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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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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 form letters | Oral Blending | Oral Segmenting | Blending for Reading | Segmenting for Spelling /Writing | Tricky Words (see separate grid for all High Frequency 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 l s s /z/ s has | VC words - at, in CVC words - rat, tick, bell | VC words – it, at CVC words - den, sock, miss | Blend to read VC words, e.g. it, at, in, am. Blends to read CVC words using most of Phase 2 graphemes e.g. had, doll, pack, huff. Blends to read VC and CVC words from Phase 2 in fully decodable texts, in line with developing phonic ability. | Segment to spell VC words, e.g. in, it at am, on. Segment to spell CVC words, e.g. pan, log, get, luck, mess. Attempt to write, or use magnetic letters, to represent words within phrases, captions and simple sentences (dictated by the teacher and/or independently), e.g. it can hop. | <i>the to I no go into</i> Read as individual words, within sentences, and in simple texts, e.g. <i>The man can hop.</i> Spell individual words, within phrases or simple sentences, e.g. <i>I am hot.</i> |
| Phase 3 | j v w x y z zz qu ch sh th th (this) ng ai ee igh oa oo (pool) oo (book) ar or ur ow oi ear air ure er | VC words – aim, art CV words – fair, dear CVC words - shop, thin, then, sing, sheep, food, book, charm, chairs Two syllable words – sixteen, morning | VC words – arm, oil CV words – cow, for CVC words – queen, chop, thing, that, night, road, shark, coin Two syllable words – garden, looking | Blend to read VC words, e.g. aim, art, arm, oil. Blend to read CV words, e.g. chair, pure, fear. Blend to read CVC words using most of Phase 3 graphemes e.g. shop, turn, fork, foil, quick, jazz, wait. Blend to read two syllable words, e.g. cobweb, zigzag. Blend to read VC, CV and CVC words from Phase 3 in fully decodable texts, in line with developing phonic ability. | Segment to spell VC words, e.g. aim, art, arm, oil. Segment to spell CV words, e.g. cow, car, for, chair, high. Segment to spell CVC words, e.g. reef, dart, soil, doom, short, cheek, dish. Segment to spell two syllable words, e.g. turnip, comic. Attempt to write words within phrases, captions and simple sentences (dictated by the teacher and/or independently), e.g. The shop is shut. | <i>Phase Three</i> <i>he she we me be was my you they her all are</i> <i>Phase Four</i> <i>like said have one come do so were some there out little what</i> Read as individual words, within sentences, and in simple texts, e.g. <i>She can hear the cow moo! Are you a sad farmer?</i> Spell words, and write phrases and simple sentences using Phase 2 tricky words. Spell individual words, within phrases or simple sentences, e.g. <i>You can all run down the long road. They are on the moon.</i> |
| Phase 4 | Combinations of adjacent consonants at beginning, within and end of words, including phase 2 and 3 graphemes. CVCC – best, champ CCV – tree, stair CCVC – flap, train CCVCC – drink, crunch CCCVC – spring, street CCCVC – scrunch, sprint Polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. sandpit, lunchbox, shampoo. | CVCC – mend, shaft CCV – tree, flair CCVC – smell, gloom CCVC – twist, shrubs CCVCC – drink, crunch CCCVC – spring, street CCCVC – scrunch, sprint Orally blend syllables and phonemes within polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. pondweed, helpdesk, handstand helicopter, children. | CVCC – chest, jump CCV – stair, clear CCVC – brown, start CCVCC – stand, blast CCCVC – street, string CCCVC – scrunch Orally segment syllables and phonemes within polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. printer, farmyard windmill, thundering chimpanzee, treetops. | Blend to read adjacent consonants within words using a range of combinations: CVCC CCV CCVC CCVCC CCCVC CCCVC Blend to read polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, in fully decodable texts, in line with developing phonic ability. | Segment to spell words with adjacent consonants using a range of combinations: CVCC CCV CCVC CCVCC CCCVC CCCVC Segment to spell polysyllabic words with Phase 2 and 3 graphemes and adjacent consonants. Write sentences (dictated by the teacher and/or independently), e.g. The frog was jumping into the pond. I can hear little birds in the treetops. | <i>said so have like some come were there little one do when out what it's</i> Read as individual words, within sentences, and in simple texts, e.g. <i>Some little crabs crept into a crack in the rock. There were lots of children looking at the goats in the farmyard.</i> Spell words, and write phrases and simple sentences using Phase 2 and 3 tricky words. Spell individual words, within phrases or sentences, e.g. <i>I like it when we go out to visit the windmill. I have one green raincoat and some black boots.</i> |
| Phase 5 | Further graphemes for reading /ai/ ay clay /ow/ ou sprout /igh/ ie cried /ee/ ea seat /oi/ oy enjoy /ur/ ir girl /oo/ ue blue /y(oo)/ cue /or/ aw straw /w/ wh wheel /f/ ph dolphin /oo/ ew flew /y/oo/ ew new /oa/ oe toe /or/ au launch /ai/a-e snake /ee/ e-e swede /igh/ i-e time /oa/ o-e stone /oo/u-e flute /y/oo/ u-e cube | Orally blend words using Phase 5 phonemes. | Orally segment words using Phase 5 graphemes. | Blend to read most combinations CVCC CCV CCVC CCVCC CCCVC CCCVC from Phase 5 for given words. Blend to read polysyllabic words containing Phase 5 graphemes, e.g. rescue, photograph Blend to read <u>most</u> Phase 5 graphemes within fully decodable texts, in line with developing phonic ability. | Segment to spell using most combinations CVCC CCV CCVC CCVCC CCCVC CCCVC from Phase 5 for given words. Segment to spell polysyllabic words containing Phase 5 graphemes, e.g. daughter, envelope Segment to spell words within sentences, <u>mostly</u> selecting the appropriate graphemes to represent phonemes within Phase 5. | <i>Phase Five</i> <i>Mr, Mrs, people looked, called, asked oh, their, could</i> <i>Selected from the 200 High Frequency Word List</i> <i>water where who again thought through work mouse many laughed because different any eyes friends once please I'm I'll let's small great before jumped stopped pulled gone we're</i> Read as individual words, within sentences, and texts, e.g. <i>Many people asked if they could speak to Mr/Mrs Stone.</i> Write words, phrases or simple sentences using Phase 2, 3 and 4 tricky words. Write individual words, within phrases or sentences, e.g. <i>Mr/Mrs Worthington looked at the ice cream van outside the school gates.</i> |

