



ENGLISH PROGRESSION MAP 2. Phonics (Unlocking Letters and Sounds)

Overview:
Our curriculum for English equips our pupils with a strong command of the spoken and written word and recognises that although it is a subject in its own right, spoken language, reading, writing and vocabulary are integral aspects of the teaching of every subject and provide access to the whole curriculum. It recognises that our pupils need to speak and write fluently so that they can communicate their ideas and emotions to others, and that they need to read and listen effectively so that others can communicate with them.

We want to unlock the world of print for our pupils as soon as they are ready. We believe the structure and systems within synthetic phonics are the best way for young children to quickly learn to decode. We provide books that practise what the children know to instil confidence and a sense of achievement.

Notes:

- WAT schools follow the sequence of synthetic phonics teaching as outlined in the Unlocking Letters and Sounds Scheme. (DfE Accredited Scheme.)
- The progression is structured broadly to follow Phases 2 to 5 of Letters and Sounds, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development. The phases are organised as follows:
- Phase 2
 - Phase 3
 - Phase 3 Mastery
 - Phase 4
 - Phase 4 Mastery
 - Phase 4 Revision (including NC Y1 requirements)
 - Phase 5a)
 - Phase 5 a Mastery (including NC Y1 requirements)
 - Phase 5b)
 - Phase 5c)
 - Phase 5a) spellings recap and Phase 5b) Mastery
 - Phase 5c) Mastery
- During the teaching of phase 2-5, Phase 1 will continue to be taught, with a focus on Aspect 7 (oral blending and segmenting).
 - Phase 6 coverage is achieved in discrete ULS lessons and also in English lessons rather than after Phase 5 at the end of Year 1, as this would be too late to achieve the outcomes of the Y1 curriculum in writing (for example: covering past tense endings and use of suffixes which the children will need earlier in the year).
 - Our schools agreed approach to **teaching** the Common Exception Words (CEW) follows the approach of Unlocking Letters and Sounds Scheme;
 - Discretely as part of the phonics session.
 - Sound Talk the new CEW and break down into sounds. Ask how many sounds the word has and then blend it together several times.
 - Teacher writes it down.
 - Discuss the parts which match the phonemes and those that are not phonetically plausible.
 - Then practise recognising the word to aid automaticity of reading.
 - Our whole-school approach that staff should take to support children to read CEWs in their texts is:
 - Allow them to apply their phonics knowledge as much as possible.
 - Discuss aspects that do not match their known GPCs, using this opportunity as a teaching point.

Milestone	Normal Timescale	Outcome	Skill focus	Key Words to READ	Key Words to SPELL		Assessment expectation
A	Pre School autumn term	Phase 1 Understands sound discrimination - aspect 1 (environmental), 2 (instrumental sounds) and 3 (body percussion)	Practitioners will focus on the three strands of tuning into sound, listening and remembering, and talking about sounds throughout all aspects. Practitioners should introduce later aspects at this stage if appropriate to individuals. Skills within aspects 1,2 and 3 to be included in daily provision are: 1. Identify and describe different sounds and noises in the environment, e.g. long, short, high, low, loud, quiet. 2. Experience and develop awareness of sounds with instruments and noise makers. 3. Develop awareness of sounds and rhythms using body percussion.	None	None	Phase 1 Books without words supports phase 1 aspects 1-7	1. Recall and describe sounds in the environment.
B	Pre School spring term	Phase 1 Understands aspect 4 (rhythm and rhyme), 5 (alliteration) and 6 (voice sounds)	Practitioners will focus on the three strands of tuning into sound, listening and remembering, and talking about sounds throughout all aspects. Practitioners should continue to revisit aspects 1,2 and 3 and introduce later aspects at this stage if appropriate to individuals. Skills within aspects 4,5 and 6 to be included in daily provision are: 4. Articulate words correctly in rhythm (identify syllables). 5. Listen to sounds and know which are the same and different (beginning or end). 6. Articulate sounds using correct mouth movement.				4. Spot and suggest rhyme in songs. Sing or chant songs which rhyme. Able to clap or tap syllables. 5. Identify sounds which are the same and different. Identify and orally reproduce initial sounds in words. 6. Distinguish between the differences in vocal sounds.



