**Christ the King Phonics Progression**

**Essential Letters and Sounds**

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| **Year** | **Term** | **Phase** | **Graphemes and new harder to read and spell words.** | | | | | |
| FS1 | Autumn | Phase 1 | Seven aspects:  • Environmental sounds  • Instrumental sounds  • Body percussion  • Rhythm and rhyme  • Alliteration  • Voice sounds  • Oral blending | | | | | |
| Spring | Introduce 1 GPC per week using mnemonics for formation | | | | | |
| Summer | Continue to introduce 1 GPC per week using mnemonics for formation | | | | | |
| **Foundation Stage 2**  *(to start week 2 - 12th Sep 2022)* | | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| FS2 | Autumn 1 | Phase 2 | /s/ <s>  /a/ <a>  /t/ <t>  /p/ <p> | /i/ <i>  /n/ <n>  /m/ <m>  /d/ <d> | /g/ <g>  /o/ <o>  /c/ <c> <k> | /k/ <ck>  /e/ <e>  /u/ <u>  /r/ <r> | /s/ <ss>  Assess and  review week  R:1 | /h/ <h>  /b/ <b>  /f/ <f> <ff>  /l/ <l> <ll> |
|  | I, the, no | put, of, is | to, go, into | pull | as, his |
| Autumn 2 | Phase 3 | /j/ <j>  /v/ <v>  /w/ <w>  /ks/ <x> | /y/ <y>  /z/ <z> <zz>  /kw/ <qu>  /ch/ <ch> | /sh/ <sh>  /th/ <th>  (voiced and  unvoiced)  /ng/ <ng>  /nk/ <nk> | /ai/ <ai>  /ee/ <ee>  /igh/ <igh>  /oa/ <oa> | –es (where  there is no  change to the  root word)  Assess and  review week  R:2 | Review week  R:3 |
| he, she, buses | we, me, be | push | was, her |  | my, you |
| Spring 1 | Phase 3 - 4 | Review week  R:4  /oo/ <oo>  (book) | /ar/ <ar>  /ur/ <ur>  /oo/ <oo>  (food)  /or/ <or> | /ow/ <ow>  /oi/ <oi>  /ear/ <ear>  /air/ <air> | /ure/ <ure>  /er/ <er>  /oa/ <ow> | Assess and  review week  R:5 | Review week  R:6 |
|  | they, all, are |  | ball, tall | when, what |  |
| Spring 2 | Phase 3 - 4 | Review week  R:7 | Review week  R:8 | Review week  R:9 | Review week  R:10 | Assess and Review week  R:11 | Review week  R:12 |
| said, so, have | were, out, like | some, come, there | little, one, do | children, love |  |
| Summer 1 | Phase 4 | Phase 4:1  CVCC  –ed /ed/ | Phase 4:2  CCVC  –ed /t/ | Phase 4:3  CCVCC  –ed /d/ | Phase 4:4  CCCVC | Assess and  review week  R:13 | Phase 4:5  CCCVCC  –er –est |
|  |  |  |  | Y1 Aut 1 week 1  Assess and Review ed endings and ph3 |  |
| Summer 2 | Phase 5 intro | /ai/ <ay>  /ow/ <ou>  /igh/ <ie>  /ee/ <ea>  –le | /oi/ <oy>  /ur/ <ir>  /(y)oo/ <ue>  /or/ <aw> | /w/ <wh>  /f/ <ph>  /(y)oo/ <ew>  /oa/ <oe> | /or/ <au>  /ee/ <ey>  /ai/ <a–e>  /ee/ <e–e> | Assess and  review week  R:14 | /igh/ <i–e>  /oa/ <o–e>  /(y)oo/ <u–e>  /s/ <c> |
| oh, their | people, Mr, Mrs | your, ask, should | would, could, asked | house, mouse,  water | want, very |

