



Neville's Cross Primary School

Essential Letters and Sounds Term by Term Progression



Reception Autumn 1: Phase 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
/s/ <s>	/i/ <i>	/g/ <g>	/k/ <ck>	/s/ <ss>	/h/ <h>
/a/ <a>	/n/ <n>	/o/ <o>	/e/ <n>	Assess and	/b/
/t/ <t>	/m/ <m>	/c/ <c>	/u/ <m>	Review Week	/f/ <f> <ff>
/p/ <p>	/d/ <d>	/c/ <k>	/r/ <d>	R:1	/l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception Autumn 2: Phase 3

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
/j/ <j>	/y/ <y>	/sh/ <sh>	/ai/ <ai>	-es (where	Review week
/v/ <v>	/z/ <z> <zz>	/th/ <th>	/ee/ <ee>	there is no	R:3
/w/ <w>	/kw/ <qu>	(voiced and unvoiced)	/igh/ <igh>	change to the	
/ks/ <x>	/ch/ <ch>	/ng/ <ng>	/oa/ <oa>	root word)	
		/nk/ <nk>		Assess and	
				Review week	
				R:2	
he, she, buses	we, me, be	push	was, her		my, you

Reception Spring 1: Phase 3 - 4

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
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	

Reception Spring 2: Phase 3 - 4

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
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	

Reception Summer 1: Phase 4

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
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

Reception Summer 2: Phase 5 Introduction

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
/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

Year 1 Autumn 1: Phase 5

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
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>

Year 1 Autumn 2: Phase 5

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Revise: /or/ <au> /ee/ <ey> /ai/ <a_e> /ee/ <e_e>	Revise: /igh/ <i_e> /oa/ <o_e> /(y)oo/ u_e> /s/ <c>	Revise: /ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1 Spring 1: Phase 5

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
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) /ch/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa+l/ <oul> (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) /oa+l/ <oul> (shoulder) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1 Spring 2: Phase 5

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
/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/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> -cious (delicious) -ous -ion, -ian

Year 1 Summer 1 and Summer 2: all phases

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

Appendix ii

- Revisit and revise all previous learning.
- Exposure to all previously taught GPCs through longer text extracts to support reading fluency and comprehension.
- By continuing to use the decodable readers children will have exposure to these more rarely used GPCs:

/s/ science

/t/ doubt

/i/ busy

/n/ gone

/m/ column

/g/ ghastly guard

/o/ cough

/u/ tough flood

/h/ whole

/f/ rough

/w/ penguin

/ai/ straight

/ee/ ceiling *police*

/igh/ eyelash island buy

/oa/ dough plateau

/ar/ heart

/ur/ colour centre

/oo/ move

/oo/ juice shoe

/yoo/ beautiful

/or/ warm roar floor more

/ow/ plough

/air/ scary