

LETTERS AND SOUNDS – A Synopsis of the content of Phases *One to Five [ie, YR and Y1]*

PHASE ONE (See Letters and Sounds Pages 1 to 45)	This oral and auditory discrimination phase precedes the start of the formal tuition of literacy in Phase Two. Seven aspects/types of sounds are considered with each divided into the same three strands.	
	Aspect	Strands
	1	ENVIRONMENTAL SOUNDS
	2	INSTRUMENTAL SOUNDS
	3	BODY PERCUSSION
	4	RHYTHM AND RHYME
	5	ALLITERATION
	6	VOICE SOUNDS
7	ORAL BLENDING AND SEGMENTING	

According to the **Notes of Guidance for Practitioners and Teachers** (Appendix 3 page 28, Ref: 00282-2007BKT-EN), the time allowed to teach Phases 2,3 and 4 are **up to 6 weeks, up to 12 weeks and 4 to 6 weeks**, respectively, ie a total of **19 to 24 weeks** [the 5-week variation being at the discretion of the class teacher in terms of how much review and practise time is allowed]. Phase 5 is to be taught throughout Y1, so presumably Phases 2,3 and 4 are designed to be taught during the spring and summer terms of YR.

[In the following table the Sounds~Write Unit where spellings and high frequency words are introduced is shown in subscript: just the number for the Initial Code and preceded by EC for the Extended Code.]

PHASE	Week	High Frequency Words	Spellings to be introduced																																				
TWO (Letters & Sounds pp 46 - 71)	1		*a ₁	*s ₁	*t ₁	*p ₂	Within Phase Two it is also suggested that some simple two-syllable words be introduced such as sunset laptop picnic robin pocket carrot beckon bucket rabbit fusspot and camel.																																
	2	is ₂ it in at	*i ₁	*m ₁	*n ₂	*d ₄																																	
	3	and	*o ₂	*c ₃	*g ₃	*k ₅																																	
	4	the ₃ to ₉	*e ₄	*u ₅	*r ₅	ck ₁₁																																	
	5	no go I ₃	*b ₃	*h ₃	f ₄	*l ₅	ff ₇ ll ₇ ss ₇																																
	6		Revision of weeks 1 to 5																																				
		Tricky Word focus!	* Flash cards of each letter are to be used with mnemonics on the reverse.[see Letters and Sounds pages 52 to 54]																																				
THREE (See Letters and Sounds pages 72 to 104)	7	no go I the to	v ₄	j ₆	w ₆	x ₇	Other suggested vocabulary to introduce in Phase 3 includes: wishes camel chimpanzee farmyard tonight poison secure manure orchard rocking-chair wicked Yasha lightning Jeevan and fingers																																
	8	he she no go the I to	z ₆	y ₇	zz ₇	qu ₁₁																																	
	9	we me be	sh ₁₁	ch ₁₁	th ₁₁	ng ₁₁																																	
	10	was ₆ no go	Free choice of any four vowel digraphs from this box of fifteen →				<table border="1"> <tr> <td>r_{ai}_n</td> <td>ee</td> <td>igh</td> <td>oa</td> </tr> <tr> <td>EC2</td> <td>EC3</td> <td>EC11</td> <td>EC5</td> </tr> <tr> <td>m_{oo}_n</td> <td>b_{oo}_k</td> <td>ar</td> <td>or</td> </tr> <tr> <td>EC10</td> <td>EC12</td> <td>EC24</td> <td>EC19</td> </tr> <tr> <td>ur</td> <td>t_{ow}_n</td> <td>oi</td> <td>d_{ear}</td> </tr> <tr> <td>EC6</td> <td>EC8</td> <td>EC23</td> <td></td> </tr> <tr> <td>air</td> <td>ure</td> <td colspan="2">er_{schwa}</td> </tr> <tr> <td>EC20</td> <td></td> <td></td> <td></td> </tr> </table>	r _{ai} _n	ee	igh	oa	EC2	EC3	EC11	EC5	m _{oo} _n	b _{oo} _k	ar	or	EC10	EC12	EC24	EC19	ur	t _{ow} _n	oi	d _{ear}	EC6	EC8	EC23		air	ure	er _{schwa}		EC20			
	r _{ai} _n	ee	igh	oa																																			
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air	ure	er _{schwa}																																					
EC20																																							
11	my	Free choice of any four vowel digraphs left in this box not taught in week 10 →																																					
12	you	Free choice of any four vowel digraphs left in this box not previously taught in weeks 10 and 11 →																																					
13	they	Remaining four vowel digraphs not yet taught from this box →																																					
14	her	Continue practising letter names <u>as started in weeks 11, 12 and 13.</u> [The rationale for this is given on L&S page 15: 'Letter names are needed when children start to learn 2&3 letter graphemes to provide the vocabulary to refer to the letters making up the grapheme.]																																					
15	all ₇																																						
16	are ₅																																						
17-18	More consolidation if necessary or move straight on to Phase FOUR.																																						
FOUR (See Letters and Sounds pages 105 to 128)	19	said so he she me we be	Teach & practise reading and spelling CVCC words. [Continue practising recognition and recall of Phase Two and Three graphemes as well as reading and spelling of two-syllable words.]																																				
	20	have like some come ₈ was you	Teach & practise reading and spelling CCV and CCVC words. [Continue practising recognition and recall of Phase Two and Three graphemes as well as reading and spelling of two-syllable words.]																																				
	21	were there ₁₁ little one they _{EC2} all ₇ are ₅	Teach & practise reading and spelling CCVCC , CCCVC and CCCVCC words. [Continue practising recognition and recall of Phase Two and Three graphemes as well as reading and spelling of two-syllable words.]																																				
	22	do when ₁₁ out what ₁₁ my her																																					
			Other polysyllabic vocabulary from which to choose a selection to introduce in Phase 4 includes the words:	helpdesk softest pondweed desktop helper seventh Manchester champion thundering starlight freshness shelving treetop twisting driftwood present cabinet Krishnan towel and Gretel																																			
23 - 24	More consolidation if necessary or move straight on to Phase FIVE.																																						

