

Letters & Sounds Revised V2.1

Outline	
<b>Phase 1</b>	<b>Seven aspects</b>
Foundation 1	1 general sound discrimination: environmental sounds
	2 general sound discrimination: instrumental sounds
Ongoing	3 general sound discrimination: body percussion
	4 rhythm and rhyme
	5 alliteration
	6 voice sounds
	7 oral blending and segmenting

Assessment	By the end of phase 1 children should:	
	<ul style="list-style-type: none"> <li>be able to identify, and discriminate between, everyday sounds</li> <li>show awareness of rhyme and alliteration</li> <li>recognise rhythm in spoken words</li> <li>continue a rhyming string</li> </ul>	<ul style="list-style-type: none"> <li>hear and say the initial sound in words</li> <li>blend sounds to make simple words</li> <li>segment the sounds in simple words and blend them</li> </ul>

Outline	GPCs	Word Structure	High Frequency Words	
			Common Exception Words	Decodable Words
<b>Phase 2</b>	<b>Single graphemes</b>	VC on up it	is and to the no go l	a in it on at but can up had not mum big him get got put an if cat yes dog fox red bed am fun run ran hat bad top box hot sun did sat let man
Foundation 2	1 sat tan tap pan	CVC tip bat pig		
Teach: 6 wks	2 it nap man dip			
Revise: 3 wks	3 got on cap kit			
	4 him pen rat big			
	5 wet fit leg up			
	6 jog vex yes zip box			

Assessment	By the end of phase 2 children should:	
	<ul style="list-style-type: none"> <li>give the sound when shown any Phase 2 letter</li> <li>find any Phase 2 letter from a display when given the sound</li> <li>orally blend and segment Phase 2 phonemes within the taught word structures</li> </ul>	<ul style="list-style-type: none"> <li>blend and segment the Phase 2 GPCs within CVC words in order to read and spell</li> <li>read and spell the high frequency words listed for Phase 2</li> </ul>



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			Common Exception Words	Decodable Words
<p><b>Phase 4</b></p> <p>Foundation 2</p> <p>Teach: 4 wks</p> <p>Revise: 3 wks</p>	No new GPCs	<p>Previous structures and:</p> <p>CVCC ro<u>ck</u>s <u>ch</u>imp <u>sh</u>ops</p> <p>CCVC <u>tr</u>ain <u>sl</u>ee<u>p</u> <u>fl</u>oa<u>t</u></p> <p>CCCVC scrap spr<u>ai</u>n strip</p> <p>Polysyllabic structures limit robin jum<u>pe</u>r be<u>dr</u>oo<u>m</u> sunli<u>gh</u>t hair<u>br</u>ush</p>	said so were there one do out	went from help ask just under after lots stop tree thing still next must three jump sleep gran last its green best end wind fast plants rabbit river ever never tree granddad morning

Assessment	By the end of phase 4 children should:	
	<ul style="list-style-type: none"> <li>• use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• give the sound when shown any Phase 2 and Phase 3 grapheme</li> <li>• find any Phase 2 and Phase 3 graphemes from a display when given the sound</li> <li>• blend and read words containing adjacent consonants</li> <li>• segment and spell words containing adjacent consonants</li> </ul>	<ul style="list-style-type: none"> <li>• read and spell high frequency words listed for Phase 4</li> <li>• write each letter, usually correctly</li> <li>• use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>• write sentences which can be read by themselves and others</li> <li>• spell some words correctly and others that are phonetically plausible</li> </ul>

