

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

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 begin to form letters	Oral blending	Oral segmenting	Blending for reading	Segmenting for spelling / writing	Tricky words
Phase 2	s a t p i n m d g o c k c k e u r h b f f l l s s	VC and CVC words e.g. <i>at, in, pit, rack</i>	VC and CVC words e.g. <i>it, at, sock, doll</i>	reads VC words e.g. <i>it, in, am</i> reads CVC words using most of phase 2 graphemes e.g. <i>had, bell, sock, huff</i> reads CVC words from phase 2 in a simple text	attempts spelling of given words: VC words e.g. <i>in it at am is</i> CVC words e.g. <i>bag, tip, rock</i> <u>attempts</u> to write own words/phrases with support	Recognises as individual words, within phrases or captions and in simple texts <i>the to l no go</i>
Phase 3	j v w x y z z z qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	CVC words e.g. <i>box, chop, room, fork, soil, light, down</i>	CVC words e.g. <i>van, quick, ship, boat, cart, burn, coin</i>	reads CVC words using most of phase 3 graphemes e.g. <i>had bell sock huff</i> reads CVC words from phase 3 in simple texts	attempts spelling of given words: CVC words e.g. <i>bag, tip, rock, sheep, nail</i> <u>attempts</u> to write own words/phrases/sentences	Recognises as individual words, within phrases or captions and in simple texts: <i>he she we me be was my you they her all are</i> <u>Spell:</u> <i>the to l no go</i>
Phase 4	Combinations of adjacent consonants at beginning, within and end of words e.g. <i>best, stop, faster</i>	CVCC – <i>best, mend</i> CCVC – <i>stop, smell</i> CCVCC – <i>frost, twist</i> CCCVC – <i>strap, street</i> CCCVCC – <i>sprint</i>	CVCC – <i>soft, hand</i> CCVC – <i>trap, flip</i> CCVCC – <i>stamp</i> CCCVC – <i>scrap</i> CCCVCC – <i>scrunch</i>	blends adjacent consonants to read a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC reads 2 syllable words e.g. <i>handbag, rooftop</i>	segments adjacent consonants to write a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC uses segmentation when writing independent words/phrases/sentences	Recognise as individual words, within phrases or captions and in simple texts: <i>said so have like some come were there little one do when out what</i> <u>Spell:</u> <i>he she we me be was my you her they all are</i>
Phase 5	/ee/ ea e e-e y ie ey /oo/ o ue u-e ew ui /ai/ ay a-e igh ey /igh/ ie y i-e i /oa/ o ow o-e oe /ow/ ou ough /oi/ oy /ar/ a /or/ au aw a our augh ough /oo/ ou u /ur/ or ir er ear /ear/ eer ere /air/ ere ear are /w/ wh /f/ ph /n/ kn gn /r/ wr /s/ soft c /ch/ tch /sh/ ti, ch, s, soft c /m/ mb /j/ dge /zh/ (e.g. <i>treasure</i>)	orally blends using range of combinations e.g. CVCC – <i>paint</i> CCVC – <i>stick</i> CCVCC – <i>prince</i> CCCVC – <i>sprout</i> <i>Other examples:</i> <i>treat, tube, slate, bowl, thorn, tear, when, phone, thumb, match, nice, station, judge</i>	orally segments using range of combinations e.g. CVCV – <i>fairly</i> CCVC – <i>brown</i> CCVCC – <i>twitter</i> CCCVC – <i>spring</i> CVCVCC – <i>second</i> <i>Other examples:</i> <i>key, true, grey, pie, strike, toe, mouse, annoy, could, where, know, wrist, dice, treasure</i>	blends using most combinations from phase 5 for reading given words blends using most combinations for reading in texts reads 2 and 3 syllable words e.g. <i>rescue, photograph</i>	segments using most combinations from phase 5 for spelling given words segment using phonic knowledge as the prime approach when completing independent writing spell phonically decodable 2 and 3 syllable words	Read automatically 100 HF words (see over) Accurately spell most of the 100 HF words automatically (see over)
Phase 6	Secure reading and spelling of alternatives for the long vowel phonemes: /ee/ ea e e-e y ie ey e.g. <i>sea, seed, be, these, happy, chief, key</i> /oo/ o ue u-e ew ui e.g. <i>spoon, do, blue, rule, fewer, juice</i> /ai/ ay a-e igh ey e.g. <i>brain, delay, amaze, eight, grey</i> /igh/ ie y i-e i e.g. <i>delight, tried, reply, invite, behind</i> /oa/ o ow o-e oe e.g. <i>float, go, slower, stone, goes</i> Read and spell words when: 's' is are added to nouns and verbs e.g. <i>stops, goals, toys</i> 'es' is added to nouns and verbs e.g. <i>bushes, catches</i> 'ed' is added to verbs to create past tense e.g. <i>jumped – add 'ed', hated – drop the 'e' and add 'ed', begged – double the final consonant and add 'ed'</i> 'ing' is added to verbs to create present tense e.g. <i>laughing – add 'ing', biting – drop the 'e' and add 'ing', stopping – double the final consonant and add 'ing'</i> 'er' is added to verbs or adjectives e.g. <i>slower, reader – add 'er', runner, bigger – double the final consonant and add 'er'</i> 'est' is added to adjectives e.g. <i>longest, shortest – add 'est', biggest – double the final consonant and add 'est'</i> 'ful' is added to nouns e.g. <i>mouthful, handful – add 'ful'</i> 'ly' is added to form adverb e.g. <i>monthly, brightly – add 'ly', sneakily, happily – change the 'y' to an 'i' and add 'ly'</i> 'ment' is added to verbs to form nouns e.g. <i>payment, development</i> 'ness' is added to adjectives to form nouns e.g. <i>darkness, sadness, happiness</i>					Read automatically most of 200 common words (see over) Accurately spell most of 200 common words (see over)