PHASE FIVE (Y1) - LETTERS AND SOUNDS

PHASE	Weeks	Suggested timetable – discrete teaching (pages 132 and 133)
FIVE (Y1) (See Letters and Sounds pages 129 to 165)	1 to 4	<ul style="list-style-type: none"> - Practise recognition and recall of Phase 2,3 &5 graphemes as they are learned - Teach new graphemes for reading (about four a week) – <u>See table on following page</u> - Practise reading & spelling words with adjacent consonants plus words containing newly learned graphemes - Learn new phoneme zh as in treasure - Teach reading the high frequency words: oh their people Mr Mrs looked called asked water where who again <u>though</u> through work mouse many laughed because different any eyes friends once and please - Teach spelling the words: said so have like some come were there - Practise reading and spelling high frequency words - Practise reading and spelling polysyllabic words - Practise reading and writing sentences
	5 to 7	<ul style="list-style-type: none"> - Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned - Teach alternative pronunciations of graphemes for reading (about four a week) - <u>See table on following page</u> - Practise reading & spelling words with adjacent consonants plus words containing newly learned graphemes - Teach reading the high frequency words: water where who again <u>thought</u> through work mouse many laughed because different any eyes friends once and please - Teach spelling the words: little one do when what out - Practise reading and spelling high frequency words - Practise reading and spelling polysyllabic words - Practise reading and writing sentences
	8 to 30	<ul style="list-style-type: none"> - Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned - Teach alternative spellings of phonemes for spelling - Practise reading & spelling words with adjacent consonants plus words containing newly learned graphemes - Teach spelling the words: oh their people Mr Mrs looked called asked - Practise reading and spelling high frequency words - Practise reading and spelling polysyllabic words - Practise reading and writing sentences

The list of 78 GPCs shown on the following page has been drawn from the following tables in **Letters and Sounds**.

Teaching further graphemes for reading [New graphemes for reading].....page 134.

Teaching alternative pronunciations for graphemes [Known graphemes for reading: common alternative pronunciations].....page 136.

Teaching alternative spellings for phonemes* [Alternative spellings for each phoneme].....page 144.

Bank of words for use in Phase Five activities [Some new graphemes for reading].....pages 151 - 2.

Bank of words for use in Phase Five activities [Known graphemes for reading: alternative pronunciations].....pages 152 - 3.

Bank of words for use in Phase Five activities [Alternative spellings for each phoneme].....pages 154 – 7.

* Also included in this table are the sounds /u/ represented by the letter **o** [in the south of the UK] and /oo/ represented by the letter **o** [in the North]. I don't recognize these and no examples are given, so they are not included in the table below.

GRAPHEME-PHONEME CORRESPONDENCES (GPCs) TO BE TAUGHT IN PHASE FIVE

Grapheme (bold type) in example word	Teaching for			
	Reading	Alternative Pronunciation	Spelling	Other Phase 5 Activities
acorn		√		√
what		√	√	√
fast (South)	√	√		√
talk			√	√
care			√	√
haul	√		√	√
naughty			√	
saw	√		√	√
day	√		√	√
make	√		√	√
cent		√	√	
social			√	
school		√	√	√
chef		√	√	√
fudge	√		√	√
he		√		√
cinema			√	
bread		√	√	√
eat	√	√	√	√
learn			√	√
bear			√	√
deer			√	√
vein			√	
eight			√	
people			√	
her		√	√	√
here			√	√
few	√		√	√
chew	√			√
they		√	√	√
donkey	√		√	√
gene			√	
giant		√	√	√
gnat			√	
find		√		√
tie	√		√	√
field		√	√	√
girl	√		√	√
knit			√	√

Grapheme (bold type) in example word	Teaching for			
	Reading	Alternative Pronunciation	Spelling	Other Phase 5 Activities
like	√		√	√
lamb			√	
drink			√	√
cold		√		√
toe	√		√	√
worm		√	√	√
could		√		√
shoulder		√		√
you		√		√
cloud		√		√
would			√	√
boulder		√		√
pour			√	√
your			√	
favour			√	
blow		√		√
boy	√		√	√
home	√		√	√
photo	√			√
sugar			√	√
scene			√	
passion			√	
position			√	
catch			√	√
unit		√		
put (South)		√		√
fungus			√	√
blue	√		√	√
cue	√		√	
fruit			√	
tube	√		√	√
rule	√			√
give			√	√
when	√		√	√
who	√			√
wrap			√	
gym			√	
by			√	√
very			√	√