
	/igh/ i kind /oa/ o both /u/ o mother /s/ soft c cell /j/ g giant /y/oo/ u human /oa/ ow grow /ee/ ie chief /e/ ea bread /ur/ er perm /uh/ schwa er after /c/ ch chord /sh/ ch chef /o/ a what /ai/ a acorn /ee/ e she /igh/ y spy /ee/ y very /u/ ou touch /oo/ ou soup					
	Alternate spellings for phonemes					
	/ee/ ea cream /ee/ e-e theme /ee/ ie field /ee/ y happy /ee/ ey money /ee/ e be /oo/ ew chew /oo/ /yoo/ u-e prune /oo/ ue blue /oo/ ui fruit /ai/ a-e take /ai/ eigh neigh /ai/ ey they /ai/ ea steak /igh/ ie tie /igh/ i-e time /igh/ y fly /igh/ l kind /oa/ ow snow /oa/ oe toe /oa/ o-e stone /oa/o most /ol/ ol told /ol/ oul mould /ow/ ough plough /ar/ a father /ar/ al half /u/ oul would /or/ oor door /or/ ore more /or/ al walk /or/ our four /or/ augh caught /or/ ough brought /ur/or worm /ur/ ear learn /ear/ eer cheer /ear/ere here /air/ ear bear /air/ are care /air/ ere there /l/ le apple /l/al metal /z/ se cheese /zh/ s treasure /zh/si(on) confusion /n/ kn knee /n/ gn gnome /r/ wr wreck /j/ ge large /j/dge hedge /s/ se mouse /s/ ce fence /s/ sc scent /s/ st listen /sh/ s sugar /sh/ c ocean /sh/ ti station /sh/ ssi mission /sh/si tension /sh/ ci optician /m/ mb thumb /v/ ve have /ch/ tch match /ch/ ture picture					

High Frequency Words and Tricky Words

Name _____

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Phase Two			
Decodable words		Tricky words	
a	him	am	he
an	his	tell	I
as	not	fun	to
at	got	sat	no
if	up	its	go
in	mum	let	into
is	but	run	
it	put (<i>north</i>)	hat	
of	did	bad	
off	man	top	
on	ran	fell	
can	cat	end	
dad	long	hot	
had	has	sun	
back	yes	miss	
and	dog	duck	
get	red		
big	bed		
Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.			

Phase Three		
Decodable words		Tricky words
will	right	he
that	need	she
this	fish	we
then	king	be
them	town	me
with	soon	was
see	night	my
for	much	you
now	keep	they
down	room	her
look	boat	all
too	feet	are
good	queen	like
how	book	when
or	air	said
took	box	so
food	dark	have
fox	than	one
well	hard	come
river	wish	do
car	thing	so
ever	park	were
been		some
		there
		out
		little
		what
Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.		

Phase Four		
Decodable words		Tricky words
went CVCC	fast CVCC	said
it's (inserted as p4 HF)	last CVCC	so
from CCVC	gran CCVC	have
children poly	sleep CCVC	like
just CVCC	morning poly	some
help CVCC	green CCVC	come
think CVCC	grandad poly	were
things CVCC	looking poly	there
tree CCV	best CVCC	little
trees CCVC	rabbit poly	do
stop CCVC	across poly	one
must CVCC	wind CVCC	when
animals poly	along poly	out
next CVCC	plants CCVCC	what
lots CVCC	dragon poly	it's
something poly	under poly	
still CCVC	after poly	
three CCV	looks CVCC	
garden poly	eggs VCC	
Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.		

Phase Five		
Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five		
Decodable words about another around away baby bear began better birds boy by came can't clothes cold coming couldn't cried day don't door each eat even every everyone find first floppy found fly gave giant girl going grow he's head here home horse house I've inside key know liked live lived	made magic make may more most mother narrator never new old only other our over place play really round saw say school sea shouted snow suddenly take tea that's there's these time told use very want wanted way which white why window would your	Tricky words oh their people Mr Mrs looked called asked could water where who again thought work through many laughed mouse because different any eyes friends once please I'm didn't two I'll small let's great jumped before gone stopped pulled we're
Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.		