It must always be remembered that phonics is the step up to word recognition.
Automatic reading of all words - decodable and tricky - is the ultimate goal.

```
Phase Two Phonemes
Set 1: s a t p
Set 2: i n m d
Set 3: g c o k
Set 4: ck e u r
Set 5: h b f,ff l,ll ss
```



## Phase Three Phonemes

## Set 6: j v W X*

Set 7: y z, zz qu*
The sounds traditionally taught for the letters $x$ and $q u(/ k s / a n d / d w /)$ are both two phonemes, but children do not need to be taught this, at this stage it does not affect how the letters are used.

| Grapheme | Sample words | Grapheme | Sample words |
| :--- | :--- | :--- | :--- |
| ch | chip | ar | farm |
| sh | shop | for |  |
| th | thin/then | ur | hurt |
| ng | ring | ow | cow |
| ai | rain | coin |  |
| ee | feet | dear |  |
| igh | night | ear | fair |
| oa | boat | air | sure |
| oo | boot/look | ere | corner |


|  | Phase Three High-frequency words | Common Exception 'Tricky' Words |
| :--- | :--- | :--- | :--- |
| (Decodable at this stage) |  | (Not decodable) Reading |


| Phase Four Phonemes |  |  |  |
| :---: | :---: | :---: | :---: |
| W1 | -VCC words |  | Containing Phase 2 letters: band best, bank, felt, gulp, gust, hump, husk, jump, kept, lamp, land, lost, milk, nest, silk, sink, soft, tent, text, tusk, wind |
|  |  |  | Containing Phase 3 graphemes: Burnt, champ, chest, chimp, chunk, joint, point, paint, thank, think |
|  |  |  | Polysyllabic words: <br> Collect, golfer, hamster, pondweed, sandwich, shampoo, shelving, shortest, windmill, under, sister, September |
| W2 | CCVwords | $\begin{array}{lll} \hline \text { tr- } & \text { sl- } \\ \text { dr- } & \text { st- } \\ \text { cr- } & \text { tw- } \\ \text { br- } & \\ \text { sm- } & \\ \text { fr- } & \text { pr- } \\ \text { bl- } & \text { sc- } \\ \text { fl- } & \text { sk- } \\ \text { gl- } & \text { sn- } \\ \text { pl- } & \text { sw- } \\ \text { cl- } & \end{array}$ | Containing Phase 2 letters: <br> From, crack, drops, flag, flip, flops, frog, glad, plan, pram, skill, sniff, spins, spot, stop, from, twin, trip |
|  |  |  | Containing Phase 3 graphemes: <br> Black, blurb, bring, bright, broom, brown, clear, creep, croak, droop, frown, green, flight, free, scoop, sleep, smart, smear, spoil, stairs, swing, swung, train, tree, trash, tweet |
|  |  |  | Polysyllabic words: Crashes, creeping, crickets, fresher, freshest, smelling, snooping, sports-men, starlight, starving |
| W3 | $\begin{aligned} & \text { As above } \\ & \text { + CCVCC } \\ & \text { words } \end{aligned}$ | $\begin{array}{\|l\|l\|} \hline-\mathrm{nch} \\ \text { Shr- } \\ \text { Thr- } \end{array}$ | Containing Phase 2 letters: <br> Blend, blink, brand, clank, cramp, crept, crusts, drink, dwelt, frost, grand, grunt, glint, plonk, skunks, slept, slump, smelt, spelt, spend, stamp, stunt, tramp, trend |
|  |  |  | Containing Phase 3 graphemes: Clench, crunch, branch, bench, lunch, drench, flinch, spoilt, stench, thrust, trench |
|  |  |  | Polysyllabic words: <br> Blanket, crunching, drifted, driftwood, grandad, grunted, lunchbox, printers, shrinking, twister, twisting, thrilling, thunderstorm |


| W4 | As above <br> + CCCVC <br>  <br> cCCVCC <br> words | Scr- <br> Str- <br> Spl- | Containing Phase 2 letters: scram, scrap, scrub, splat, spring, sprints, strap, strict, string, script |
| :---: | :---: | :---: | :---: |
|  |  |  | Containing Phase 3 graphemes: Screech, screen, strain, street, strong |
|  |  |  | Polysyllabic words: <br> Scrunches, splashes, splendid |



