

Letters and Sounds

Progression through the Phases of the Programme



Phase	When taught	Knowledge	Skills	Tricky (CE) Words
One	Before entry to Reception and ongoing through Reception year and beyond	A wide range of stories, songs, chants and rhymes An extensive vocabulary	Speak well and listen attentively Distinguish and articulate the sounds in speech Orally blend and segment	
Two	Reception (Autumn Term)	Most common single letter sounds: s a t p i n m d g o c k e u r h b f l ss ck ff ll	Blend to read vc and cvc words including two-syllable words* <i>(*optional)</i> Segment to spell vc and cvc words	the; to; no; go; l (for reading)
Three	Reception (Autumn—Spring Term)	Additional single letter sounds: j v w x y z zz Consonant digraphs: qu ng ch sh th th Vowel digraphs and trigraphs: ai oa igh ee or ar oo oo oi ur ow air ear ure er	Blend to read vc and cvc words including two-syllable words Segment to spell vc and cvc words including two-syllable words	the; to; no; go; l (for spelling) he; she; we; me; be; was; my; you; they; her; all; are (for reading)
Four	Reception (Summer Term)	No new GPCs	Blend to read words with adjacent consonants Segment to spell words with adjacent consonants	he; she; we; me; be; was; my; you; they; her; all; are (for spelling) said; so; have; like; some; come; were; there; little; one; do; when; out; what (for reading)

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Progression through the Phases of the Programme (continued)



Phase	When taught	Knowledge	Skills	Tricky (CE) Words
Five part 1	Year One (Autumn Term)	Further graphemes for reading: ay ou ie ea oy ir ue aw wh ph ew oe au i-e u-e o-e a-e e-e	No new strategies or skills	said; so; have; like; some; come; were; there (for spelling) oh; their; people; Mr; Mrs; looked; called; asked (for reading)
Five part 2	Year One (Spring Term)	Common alternative pronunciations of known graphemes: i (fin; find) o (hot; cold) c (cat; cent) g (got; gent) u (but; put) ow (cow; blow) ie (ie; field) ea (eat; bread) er (farmer; her) y (yes; very; by) sh (chin; school; chef) ou (out; shoulder; could; you)	Try alternative pronunciations for graphemes if the first attempt sounds wrong	little; one; do; when; out; what (for spelling) water; where; who; again; thought; through; work; mouse; many; laughed; because; different; any; eyes; friends; once; please (for reading)
Five part 3 (NC spelling requirements)	Year One (Summer Term +)	Refer to Letters and Sounds p. 144 alongside NC spelling appendix	Word-specific spellings i.e. when phonemes can be spelled in more than one way, children learn which words contain which spelling option	oh; their; people; Mr; Mrs; looked; called; asked (for spelling) <i>By the end of Phase Five children should be able to read and spell most of the words in the list of "100 high-frequency words"</i> <i>See Letters and Sounds appendix 1 p. 193</i>
Phase 6 (NC spelling requirements)	Year Two			