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<p>Year 1</p> <p>Teach: 14 wks</p> <p>Revise: 2 wks</p>	<p>Suffixes:</p> <p>17 sings* cows* bushes mixes</p> <p>18 rained** helped** parting turning</p> <p>Long vowel families:</p> <p>19 rain s ak</p> <p>20 bee sh h t ch f th s</p> <p>21 high t k nd l k</p> <p>22 coin t</p> <p>23 boat g t sn h p</p> <p>24 moon nit cl br fl t ***</p> <p>25 cow t</p> <p>26 for p h l m</p> <p>27 turn f h</p> <p>28 chair b b</p> <p>Revisit: c l ***</p> <p>* the suffix -s may be enunciated as /s/ or /z/</p> <p>** the suffix -ed may be enunciated as /d/, /t/ or /ɪt/</p> <p>***these may also be enunciated /y/+/oo/ or /y/+/ure/ as in cue and pure respectively</p>	<p>Previous structures and:</p> <p>CCVCC stomp tricks shrimp</p> <p>CVCCC chimps hands helps</p> <p>Add suffixes where they do not change the spelling of the base word</p> <p>Once suffixes have been introduced, continue to use where possible when building words, adding them to bases containing the graphemes currently and previously taught</p> <p>Children should be taught to identify, read and spell syllables within polysyllabic words</p> <p>Compound words: rainb sn fl k beeh v</p>	<p>of his as us has your here into old oh their egg</p>	<p>came about day made time saw make away bear new eat play take find round shout more sea these boy first gave may bird live say found clothes window each girl snow tea grow like home way inside birds trees asked shouted cried jumped pulled liked</p>

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Outline	GPCs	Word Structure	High Frequency Words	
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<p><b>Phase 5.2</b></p> <p>Year 1</p> <p>Teach: 8 wks</p> <p>Revise: 1 wk</p>	<p><b>Alternate consonants</b></p> <p>Suffixes: 29 higher lower highest lowest</p> <p>New consonant phoneme: 30 measure</p> <p>Alternate consonant pronunciation: 31 <b>ca</b>t cell* 32 <b>ge</b>t gem* 33 <b>ch</b>ip school chef</p> <p>Alternate consonant spelling: 34 <b>ea</b>ch catch** 35 <b>w</b>ent when 36 <b>fi</b>x stiff photo</p> <p>* the letters c and g are frequently enunciated as /s/ and /j/ respectively when followed by the letters e, i and y</p> <p>** /ch/ is usually spelled tch following a single vowel, and ch following a consonant or vowel digraph (common exceptions are much such rich which)</p>	<p>All previous word structures</p> <p>Add suffixes where they do not change the spelling of the base word</p> <p>Once suffixes have been introduced, continue to use where possible when building words, adding them to bases containing the graphemes currently and previously taught</p> <p>Children should be taught to identify, read and spell <b>syllables</b> within polysyllabic words</p> <p>Compound words: <b>photograph gemstone</b></p>	<p>it's I'm don't I'll can't that's I've let's he's</p>	<p>magic place school white which when</p>

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<p><b>Phase 5.3</b></p> <p>Year 1</p> <p>Teach: 8 wks</p> <p>Revise: 1 wk</p>	<p><b>Alternate vowels</b></p> <p>Prefix:</p> <p>37 unsafe untie undo unkind</p> <p>Alternate vowel pronunciation:</p> <p>38 boot look / cow cr</p> <p>39 yes by very</p> <p>40 at was* / bead dead</p> <p>41 fin fnd / hot cold</p> <p>42 t f ld / h order</p> <p>43 t shoulder could you</p> <p>Non-syllabic e:</p> <p>44 house ea se have</p> <p>*a is often enunciated as /o/ following qu, w or wh</p>	<p>All previous word structures</p> <p>Add suffixes where they do not change the spelling of the base word</p> <p>Once suffixes have been introduced, continue to use where possible when building words, adding them to bases containing the graphemes currently and previously taught</p> <p>Children should be taught to identify, read and spell syllables within polysyllabic words</p> <p>Compound words: bookcase myself</p>	<p>Mr Mrs people children gone baby who two through</p>	<p>look very by fly house good want what over took cold most please have horse head going book told only why use looked lived looks wanted looking</p>

Assessment	By the end of phase 5 children should:	
	<ul style="list-style-type: none"> <li>respond speedily with the correct sound when shown any grapheme that has been taught</li> <li>for any given sound, write the common graphemes</li> <li>apply phonic knowledge and skill as the prime approach to reading and spelling, including unfamiliar words that are not completely decodable</li> <li>read other words of more than one syllable that contain the taught GPCs</li> <li>read automatically all of the high-frequency words, including common exception words, taught so far, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>accurately spell most of the high-frequency words, including common exception words, taught so far</li> </ul>	<ul style="list-style-type: none"> <li>read words with contractions, and understand that the apostrophe represents the missing letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency and confidence in word reading</li> <li>form each letter in the correct direction, starting and finishing in the right place</li> </ul>

