**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 andreview weekR: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 andunvoiced)/ng/ <ng>/nk/ <nk> | /ai/ <ai>/ee/ <ee>/igh/ <igh>/oa/ <oa> | –es (wherethere is nochange to theroot word)Assess andreview weekR:2 | Review weekR:3 |
| he, she, buses  | we, me, be  | push  | was, her  |  | my, you |
| Spring 1 | Phase 3 - 4 | Review weekR: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 andreview weekR:5 | Review weekR:6 |
|  | they, all, are  |  | ball, tall  | when, what |  |
| Spring 2 | Phase 3 - 4 | Review weekR:7 | Review weekR:8 | Review weekR:9 | Review weekR:10 | Assess and Review weekR:11 | Review weekR:12 |
| said, so, have  | were, out, like  | some, come, there | little, one, do  | children, love |  |
| Summer 1 | Phase 4 | Phase 4:1CVCC–ed /ed/ | Phase 4:2CCVC–ed /t/ | Phase 4:3CCVCC–ed /d/ | Phase 4:4CCCVC | Assess andreview weekR:13 | Phase 4:5CCCVCC–er –est |
|  |  |  |  | Y1 Aut 1 week 1Assess 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 andreview weekR: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 andreview weekY1:1 | Review weekY1:2 | Revise:/ai/ <ay>/ow/ <ou>/igh/ <ie>/ee/ <ea> | Revise:/oi/ <oy>/ur/ <ir>/(y)oo/ <ue>/or/ <aw> | Assess andreview weekY1:3 | 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: mouseThu: house, water | **Y1 Aut 1 wk 5**Mon: ohTue: MrWed: peopleThu: Mrs, mouse | **Y1 Aut 1 wk 6**want, very | **Y1 Aut 1 wk 7**Mon: yourTue: askWed: shouldThu: 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 weekY1:4 | Review weekY1:5 | Assess andreview weekY1:6 | Review weekY1:7 |
| Mon: pleaseTue: once Wed: house, couldThu: asked | Mon: any,Tue: manyWed: againThu: want, very | Mon: whoTue: whole  | Mon: where, Tue: two |  |  |
| Y1 | Spring 1 | Phase 5alternative spellings | Review weekY1:8 | /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 andreview weekY1:9 | /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 weekY1:10 | /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 andreview weekY1:11 | /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 andreview weekR: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 teachingdoes not stop at the endof Year 1, but continues aschildren move through theschool, with links beingmade between their GPCknowledge and spelling• Revision of all previouslytaught GPCs for reading andspelling• Wider reading, spelling andwriting curriculum |