

### Letters and Sounds Overview.

Phase	Aspect/ Week	Activity
1	1 Environmental Sounds p9	Listening Walks / A listening moment / Drum outdoors <b>R</b> / Teddy is lost in the jungle/ Sound lotto <b>R</b> / Sound stories <b>R</b> / Mrs Browning has a box <b>R</b> / Describe and find it <b>R</b> / Socks and Shakers <b>R</b> / Favourite sounds/ Enlivening stories.
	2 General Sound Discrimination - Instrumental sounds p15	<b>Will need musical instruments for all these activities.</b> New words to old songs/ Which instrument? / Adjust the volume/ Grandmother's footsteps/ Matching sound makers/ Matching sounds/ Story sounds/ Hidden instruments/ Musical show and tell/ Animal sounds/
	3 General Sound Discrimination - Body Percussion p20	<b>Will need musical instruments for most of these activities.</b> Action songs <b>Make a collection</b> / Roly poly/ Follow the sound/ Noisy Neighbour 1/ Noisy Neighbour 2/ Words about sounds/ The Pied Piper/
	4 Rhythm and rhyme p25	Rhyming books/ Learning songs and rhymes <b>Make a collection</b> / Listen to the beat <b>R</b> / Our favourite rhymes/ Rhyming soup <b>R</b> / Rhyming bingo <b>R</b> / Playing with words / Rhyming pairs <b>R</b> / Songs and rhymes/ Finish the rhyme/ Rhyming puppets <b>R</b> / Odd one out / I know a word
	5 Alliteration	<b>Collection of pictures or objects with the same initial sounds.</b> I spy / Sounds around/ Making aliens/ Digging for treasure <b>R</b> / Bertha goes to the zoo / Tony the Train's busy day/ Musical corners/ Our sound box or bag/ Name play / Mirror play/ Silly soup/
	6 Voice sounds	<b>Need recording equipment for these activities.</b> Mouth movements/ Voice sounds/ Making trumpets/ Metal Mike <b>R</b> / Chain games/ Target sounds/ Whose voice? / Sound lotto 2/ Give me a sound/ Sound story time/ Watch my sounds/ Animal noises/ Singing songs
	7 Oral blending and segmenting	Oral blending/ Toy talk/ Clapping sounds/ Which one?/ Cross the river <b>R</b> / I spy/ Segmenting/ Say the sounds
2 (up to 6 wks) <b>Word banks on p 69 – 71.</b>	Week 1	<b>s a t p (set 1)</b> Practise letters/ sounds and start to practise oral blending and segmenting p51 Teach blending and reading the high frequency words <b>a, an, as</b> p64
	Week 2	<b>i n m d (set 2)</b> Practise all letters/sounds learned so far p51 Practise oral blending and segmenting p55-6 Teach blending with letters (for reading) p58 Practise blending for reading p59 Practise blending/ reading high frequency words <b>is, it, in, at, I</b> p64
	Week 3	<b>g o c k (set 3)</b> Practise all letters/sounds learned so far p51 Practise oral blending and segmenting p55-6 Teach segmentation for spelling p61 Teach blending and reading the high frequency word <b>and, on , not</b> p64

