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| **Reception** |  |
| Week | Sounds | Read words  | Spell words |
| 1 - Phase 2 | Assess children  |  |
| 2 - Phase 2 | S a t p |  |  |
| 3 - Phase 2 | L n m d  | Is it in at |  |
| 4 - Phase 2 | G o c k  | And  |  |
| 5 - Phase 2 | Ck e u r  | And the to |  |
| 6 - Phase 2 | H b f/ff l/ll s/ss | No go I |  |
| Half term  |  |
| **Phase 3 begins with sounds being introduced so children are able to recognise the digraphs. All sounds again when children learn the names of the letters and complete phase 3 activities fully.** |
| 1 – Phase 3 | J v w x  |  |  |
| 2 – Phase 3 | Y z qu | He she | The to |
| 3 – Phase 3 | Sh ch th ng | We me be |  |
| 4 – Phase 3 | Ai ee igh oa | Was my |  |
| 5 – Phase 3 | oo ar or |  | No go |
| 6 – Phase 3 | Ur ow ol | you |  |
| Christmas break |
| 1 – Phase 3 | Ear air ure | they |  |
| 2 – Phase 3 | Er | Her all are |  |
| **Phase 3 is now repeated. Children learn the names of letters and continue to revise and practise the digraphs in reading and writing,** |
| 3 – Phase 3 | J v w x  |  |  |
| 4 – Phase 3 | Y z qu | He she | The to |
| 5 – Phase 3 | Sh ch th ng | We me be |  |
| 6 – Phase 3 | Ai ee igh oa | Was my |  |
| Half term  |
| 1 – Phase 3 | oo ar or |  | No go |
| 2 – Phase 3 | Ur ow ol | you |  |
| 3 – Phase 3 | Ear air ure | they |  |
| 4 – Phase 3 | Er | Her all are |  |
| 5 – Phase 3 | Consolidate and fill in gaps |
| 6 – Phase 3 | Consolidate and fill in gaps |
| Easter break |
| 1 – Phase 3 | Consolidate and fill in gaps |
| 2 – Phase 3 | Consolidate and fill in gaps |
| 3 – Phase 4 | Read and write CVCC words |  | She we me be |
| 4 – Phase 4 | Read and write CVCC words | says | Was you |
| 5 – Phase 4 | Read and spell consonant blends with up to two syllables  | Were there little one | They all are |
| 6– Phase 4 | Read and spell consonant blends with up to two syllables | said, so, do, have, like, some, come, when, out, what |  |
| Half term |
| 1 – Phase 4 | Read and write CVCC words |  | She we me be |
| 2 – Phase 4 | Read and write CVCC words |  | Was you |
| 3 – Phase 4 | Read and spell consonant blends with up to two syllables  | Were there little one | They all are |
| 4 – Phase 4 | Read and spell consonant blends with up to two syllables | said, so, do, have, like, some, come, when, out, what |  |
| 5 – Phase 4 | Assess, consolidate and fill gaps |
| 6 – Phase 4 | Assess, consolidate and fill gaps |