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Outline	GPCs	Word Structure	High Frequency Words	
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<p>Phase 6.1</p> <p>Teach: 12 wks</p> <p>Revise: 3 wk</p>	<p><b>Advanced vowel families</b></p> <p>Advanced vowel families*:</p> <p>45 weigh grey</p> <p>46 happy key people</p> <p>47 cry</p> <p>48 you suit</p> <p>49 cheer here</p> <p>50 pour door</p> <p>51 father calm</p> <p>52 bought caught four ball**</p> <p>talk warm</p> <p>53 learn work</p> <p>54 there</p> <p>Alternate short vowel spellings:</p> <p>55 other could</p> <p>56 about doctor garden, etc.**</p> <p>*These should be added to the existing vowel groups taught in providing an opportunity to revisit those earlier graphemes</p> <p>**a is usually enunciated as /or/ preceding l or ll</p> <p>**The vowel in an unstressed consonant is usually enunciated as the schwa sound. There are numerous spellings of this sound.</p>	<p>All previous word structures</p> <p>Continue to add suffixes from Phase 5 where possible when building words, adding them to bases containing the graphemes currently and previously taught</p> <p>Children should continue to identify, read and spell syllables within polysyllabic words</p>	<p>couldn't wouldn't shouldn't didn't something eye even began our some come</p>	<p>could would should work other mother coming another thought key door small water where across around again along giant garden dragon animal before called</p>

Revisit  
3 + 5.1

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<p>Phase 6.2</p> <p>Teach: 6 wks</p> <p>Revise: 2 wk</p>	<p><b>Advanced consonant spellings</b></p> <p>57 age badge house ease</p> <p>58 gnat knot ink* limb</p> <p>59 wrist scissors listen</p> <p>60 special station mission**</p> <p>61 nature</p> <p>62 apple camel petal evil****</p> <p>*the letter n before a k is always enunciated as /ng/</p> <p>** c followed by ial, and t and ss followed by ion are enunciated as /sh/</p> <p>***the letter t followed by the trigraph ure (schwa sound) is enunciated as /ch/</p> <p>****this is a blend of two sounds: /er/ (schwa) + /l/</p>	<p>All previous word structures</p> <p>Continue to add suffixes from Phase 5 where possible when building words, adding them to bases containing the graphemes currently and previously taught</p> <p>Children should continue to identify, read and spell <b>syllables</b> within polysyllabic words</p>	<p>there's we're laugh any many even little</p>	<p>know mouse little think</p>

SATS yr 2 - spellings



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			Common Exception Words	Decodable Words
Phase 6.3 Teach: 9 wks Revise: 2 wks	<p><b>Morphology</b></p> <p><b>Suffixes:</b></p> <p>63 careful hopeless</p> <p>64 darkness shipment</p> <p>65 quickly</p> <p>66 final non-syllabic e pattern using suffixes -ed, -er, -est, -ing: loved baker safest hoping</p> <p>67 y to i pattern using suffixes -ed, -er, -es, -est, ly: hurried parties skinnier funniest happily</p> <p>68 consonant doubling pattern using suffixes -ed, er, -est, -ing -y: hopped fitter hottest adding runny</p>	<p>All previous word structures</p> <p>Continue to add suffixes from Phase 5 where possible when building words, adding them to bases containing the graphemes currently and previously taught</p> <p>Children should continue to identify, read and spell <b>syllables</b> within polysyllabic words</p>	<p>different because once great friends</p>	<p>floppy stopped better really suddenly every everyone</p>

*Revisit in year 3 + 4*

Assessment	By the end of phase 6 children should:
	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skill as the prime approach to reading and spelling, until automatic decoding is embedded, reading is fluent and spelling is consistent</li> <li>read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the graphemes taught so far</li> <li>read and spell words containing common suffixes</li> <li>begin to apply knowledge of the spelling patterns taught when reading and spelling words</li> </ul>

