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| **Phase** | **Content** | **Year Group** |
| Phase 1 | Phonological Awareness:* General Sound Discrimination
* Discrimination
* Rhyme
* Oral blending
* Oral segmenting
 | Ongoing |
| Phase 2 | 19 phonemes covered in ‘sets’:set 1: s a t p i nset 2: m d g o c kset 3: ck e u r h b set 4: f/ff l/ll ss Continue oral blending and segmenting | Read and spell:Phonically decodable words using the sounds covered. VC words e.g. it, is, in, at, onCVC words e.g. dog, mat, rat, set, tin, mop‘Tricky words’ including e.g.I, go, the | Reception |
| Phase 3 | set 5: j v w x y z/zz quIntroduction to simple digraphs and trigraphs:• (i) ch sh th ng• (ii) ai ee igh oa oo• (iii) ar or ur oi ear air ure er owUsing letter names | Read and spell:Phonically decodable words using the sounds coverede.g. chip, night, fur, car‘Tricky words’ including e.g.my, are, said | Reception |
| Phase 4 | Adjacent consonants (br, cl, st, sn, gr, pl, ...)2 - 3 syllable words using a mixture of Phase 2, 3 & 4 | Read and Spell :Year 1 ‘exception words’Use known phonic rules to spell decodable words e.g. rain, playboil, toy | Year 1 |
| Phase 5 | Alternative sellings for known digraphs e.g. ‘ai’ family – ‘ay’, ‘a\_e’Other alternative spelling patterns in including: i\_e, ea ie oe ew ue au aw ou oy ir eyConsonant digraphs wh ph | Year 1 & Revised in Year 2 |
| Phase 6 | Apply phonic skills across all phasesPast tenseSuffixes including ‘-ful’ * longer words
* spelling rules
 | Read and Spell Year 2 ‘exception words’Revise reading and spelling of Year 1 ‘exception words’ | Year 2 |