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| **Year 1** | | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Y1 | Autumn 1 | Phase 5 | Assess and  review week  Y1:1 | Review week  Y1:2 | Revise:  /ai/ <ay>  /ow/ <ou>  /igh/ <ie>  /ee/ <ea> | Revise:  /oi/ <oy>  /ur/ <ir>  /(y)oo/ <ue>  /or/ <aw> | Assess and  review week  Y1:3 | Revise:  /w/ <wh>  /f/ <ph>  /(y)oo/ <ew>  /oa/ <oe> |
| **Y1 Aut 1 wk 2**  oh, their, people, Mr, Mrs | **Y1 Aut 1 wk 3**  your, ask, should,  would, could, asked | **Y1 Aut 1 wk 4**  Mon: house,  Tue: water,  Wed: mouse  Thu: house, water | **Y1 Aut 1 wk 5**  Mon: oh  Tue: Mr  Wed: people  Thu: Mrs, mouse | **Y1 Aut 1 wk 6**  want, very | **Y1 Aut 1 wk 7**  Mon: your  Tue: ask  Wed: should  Thu: would |
|  | Autumn 2 | Phase 5 | Revise:  /or/ <au>  /ee/ <ey>  /ai/ <a–e>  /ee/ <e–e> | Revise:  /igh/ <i–e>  /oa/ <o–e>  /(y)oo/ <u–e>  /s/ <c> | /ee/ <y>  /or/ <al>  (walk)  Review week  Y1:4 | Review week  Y1:5 | Assess and  review week  Y1:6 | Review week  Y1:7 |
| Mon: please  Tue: once  Wed: house, could  Thu: asked | Mon: any,  Tue: many  Wed: again  Thu: want, very | Mon: who  Tue: whole | Mon: where,  Tue: two |  |  |
| Y1 | Spring 1 | Phase 5  alternative spellings | Review week  Y1:8 | /ai/ <a>  (acorn)  /ai/ <ey>  (they)  /ai/ <ea>  (great)  /ai/ <eigh>  (weight)  /ar/ <a>  (father)  /ee/ <e> (he)  /igh/ <i> (find)  /igh/ <y> (by) | /oa/ <o> (go)  /o/ <a> (was)  /oo/ <u>  (push)  /y/+/oo/ <u>  (music)  /c/ <ch>  (school)  /sh/ <ch>  (chef)  /e/ <ea>  (head) | /ur/ <or>  (world)  /ur/ <ear>  (learn)  /oo/ <ou>  (soup)  /oa/ <ou>  (shoulder)  /ee/ <ie>  (brief)  /v/ <ve> (have)  /i/ <y> (gym) | Assess and  review week  Y1:9 | /air/ <are>  (care)  /air/ <ere>  (there)  /air/ <ear>  (pear)  /ch/ <tch>  (catch) |
|  | here, sugar, friend | because |  |  |  |
|  | Spring 2 | Phase 5 alternative spellings | /u/ <o>  (brother)  Review week  Y1:10 | /j/ <g> (gem)  /j/ <ge>(fringe)  /j/ <dge>  (bridge)  /s/ <st>  (listen) | /s/ <ce>  (fence)  /s/ <se>  (house)  /n/ <gn> (sign)  /n/ <kn>  (knee)  /r/ <wr> (wrap)  /m/ <mb>  (lamb) | /z/ <se>  (cheese)  /z/ <ze>  (freeze)  /ear/ <eer>  (cheer)  /ear/ <ere>  (here)  /sh/ <ti>  (patient)  /sh/ <ti> –tion  (station)’ | Assess and  review week  Y1:11 | /ar/ <al> (half)  /or/ <augh>  (caught)  /sh/ <ssi>  (session)  /zh/ <si>  (vision)  /sh/ <ti>  –tious  (scrumptious)  /sh/ <ci>  (delicious)  –ous,  –ion, –ian |
| Y1 | Summer 1 | All Phases | Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs  (see ELS Appendix ii). | | | | | |
|  | Summer 2 |  |

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| **Year 2 and beyond** | | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Y2 | Autumn | Review Phase 5 GPCs for application to spelling | /ai/ <ay>  /ow/ <ou>  /igh/ <ie>  /ee/ <ea>  –le | /oi/ <oy>  /ur/ <ir>  /(y)oo/ <ue>  /or/ <aw> | /w/ <wh>  /f/ <ph>  /(y)oo/ <ew>  /oa/ <oe> | /or/ <au>  /ee/ <ey>  /ai/ <a–e>  /ee/ <e–e> | Assess and  review week  R:14 | /igh/ <i–e>  /oa/ <o–e>  /(y)oo/ <u–e>  /s/ <c> |
|  | Spring | Essential Spelling | Children who are need further consolidation of GPCs will continue to use decodable readers and have targeted interventions following the ELS progression from previous terms | | | | | |
|  | Summer | Essential Spelling | Children who are need further consolidation of GPCs will continue to use decodable readers and have targeted interventions following the ELS progression from previous terms | | | | | |
| Y3 - 6 |  | Diagnostic assessments and interventions. | • With ELS, phonics teaching  does not stop at the end  of Year 1, but continues as  children move through the  school, with links being  made between their GPC  knowledge and spelling  • Revision of all previously  taught GPCs for reading and  spelling  • Wider reading, spelling and  writing curriculum | | | | | |