3 (up to 12 wks) Word, caption and sentence bank p 100 - 104		Demonstrate reading captions using words with week 1 and 2 letters and <b>and</b> p66-7
	Week 4	<b>ck e u r</b> (set 4) Teach <b>ck</b> explain its use at the end of words and practise reading words ending in ck. Teach the three other set letters p51 Practise all letters/sounds learned so far. Practise oral blending and segmenting p55-6 Practise blending to read words p59 Practise segmentation to spell words p61-2 Teach reading the tricky words <b>to, get, got</b> and <b>the</b> p64 Support children in reading, and demonstrate spelling, captions using week 1 and 4 letters and <b>and, the</b> and <b>to</b> . P66-7
	Week 5	<b>h b f, ff l, ll ss</b> (set 5) Teach week 5 letters and sounds. Explain <b>ff ll ss</b> at the end of words p51 Practise all letters/sounds learned so far Practise blending to read words p59 Practise segmentation to spell words p61-2 Teach tricky words <b>no, go, him</b> and <b>his</b> p64 Support children in reading, and demonstrate spelling, captions using week 1 and 5 letters and <b>no, go, the, and, to</b> and <b>l</b> . p66-7
	Week 6	Revise all the letters and sounds taught so far. Continue to support children in reading words and captions. Teach tricky words <b>of, dad, mum</b> and <b>up</b> p64
	Week 1	<b>j v w x</b> (set 6) Learn an alphabet song Teach set 6 letters and sounds p78-9 Practise all letters/sounds learned so far. Practise blending for reading p 85-88 Practise segmentation for spelling p88-91 Practise reading high frequency words learned so far. Teach reading the tricky words <b>off, can, had, back</b> , p91-93 Read sentences using set 1 to 6 letters and <b>no, go, the, and, to</b> and <b>l</b> .
	Week 2	<b>y z, zz qu</b> (set 7) Teach set 7 letters and sounds p78-9 Point to the letters in the alphabet while singing alphabet song p80 Practise all letters/sounds learned so far. Practise blending for reading p 85-88 Practise segmentation for spelling p88-91 Teach reading the tricky words <b>we, me, be, he, she</b> p91-93 Practise reading and spelling high frequency words. Practise reading two-syllable words p94 Practise reading and writing sentences using set 1 to 7 letters and <b>no, we, be, me, go, the, and, to</b> and <b>l</b> .
	Week 3	<b>sh ch th ng</b> Practise all previously learned GPCs (Graphic – phoneme correspondences)

		<p>Teach the four consonant digraphs p81</p> <p>Point to the letters in the alphabet while singing alphabet song p80</p> <p>Practise blending for reading p 85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach reading the tricky words <b>big, put, but, see</b> p91-93</p> <p>Practise reading and spelling high frequency words.</p> <p>Practise reading two-syllable words p94</p> <p>Practise reading captions and sentences p 95-98</p> <p>Practise writing captions and sentences p95-98</p>
	Week 4	<p><b>ai ee oo oa</b></p> <p>Practise previously learned GPCs (Graphic – phoneme correspondences)</p> <p>Teach four of the vowel digraphs</p> <p>Point to the letters in the alphabet while singing alphabet song p80</p> <p>Practise blending for reading p 85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach reading the tricky word <b>was, will, with</b> p91-93</p> <p>Teach spelling the tricky words <b>no</b> and <b>go</b> p91-93</p> <p>Practise reading and spelling high frequency words.</p> <p>Practise reading two-syllable words p94</p> <p>Practise reading captions and sentences p95-98</p> <p>Practise writing captions and sentences p95-98</p>
	Week 5	<p><b>ar or igh ur</b></p> <p>Practise previously learned GPCs (Graphic – phoneme correspondences)</p> <p>Teach four more vowel digraphs</p> <p>Point to the letters in the alphabet while singing alphabet song p80</p> <p>Practise blending for reading p 85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach reading the tricky word <b>my, for, too</b> p91-93</p> <p>Practise reading and spelling high frequency words.</p> <p>Practise reading two-syllable words p94</p> <p>Practise reading captions and sentences p95-98</p> <p>Practise writing captions and sentences p95-98</p>
	Week 6	<p><b>ow oi ear er</b></p> <p>Practise previously learned GPCs (Graphic – phoneme correspondences)</p> <p>Teach four more vowel digraphs</p> <p>Practise letter names p80</p> <p>Practise blending for reading p 85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach reading the tricky word <b>you, this, that</b> p91-93</p> <p>Practise reading and spelling high frequency words.</p> <p>Practise reading two-syllable words p94</p> <p>Practise reading captions and sentences.</p> <p>Practise writing captions and sentences.</p>
	Week 7	<p><b>air ure</b></p> <p>Practise previously learned GPCs (Graphic – phoneme correspondences)</p> <p>Teach four more vowel digraphs</p> <p>Practise letter names p80</p> <p>Practise blending for reading p 85-88</p>