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C	Pre School Summer term	Phase 1 Understands aspect 7 (talking about sounds).	Practitioners will focus on the three strands of tuning into sound, listening and remembering, and talking about sounds throughout all aspects. Practitioners can dip into later aspects at this stage if appropriate to individuals. However, skills within aspect 7, for both taught phonics and daily provision, are: 7. Oral blending (of 3 sound words) and segmenting. Teacher led and modelled				Blend orally when given phonemes. Orally segment words into phonemes. Teacher led and modelled
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Milestone	Normal Timescale	Outcome	Skill focus	CEWs to READ	CEWs to SPELL	Ransom Reading Stars Phonics.	Assessment expectation
During the teaching of phase 2-5, Phase 1 will continue to be taught, with a focus on Aspects 6 & 7 (oral blending and segmenting). Other aspects will be further revisited and consolidated in teaching of other early reading skills (e.g. in Y1, identifying alliteration and rhyme in guided reading).							
D	Reception Autumn: <i>Letter names begin to be taught through singing the alphabet</i> focus on revisiting phase 1 aspects 1,2,3. Teach alongside aspect 5, 6, 7 the following series of letters Week 1: s, a, t, p Week 2: i, n, m, d Week 3: g, o, c, k Week 4: ck, e, u, r Week 5: h, b, f, ff Week 6: l, ll, ss	Phase 2 Pupils will have learnt: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r, Set 5: h, b, f, ff, l, ll, ss read words with -s ending	Oral B & S of VC. Correct articulation of individual phonemes.	wk 1: - wk 2: - wk 3: the wk 4: to, into wk 5: no, l wk 6: go	No new words to spell	Note: no books reflecting sounds they are currently learning – past learning only. set 1: s a t p Tap Tap, Pat Pat, Pat sat set 2: i n m d Sid did, Tip Tip, Is Sam sad?, Is it? set 3: g o c k, the Pam and Sam, Pop!, Sam and Kit Can Nap, Can Dom Tip Tom? set 4: ck, eur, to, into Kick it In, Gus did it. Kim Can Run, The Top Pet set 5: h b f ff, no, l Big Bug, Is Dan a Fan? set 5: l ll, ss, go Bad Bob, Bill Fell, Is Rob Fit?	Give correct articulation of new taught content of Milestone D when shown individual graphemes. Secure in aspect 1,2,3,5
E	Reception Autumn 2 Teach alongside aspects 6 and 7 the following series of letters. Week 1: j, v, w, x Week 2: y, z, zz, qu Week 3: ch, sh, th (voiced & unvoiced) ng Week 4: ai, ee, igh, oa Week 5: oo, ar, or, ur Week 6: -ing endings Assess and Review	Phase 3 (9 weeks) j, v, w, x y, z, zz, qu ch, sh, th, ng ai, ee, igh, oa oo, ar, or, ur -ing endings Read words using -ing endings with no change to the root word. Assess and review phase 3 work weeks 1 - 5	Oral B & S of VC and CVC. <u>Blending VC and CVC.</u>	wk 1: go wk 2: me wk 3: he, she wk 4: was, you wk 5: they, all wk 6: -	wk 1: - wk 2: the, into, go, to wk 3: - wk 4: l, no wk 5: - wk 6: -	Note: no books reflecting sounds they are currently learning – past learning only. 7 titles using all phase 2 GPC & CEW to use end of Phase 2 & first week phase 3 to consolidate 9 further titles focus on specific phase 2 GPC & CEW for target children Phase 3: 39 titles to match each set of sounds	Give correct articulation of Milestone D phonemes and new taught content of Milestone E when shown individual graphemes. Orally blend and blend for reading CVC words. Secure in aspect 7
F	Reception Spring 1 Teach alongside aspects 4, 6 the following series of letters. Week 1: ow, oi, ear, air Week 2: ure, er Week 3: Assess and review phase 3 Week 4: Revisit j, v, w, x Week 5: Revisit y, z, zz, qu Week 6: Revisit sh, sh, th, ng	Phase 3 contd. ow, oi, ear, air ure, er Reading and spelling words containing digraphs and trigraphs. Phase 3 Mastery (9 weeks) Revisit GPCs j, v, w, x Revisit GPCs y, z, zz, qu Revisit GPCs sh, ch, th, ng	Oral B & S of VC and CVC. <u>Blending and segmenting VC and CVC.</u>	wk 1: are, my wk 2: her wk 3: - wk 4: revisit me wk 5: revisit we, be wk 6: revisit he, she	No new words to spell wk 1: - wk 2: - wk 3: - wk 4: - wk 5: - wk 6: -	Note: no books reflecting sounds they are currently learning – past learning only. Phase 3: 39 titles to match each set of sounds	Give correct articulation of Milestone D&E phonemes and new taught content of Milestone F when shown individual graphemes. Orally blend and blend for reading CVC words. Orally segment to spell and write appropriate graphemes for CVC words.
