

EYFS	Year 1	Year 2
<p><b>Consolidation of phase 1</b>            Children will experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. Activities to include:            General sound discrimination - environmental, instrumental, body percussion sounds            Rhythm and rhyme            Alliteration            Voice sounds            Oral blending and segmenting</p>		
<p><b>Phase 2:</b>            The children are taught to read and write the following sounds. They also will blend the sounds to read words and segment to write words containing these sounds.</p> <p>s,a,t,p            i,n,m,d,            h,b,f,ff,l,ll,ss            g,o,c,k            ck, e,u,r            h,b,f,ff,l,ll,ss</p> <p><u>Non decodable words:</u> to, the, no, go, I, into, her</p>		

<p><b>Phase 3:</b> The children are taught to read and write the following sounds. They also will blend the sounds to read words and segment to write words containing these sounds.</p> <p>j,v,w,x y,z,zz,qu ch,sh, th, ng ai,ee,igh,oa oo (long and short) ar, or, ur, ow, oi</p> <p><u>Non decodable words:</u> me, be, he, my, by, she, they, we, are, you, all, was, give, live</p>	<p><b>Consolidation of Phase 3:</b> j,v,w,x y,z,zz,qu ch,sh, th, ng ai,ee,igh,oa oo (long and short) ar, or, ur, ow, oi</p> <p><u>Non decodable words:</u> me, be, he, my, by, she, they, we, are, you, all, was, give, live</p>	
<p><b>Phase 4:</b> No new sounds are taught but the children will practice blending consonant clusters as represented below (c- consonant, v-vowel) and recap the sounds taught in previous phases.</p> <p>Adjacent consonants Cvcc Cvcv Ccvcc Cccvc Cccvcc</p> <p><u>Non decodable words:</u> said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>	<p><b>Consolidation of Phase 4:</b> Adjacent consonants Cvcc Cvcv Ccvcc Cccvc Cccvcc</p> <p><u>Non decodable words:</u> said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>	

**Phase 5:**

The children are taught to read and write the following sounds. They also will blend the sounds to read words and segment to write words containing these sounds.

wh, ph  
 ay, a-e, eigh/ey/ei  
 ea, e-e. ie/ey/y  
 ie, i-e, y, i (long i)  
 ow, o-e, o/oe  
 (long o)  
 ew, ue, u-e (long  
 o), u/oul, (short oo)  
 law, au, al  
 ir, er, ear  
 ou, oy  
 ere/eer, are/ear  
 c, k, ck, ch  
 c(e)/c(i)/c(y), sc/  
 st(l) se  
 g(e)/g(i)/g(y), dge  
 le, mb, kn/gn, wr  
 tch, sh, ea, zh,  
 (w)a, o

Irregular high frequency words:

Oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third

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wh, ph  
 ay, a-e, eigh/ey/ei  
 ea, e-e. ie/ey/y  
 ie, i-e, y, i (long i)  
 ow, o-e, o/oe  
 (long o)  
 ew, ue, u-e (long  
 o), u/oul, (short oo)  
 law, au, al  
 ir, er, ear  
 ou, oy  
 ere/eer, are/ear  
 c, k, ck, ch  
 c(e)/c(i)/c(y), sc/  
 st(l) se  
 g(e)/g(i)/g(y), dge  
 le, mb, kn/gn, wr  
 tch, sh, ea, zh,  
 (w)a, o

Irregular high frequency words:

Oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third

**Phase 6:**

No new sounds are taught but all will be recapped through reading words with suffixes and prefixes.

suffix morphemes

ing, ed

plural morphemes

s, es

prefix morphemes

re, un

prefix+root+suffix

**Consolidation of Phase 6**

suffix morphemes

ing, ed

plural morphemes

s, es

prefix morphemes

re, un

prefix+root+suffix

