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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 n  set 2: m d g o c k  set 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, on  CVC 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 qu  Introduction 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 ow  Using letter names | Read and spell:  Phonically decodable words using the sounds covered  e.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, play  boil, 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 ey  Consonant digraphs wh ph | Year 1  & Revised in Year 2 |
| Phase 6 | Apply phonic skills across all phases  Past tense  Suffixes including ‘-ful’   * longer words * spelling rules | Read and Spell Year 2 ‘exception words’  Revise reading and spelling of Year 1 ‘exception words’ | Year 2 |