G	Reception Spring 2 Teach alongside aspects 4, 6 the following series of letters.	Phase 3 Mastery contd. Secure in phase 3 ai, ee, igh, oa oo, ar, or, ur,	Oral B & S of VC and CVC.	wk 1: revisit was, you wk 2: revisit they, all	No new words to spell wk 1: - wk 2: -	Note: no books reflecting sounds they are currently	Give correct articulation of Milestone E&F phonemes and new taught content of



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	<p>Week 1: Revisit ai, ee, igh, oa</p> <p>Week 2: Revisit oo, ar, or, ur</p> <p>Week 3: Revisit ow, oi, ear, air</p> <p>Week 4: Revisit ure, er,</p> <p>Week 5: Assess & Review phase 3 work</p> <p>Week 6: Assess & Review phase 3 work</p>	<p>ow, oi, ear, air ure, er</p> <p>Able to read simple 2-syllable words and captions.</p>	<p>Blending and segmenting VC and CVC.</p> <p>Differentiate between letter names and letter sounds.</p>	<p>wk 3: revisit are, my</p> <p>wk 4: revisit her</p> <p>wk 5: -</p> <p>wk 6: -</p>	<p>wk 3: -</p> <p>wk 4: -</p> <p>wk 5: -</p> <p>wk 6: -</p>	<p>learning – past learning only.</p> <p>Phase 3: 39 titles include revisiting previous phase 3 sounds</p>	<p>Milestone G when shown individual graphemes. Orally blend and blend for reading CVC words. Orally segment to spell and write appropriate graphemes for CVC words. Know most letter names.</p>
H	<p>Reception Summer 1</p> <p>Teach alongside aspects 4, 6 the following series of letters.</p> <p>Week 1: CVCC & CCVC</p> <p>Week 2: CVCC & CCVC</p> <p>Week 3: CVCC & CCVC</p> <p>Week 4: CVCC & CCVC</p> <p>Week 5: CVCC & CCVC & -ed endings</p> <p>Week 6: CVCC & CCVC & -ing endings</p>	<p>Phase 4 (6 weeks) teach blending of words with adjacent consonants that contain graphemes taught in Phase 2</p> <p>CCVC, CVCC words</p> <p>Read words containing -ed endings with no change to the root word</p> <p>Read words containing -ing endings with no change to the root word</p>	<p>Oral B & S of VC and CVC.</p> <p>Blending and segmenting VC and CVC.</p>	<p>wk1: said, have</p> <p>wk 2: like, do, so</p> <p>wk 3: some, come</p> <p>wk 4 : were, there</p> <p>wk 5: little, one</p> <p>wk 6: when, out, what</p>	<p>wk 1: he, she, we, me, be</p> <p>wk 2: was, you are</p> <p>wk 3: they, all, are</p> <p>wk 4: my, her</p> <p>wk 5: -</p> <p>wk 6: -</p>	<p>Note: no books reflecting sounds they are currently learning – past learning only.</p> <p>Phase 4 22 titles available more to arrive Sept 2022</p> <p>Red C Phase 4 Yellow A</p>	<p>Give correct articulation of a sample of phonemes covered in Milestone D-G when shown individual graphemes. Orally blend and blend for reading CVC words. Orally segment to spell and write appropriate graphemes for CVC words. Know most letter names. Secure in aspects 4, 6</p>
I	<p>Reception Summer 2</p> <p>Week 1: CVCC (phase 3)</p> <p>Week 2: CCVC (phase 3)</p> <p>Week 3: polysyllabic CVCC & CVCC</p> <p>Week 4: CCVCC words</p> <p>Week 5: CCVCC and polysyllabic CCVCC</p> <p>Week 6: CCCVCC</p>	<p>Phase 4 Mastery (6 weeks)</p> <p>teach blending of words with adjacent consonants that contain graphemes taught in Phase 3</p> <p>CVCC, CCVC words</p> <p>Blending Polysyllabic CVCC & CCVC words</p> <p>Teach blending of CCVCC words and polysyllabic CCVCC words</p> <p>Teach blending of CCCVCC words</p>	<p>Oral B & S of CCVC, CVCC and CCVCC, CCCVC and CCCVCC.</p> <p>Blending and segmenting of CCVC, CVCC and CCVCC, CCCVC and CCCVCC.</p>	<p>wk 1: revisit said, have</p> <p>wk 2: revisit like, do, so</p> <p>wk 3: revisit some, come</p> <p>wk 4: revisit were, there</p> <p>wk 5: revisit little, one</p> <p>wk 6: revisit when, out, what</p>	<p>No new words to spell</p> <p>wk 1: -</p> <p>wk 2: -</p> <p>wk 3: -</p> <p>wk 4: -</p> <p>wk 5: -</p> <p>wk 6: -</p>	<p>Note: no books reflecting sounds they are currently learning – past learning only.</p> <p>Phase 4 22 titles available</p> <p>(more to arrive Sept 2022)</p>	
