
























Overview of Letters and Sounds

Below is a chart showing the order that children will be taught the sounds

Phase 1	<ul style="list-style-type: none"> • Listening to and for sounds. • Rhythm and rhyme • Alliteration
Phase 2	<ul style="list-style-type: none"> • Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss • Tricky words: the, to, go, no,
Phase 3	<ul style="list-style-type: none"> • Sounds taught: j, v, w, x, y, z, zz, qu • ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er • Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	<ul style="list-style-type: none"> • Recap all previous sounds. • Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her • Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
Phase 5	<ul style="list-style-type: none"> • Learn new phoneme zh • Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e • Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. • Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. • Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh
Phase 6	<ul style="list-style-type: none"> • Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es • Understand the rules for adding ing, ed, er, est, ful, ly, y • Investigate how adding suffixes and prefixes changes words • Introduce the past tense
<p>Glossary.</p> <p>Phoneme- the smallest unit of speech-sounds which make up a word.</p> <p>Grapheme- the written representation of sounds.</p> <p>Tricky word- word which cant be sounded out</p> <p>Keywords- high frequency words</p> <p>vc word- vowel consonant word (it, as)</p> <p>cvc word- word made up of a consonant, vowel, consonant (cat, dog)</p> <p>Initial sound- first sound in word</p>	

Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown
sl  sleep	sp  spade	st  starfish	tw  twins	sm  small	pr  printer	sc  scarf	sk  skunk
sn  sniff	nch  bench	scr  screw	shr  shrew	thr  thread	str  string	Phase 4 Blends and Clusters	
ay  crayon	ou  cloud	ie  tie	ea  beads	oy  boy	ir  girl	ue  glue	ue  queue
aw  saw	wh  whistle	ph  elephant	ew  pew	ew  screw	oe  toe	au  haunted	ey  monkey
a-e  snake	e-e  concrete	i-e  slide	o-e  bone	u-e  flute	u-e  cube	Phase 5 Sound Mat	