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| <p>Phase 5</p> | <p>Alternate pronunciations for graphemes</p> <p>/igh/ i kind /oa/ o both /u/ o mother /s/ soft c cell /j/ g giant</p> <p>/y/oo/ u human /oa/ ow grow /ee/ ie chief /e/ ea bread</p> <p>/ur/ er perm /uh/ schwa er after /c/ ch chord /sh/ ch chef /o/ a what /ai/ a acorn</p> <p>/ee/ e she /igh/ y spy /ee/ y very</p> <p>/u/ ou touch /oo/ ou soup</p> <p>Alternate spellings for phonemes</p> <p>/ee/ ea cream /ee/ e-e theme /ee/ ie field /ee/ y happy /ee/ ey money /ee/ e be</p> <p>/oo/ ew chew /oo/ /yoo/ u-e prune /oo/ ue blue /oo/ ui fruit</p> <p>/ai/ a-e take /ai/ eigh neigh /ai/ ey they /ai/ ea steak</p> <p>/igh/ ie tie /igh/ i-e time /igh/ y fly /igh/ l kind</p> <p>/oa/ ow snow /oa/ oe toe /oa/ o-e stone /oa/ o most</p> <p>/ol/ ol told /ol/ oul mould</p> <p>/ow/ ough plough</p> <p>/ar/ a father /ar/ al half</p> <p>/u/ oul would</p> <p>/or/ oor door /or/ ore more /or/ al walk /or/ our four /or/ augh caught /or/ ough brought</p> <p>/ur/or worm /ur/ ear learn</p> <p>/ear/ eer cheer /ear/ ere here</p> <p>/air/ ear bear /air/ are care /air/ ere there</p> <p>/l/ le apple /l/ al metal</p> <p>/z/ se cheese /zh/ s treasure /zh/si(on) confusion</p> <p>/n/ kn knee /n/ gn gnome /r/ wr wreck</p> <p>/j/ ge large /j/dge hedge</p> <p>/s/ se mouse /s/ ce fence /s/ sc scent /s/ st listen</p> <p>/sh/ s sugar /sh/ c ocean /sh/ ti station /sh/ ssi mission /sh/si tension /sh/ ci optician</p> <p>/m/ mb thumb</p> <p>/v/ ve have</p> <p>/ch/ tch match /ch/ ture picture</p> | | | | | |
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High Frequency Words and Tricky Words