*Please note that in Year 1 screening check consonant digraphs are represented by cc e.g. cc v c c in ch-i-m-p. Vowel digraphs are represented by vv e.g. c vv c b-oa-t

100 high-frequency words in phases**Phase Two****Decodable words**

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put (<i>north</i>)

Tricky words

the
to
I
no
go
into

100 high-frequency words in phases**Phase Three****Decodable words**

will	see
that	for
this	now
then	down
them	look
with	too

Tricky words

he	you
she	they
we	all
me	are
be	my
was	her

100 high-frequency words in phases**Phase Four****Decodable words**

went
it's
from
children
just
help

Tricky words

said	were
have	there
like	little
so	one
do	when
some	out
come	what

100 high-frequency words in phases**Phase Five**

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't	day
old	made
I'm	came
by	make
time	here
	saw
house	very
about	put (<i>south</i>)
your	

Tricky words

oh
their
people
Mr
Mrs
looked
called
asked
could

Next 200 common words in order of frequency

This list is read down columns (i.e. in the list, **water** is the most frequently used and **grow** is the least frequently used).

water	more	soon	sat	gone
away	I'll	night	boat	hard
good	round	narrator	window	floppy
want	tree	small	sleep	really
over	magic	car	feet	wind
how	shouted	couldn't	morning	wish
did	us	three	queen	eggs
man	other	head	each	once
going	food	king	book	please
where	fox	town	its	thing
would	through	I've	green	stopped
or	way	around	different	ever
took	been	every	let	miss
school	stop	garden	girl	most
think	must	fast	which	cold
home	red	only	inside	park
who	door	many	run	lived
didn't	right	laughed	any	birds
ran	sea	let's	under	duck
know	these	much	hat	horse
bear	began	suddenly	snow	rabbit
can't	boy	told	air	white
again	animals	another	trees	coming
cat	never	great	bad	he's
long	next	why	tea	river
things	first	cried	top	liked
new	work	keep	eyes	giant
after	lots	room	fell	looks
wanted	need	last	friends	use
eat	that's	jumped	box	along
everyone	baby	because	dark	plants
our	fish	even	grandad	dragon
two	gave	am	there's	pulled
has	mouse	before	looking	we're
yes	something	gran	end	fly
play	bed	clothes	than	grow
take	may	tell	best	
thought	still	key	better	
dog	found	fun	hot	
well	live	place	sun	
find	say	mother	across	