J	<p>Year 1</p> <p>Autumn 1</p> <p>Week 1: Revise phase 4 add -s & -es</p> <p>Week 2: Revise phase 4 add -ing suffix</p> <p>Week 3: Revise phase 4 add -ed, & -er suffixes</p> <p>Week 4: Revise phase 4 add -er & -est suffixes</p> <p>Week 5: Revise phase 4 add un- prefix</p> <p>Week 6: Read contractions</p>	<p>Revise Phase 4 plus NC Y1 requirements: (6 weeks)</p> <p>Secure in Phase 4</p> <p>Teach: adding -s and -es as a plural marker for nouns</p> <p>Teach adding -s and -es as a third person singular marker for verbs</p> <p>Revisit blending of words where -s and -es are added</p> <p>Teach adding the suffix -ing to verbs</p> <p>Teach adding the suffix -ed to verbs</p> <p>Teach adding the suffix -er to verbs to change them to a noun</p> <p>Revisit adding the suffixes -ed and -er to verbs</p> <p>Teach adding the suffix -er to adjectives</p> <p>Teach adding the suffix -est</p> <p>Teach adding the prefix un- to verbs</p> <p>Teach adding the prefix un- to adjectives.</p> <p>Teach reading words with contractions</p>		<p>ULS</p> <p>No new CEWs to read</p> <p>WAT:</p> <p><i>Consolidation and revision of CEW to read to this point.</i></p>	<p>ULS</p> <p>No new CEWs to spell</p> <p>WAT:</p> <p><i>Consolidation and revision of CEW to spell to this point.</i></p>	<p>Note: no books reflecting sounds they are currently learning – past learning only.</p> <p>Phase 4 22 titles currently available</p> <p>(more to arrive Sept 2022)</p>	
K	<p>Year 1</p> <p>Autumn 2</p> <p>Week 1: ay, ou, ie, ea & days of the week</p>	<p>Phase 5a) (6 Weeks)</p> <p>Teach new graphemes for reading: ay ou ie ea</p>		<p>wk 1: Oh, their</p> <p>wk 2: people</p> <p>wk 3: Mr, Mrs</p>	<p>wk 1: -</p> <p>wk 2: said, so</p> <p>wk 3: have</p> <p>wk 4: like</p>	<p>Note: no books reflecting sounds they are currently</p>	



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	<p>Week 2: oi, ir, ue</p> <p>Week 3: aw, wh, ph, ew (as in blew)</p> <p>Week 4: ew (as in few, oe, au, ey & phoneme /zh/)</p> <p>Week 5: a-e, e-e, i-e, o-e</p> <p>Week 6: u-e (flute) u-e (cube)</p>	<p>Teach the days of the week</p> <p>Teach new graphemes for reading: oy ir ue (as in glue) ue (as in cue)</p> <p>Teach new graphemes for reading: aw wh ph ew (as in blew)</p> <p>Teach new graphemes for reading: ew (as in few) oe au ey</p> <p>Teach new phoneme /zh/</p> <p>Teach new graphemes for reading: a-e, e-e, i-e, o-e</p> <p>Teach new graphemes for reading: u-e (as in flute) u-e (as in cube)</p>		<p>wk 4: looked, called</p> <p>wk 5: revisit called</p> <p>wk 6: asked</p>	<p>wk 5: some, come</p> <p>wk 6: were, there</p>	<p>learning – past learning only.</p> <p>Phase 5 31 titles currently available more to arrive Sept 2022</p>	