## Phase Five Phonemes

| W1 | Letters | Word building examples *become decodable high frequency |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | -ou- | Cloud, fountain, loudest, round, mouth, around, sound about, out |  |  |  |  |
|  | -ea- | Beads, cleanm dream, least, sea, speaking, treat, each, peach |  |  |  |  |
|  | -ie- | Denied, dries, flies, lie, pie,skies, spied, tie, cried, tried |  |  |  |  |
|  | -ir- | Birth, first, girl, quirk, sir, third, twirling, shirt, bird |  |  |  |  |
| W |  |  |  |  |  |  |
|  | -oy | Cloud, fountain, loudest, round, mouth, around, sound about, out |  |  |  |  |
|  | -ay | Beads, cleanm dream, least, sea, speaking, treat, each, peach |  |  |  |  |
|  | -ie- | Denied, dries, flies, lie, pie,skies, spied, tie, cried, tried |  |  |  |  |
|  | -ir- | Birth, first, girl, quirk, sir, third, twirling, shirt, bird |  |  |  |  |
|  | -ue- | Blue, clue, glue, issues, tissue, true, venue, rescue, Tuesday |  |  |  |  |
| w |  |  |  |  |  |  |
|  | wh- | Wheel, which, whip, whirling, whisk, whisper |  |  |  |  |
|  | ph- | Alphabet, dolphin, elephant, morph, phonics, sphinx |  |  |  |  |
|  | ew | Chew, drew, flew, grew, jewel, phew, screws, stew, new, few, threw |  |  |  |  |
|  | -oe | Toe, hoe, doe, foe, woe, goes, tomatoes |  |  |  |  |
|  | au | Astronaut, August, author, hauling, haunt, launch |  |  |  |  |
| W4 |  |  |  |  |  |  |
|  | a-e | Take, game, rake, snake, safe, same, flame came made |  |  |  |  |
|  | e-e | These, even, theme, gene, scene, complete |  |  |  |  |
|  | i-e | Like, pine, ripe, shine, slide, prize, nice, five, side, while time |  |  |  |  |
|  | --e | Hope, hole, bone, phone, home, alone, those, stone, woke |  |  |  |  |
|  | u-e | June, tube, tune, flute, use, prune, rude rule |  |  |  |  |
|  | /2h/ | Treasure, vision, television, pleasure, leisure |  |  |  |  |
|  | -s--ge | Visual, measure, usual, casual, beige |  |  |  |  |
| w5 |  | cat $\quad$ Accident, circus, face, pencil, space, surface, December |  |  |  |  |
|  | c |  |  |  |  |  |
|  | 8 | dog | Agile, cage, gent, gem, ginger, huge, magic, page, rage |  |  |  |
|  | ch |  | Chemist, chord, chorus, Christmas parachute, chef |  |  |  |
|  | y | yell | By, dry | Crumbly crystal, crypt, gym | Hap | y, messy, funny, party |



| (Decodable at this stage) |  | Phase Five High-frequency words | Common Exception 'Tricky' Words (Not decodable) Reading |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
| don't | about | my | Oh | would | work | once |
| old | your | here | Their | should | mouse | please |
| I'm | day | saw | People | water | many | asked |
| by | made | very |  | where | laughed | their |
| time | came | put (south) | Mrs | who | because | any |
| house | make |  | Called | thought | eyes | two |

## Phase Six

Develop comprehension/vocabulary through wider reading
Teach, revise and revisit any unsecure two and three letter graphemes (see phase 5 alternative spellings page 123-127)
Teach/revise more word specific positional spellings and spelling rules

| Add prefix: un | Unhappy, unlucky, unseen |
| :--- | :--- |
| Add prefix: dis | Disown, disagree, disappear |
| Add suffixes and general spelling rules where changes maybe required to the base word: |  |
| - -s, -es | Cats, stops, parks, catches, dishes, marries, bunnies |
| -ing to form continuous verbs | Smiling, caring, rubbing |
| -ed to form past tense verbs | Smiled, cared, rubbed |
| -er to form nouns | Smiler, carer, rubber |
| -er to form adjectives | Wiser, bigger, happier |
| -est to form adjectives | Wisest, biggest, happiest |
| -ment to form nouns | Development, enjoyment |
| -ness to form nouns | Darkness, happiness |
| -ly to form adverbs | Mostly, safely |
| Teach/revise/apply spelling strategies for writing \& | marking and proofreading |
| Contractions | Understand apostrophe represents missing letters |
| Possessive apostrophes | Understand apostrophe represents possession |
| Homophones and near homophones | Their/there/they're |
| Sear |  |

Secure reading and spelling of more 'tricky' common exception words (some might have been covered in Phase 5):
Door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, father, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money,

Mr, Mrs, parents, Christmas, thought, through, work, mouse, house, laughed, eyes, different, friends, today, once, another