Name _____

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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Phase Two

| Decodable words | | | Tricky words |
|-----------------|----------------------|------|--------------|
| a | him | am | he |
| an | his | tell | I |
| as | not | fun | to |
| at | got | sat | no |
| if | up | its | go |
| in | mum | let | into |
| is | but | run | |
| it | put (<i>north</i>) | hat | |
| of | did | bad | |
| off | man | top | |
| on | ran | fell | |
| can | cat | end | |
| dad | long | hot | |
| had | has | sun | |
| back | yes | miss | |
| and | dog | duck | |
| get | red | | |
| big | bed | | |

Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.

Phase Three

| Decodable words | | Tricky words |
|-----------------|-------|--------------|
| will | right | he |
| that | need | she |
| this | fish | we |
| then | king | be |
| them | town | me |
| with | soon | was |
| see | night | my |
| for | much | you |
| now | keep | they |
| down | room | her |
| look | boat | all |
| too | feet | are |
| good | queen | like |
| how | book | when |
| or | air | said |
| took | box | so |
| food | dark | have |
| fox | than | one |
| well | hard | come |
| river | wish | do |
| car | thing | so |
| ever | park | were |
| been | | some |
| | | there |
| | | out |
| | | little |
| | | what |

Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.

Phase Four

| Decodable words | | Tricky words |
|--------------------------|--------------|--------------|
| went CVCC | fast CVCC | said |
| it's (inserted as p4 HF) | last CVCC | so |
| from CCVC | gran CCVC | have |
| children poly | sleep CCVC | like |
| just CVCC | morning poly | some |
| help CVCC | green CCVC | come |
| think CVCC | grandad poly | were |
| things CVCC | looking poly | there |
| tree CCV | best CVCC | little |
| trees CCVC | rabbit poly | do |
| stop CCVC | across poly | one |
| must CVCC | wind CVCC | when |
| animals poly | along poly | out |
| next CVCC | plants CCVCC | what |
| lots CVCC | dragon poly | it's |
| something poly | under poly | |
| still CCVC | after poly | |
| three CCV | looks CVCC | |
| garden poly | eggs VCC | |

Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.

Phase Five

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

Decodable words

about
another
around
away
baby
bear
began
better
birds
boy
by
came
can't
clothes
cold
coming
couldn't
cried
day
don't
door
each
eat
even
every
everyone
find
first
floppy
found
fly
gave
giant
girl
going
grow
he's
head
here
home
horse
house
I've
inside
key
know
liked
live
lived

made
magic
make
may
more
most
mother
narrator
never
new
old
only
other
our
over
place
play
really
round
saw
say
school
sea
shouted
snow
suddenly
take
tea
that's
there's
these
time
told
use
very
want
wanted
way
which
white
why
window
would
your

Tricky words

oh
their
people
Mr
Mrs
looked
called
asked
could
water
where
who
again
thought
work
through
many
laughed
mouse
because
different
any
eyes
friends
once
please
I'm
didn't
two
I'll
small
let's
great
jumped
before
gone
stopped
pulled
we're

Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.