L	<p>Year 1 Spring 1</p> <p>Week 1: Revise ay, ou, ie, ea & days of the week. use -nk (NC)</p> <p>Week 2: Revise oy, ir, ue & ph (NC)</p> <p>Week 3: Revise aw, wh, ph ew & wh (NC)</p> <p>Week 4: Revise ew (as in few) oe, au, ey & tch (NC)</p> <p>Week 5: Revise a-e, e-e, i-e, o-e & -ve (NC)</p> <p>Week 6: u-e (as in flute) u-e (as in cube)</p> <p>Assess & Review NC letters/suffixes</p>	<p>Phase 5a) Mastery plus Y1 NC requirements: (6 weeks) Secure in Phase 5a)</p> <p>Revise new graphemes for reading: ay ou ie ea</p> <p>Revise the days of the week</p> <p>Teach correct use of -nk (NC)</p> <p>Revise new graphemes for reading: oy ir ue (as in glue) ue (as in cue)</p> <p>Teach correct use of ph (NC)</p> <p>Revise new graphemes for reading: aw wh ph ew (as in blew) Teach correct use of -wh (NC)</p> <p>Revise new graphemes for reading: ew (as in few) oe au ey Teach correct use of -tch (NC)</p> <p>Revise new graphemes for reading: a-e e-e i-e o-e</p> <p>Teach correct use of -ve (NC)</p> <p>Revise new graphemes for reading: u-e (as in flute) u-e (as in cube)</p> <p>Revise all Phase 5a)</p> <p>Assess and review correct use of NC letters/suffixes</p>		<p>wk 1: revisit oh, their</p> <p>wk 2: revisit people</p> <p>wk 3: revisit Mr, Mrs</p> <p>wk 4: revisit looked, called</p> <p>wk 5: revisit called</p> <p>wk 6: revisit asked</p> <p>Sunday Monday Tuesday Wednesday Thursday Friday Saturday</p>	<p>wk 1: -</p> <p>wk 2: revisit said, so</p> <p>wk 3: revisit have</p> <p>wk 4: revisit like</p> <p>wk 5: revisit some, come</p> <p>wk 6: revisit were, there</p>	<p>Note: no books reflecting sounds they are currently learning – past learning only.</p> <p>Phase 5 31 titles currently available</p> <p>(more to arrive Sept 2022)</p>	
M	<p>Year 1 Spring 2</p> <p>Week 1: a (acorn, fast, was) & e (he)</p> <p>Week 2: i (mind) o (no) & u (unit, put)</p> <p>Week 3: ow (snow), ie (chief), ea (head), er (her)</p> <p>Week 4: ou (you, would, mould), y (by, gym)</p> <p>Week 5: y (very, ch (school, chef) c (cell), g (gent), ey (they)</p> <p>Week 6: Assess and review alternative pronunciations of known graphemes for reading</p> <p>Assess and review reading new common exception words and correct use of NC endings.</p>	<p>Phase 5 b) (6 weeks)</p> <p>Teach alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he)</p> <p>i (as in mind), o (as in no), u (as in unit), u (as in put)</p> <p>ow (as in snow), ie (as in chief), ea (as in head), er (as in her)</p> <p>ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym)</p> <p>y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they)</p> <p>Assess & Review</p>	<p>Phase 5 sound families (to select the correct representation when spelling)</p> <p>Phase 5 To articulate the correct pronunciation when reading aloud.</p>	<p>wk 1: water, where, who again</p> <p>wk 2: thought, through, mouse, work</p> <p>wk 3: many, laughed, because</p> <p>wk 4: different, any, eyes</p> <p>wk 5: friends, once, please</p> <p>wk 6: -</p>	<p>wk 1: little, one</p> <p>wk 2: do</p> <p>wk 3: when what</p> <p>wk 4: out</p> <p>wk 5: -</p> <p>wk 6: -</p>	<p>Note: no books reflecting sounds they are currently learning – past learning only.</p> <p>Phase 5 31 titles currently available more to arrive Sept 2022</p>	
N	<p>Year 1 Summer 1</p> <p>Week 1: alternatives for /ch/ ct (picture), tch (catch),</p>	<p>Phase 5c) (12 weeks)</p> <p>Teach alternative spellings of phonemes:</p>	<p>Read familiar words automatically.</p> <p>Decode new words quickly and silently.</p> <p>Decode aloud.</p>	<p>ULS</p> <p>No new CEWs to read</p>	<p>wk 1: oh</p> <p>wk 2: their</p> <p>wk 3: -</p> <p>wk 4: people</p> <p>wk 5: Mr, Mrs</p>	<p>Note: no books reflecting sounds they are currently learning – past learning only.</p>	



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	week 6: Revisit y (very) ch (school, chef), c (cell), g (gent), ey (they)	ea (as in head), ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym), y (as in very), ch (as in school), ch (as in chef) c (as in cell), g (as in gent), ey (as in they)					
Q	<p>Year 2 Autumn 2</p> <p>Week 1: alternatives for /ch/ ct (picture), tch (catch), dge (fudge), mb (lamb), gn (gnat), kn (knit), wr (wrap), Week 2: st (listen) se (house, please), o (some), y (happy), ey (donkey), alternatives for /ear/ ere (here), eer (beer),</p> <p>Week 3: alternatives for /ar/ a (father) al (half), alternatives for /air/ ere (there), ear (pear), are (bare), alternatives for /or/ (all), our (four), augh (caught), alternatives for /ur/ ear (learn), or (word) alternatives for /oo/ou (could), u (put), Week 4: alternatives for /ai/ ay (day) a-e (came) alternatives for /ee/ ea (sea) e-e (these), y (happy), ie (chief), ey (key), alternatives for /igh/ ie (pie), y (by), i-e (like) alternatives for /oa/ oe (toe), o-e (bone) alternatives for /y(oo)/ ue (cue), u-e (tune) alternatives for /y(oo)/ ew (stew)</p> <p>Week 5: alternatives for /oo/ ue (clue), u-e (june), ew (blew) alternatives for /sh/ ci (special), ti (station), su (sugar), ch (chef)</p> <p>Week 6: Assess & Review</p>	<p>Phase 5c (Mastery) (6 Weeks)</p> <p>Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap) /s/ (as in listen), /s/ (as in house), /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer)</p> <p>phonemes: /ar/ (as in father), /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /oo/ (as in could), /oo/ (as in put)</p> <p>/ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in toe), /oa/ (as in bone), /y(oo)/ (as in cue), /y(oo)/ (as in tune), /y(oo)/ (as in stew) /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)</p> <p>Assessment and review of all alternative spellings of phonemes.</p>		<p>wk 1- 5: Revise reading all CEWs</p> <p>wk 6: Assessment and review of all common exception words.</p>	<p>ULS No spelling apart from applying phonics accurately.</p> <p>No suggestions for review of CEWs</p> <p>Consolidation and revision of CEW to spell to this point.</p>	<p>Note: no books reflecting sounds they are currently learning – past learning only.</p> <p>Phase 5 31 titles currently available more to arrive Sept 2022</p> <p>Once Phase 5 is mastered, pupils are fluent confident readers they then move to the school scheme (at around Turquoise level)</p> <p>see below - beyond Y2 Autumn 2</p>	
R	Beyond Y2 Autumn term	<p>ULS: At this point phonics teaching will continue as an intervention for those children who still require it. Year 2 children will move on to learning spelling as per National Curriculum requirements. Note: Y1 NC coverage should also be taught within Year 1 English lessons.</p> <p>WAT: Reference will be made to sounds families for spelling and use of phonics strategies for reading and spelling, where appropriate. On an ongoing basis, pupils will be learning to:</p> <ul style="list-style-type: none"> • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • sound out unfamiliar words accurately, automatically and without undue hesitation 					