		<p>Practise segmentation for spelling p88-91</p> <p>Teach reading the tricky word <b>they, then, them</b> p91-93</p> <p>Practise reading and spelling high frequency words.</p> <p>Practise reading two-syllable words p94</p> <p>Practise reading captions and sentences p95-98</p> <p>Practise writing captions and sentences p95-98</p>
	Week 8	<p>Practise all GPCs</p> <p>Practise letter names p80</p> <p>Practise blending for reading p 85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach reading the tricky word <b>her, now</b> p91-93</p> <p>Practise reading and spelling high frequency words.</p> <p>Practise reading two-syllable words p94</p> <p>Practise reading captions and sentences p95-98</p> <p>Practise writing captions and sentences p95-98</p>
	Week 9	<p>Practise all GPCs</p> <p>Practise letter names p80</p> <p>Practise blending for reading p 85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach reading the tricky word <b>all, look</b> p91-93</p> <p>Practise reading and spelling high frequency words.</p> <p>Practise reading two-syllable words p94</p> <p>Practise reading captions and sentences p95-98</p> <p>Practise writing captions and sentences p95-98</p>
	Week 10	<p>Practise all GPCs</p> <p>Practise letter names p80</p> <p>Practise blending for reading p 85-88</p> <p>Practise segmentation for spelling p88-91</p> <p>Teach reading the tricky word <b>are, down</b> p91-93</p> <p>Practise reading and spelling high frequency words.</p> <p>Practise reading two-syllable words p94</p> <p>Practise reading captions and sentences p95-98</p> <p>Practise writing captions and sentences p95-98</p>
	Week 11- 12	More consolidation if necessary, or move to Phase 4.
4 (4-6 weeks) <b>Words and sentence bank p 126 - 128</b>	Week 1	<p>Practise recognition and recall of Phase 2 and 3 graphemes and reading and spelling CVC words p109-110</p> <p>Teach and practise reading CVCC words p111</p> <p>Teach and practise spelling CVCC words p112</p> <p>Teach reading the tricky words <b>said, so, went, from</b></p> <p>Teach spelling the tricky words <b>he, she, me, we, be</b></p> <p>Practise reading and spelling high frequency words p118</p> <p>Practise reading sentences p122</p> <p>Practise writing sentences p124</p>
	Week 2	<p>Practise recognition and recall of Phase 2 and 3 graphemes and reading and spelling CVC words p109-110</p> <p>Teach and practise reading CCVC words p111</p> <p>Teach and practise spelling CCVC words p113</p> <p>Teach reading the tricky words <b>have, like, some, come</b></p>

5 Through -out Y1		<p>Teach spelling the tricky words <b>was, you</b></p> <p>Practise reading and spelling high frequency words p118</p> <p>Practise reading sentences p122</p> <p>Practise writing sentences p124</p>
	Week 3	<p>Practise recognition and recall of Phase 2 and 3 graphemes p109-110</p> <p>Practise reading words containing two adjacent consonants p113-115</p> <p>Practise spelling words containing two adjacent consonants p113-115</p> <p>Teach reading the tricky words <b>were, there, little, one, children</b></p> <p>Teach spelling the tricky words <b>they, all, are</b></p> <p>Practise reading and spelling high frequency words p118</p> <p>Practise reading sentences p122</p> <p>Practise writing sentences p124</p>
	Week 4	<p>Practise recognition and recall of Phase 2 and 3 graphemes p109-110</p> <p>Practise reading words containing two adjacent consonants p113-115</p> <p>Practise spelling words containing two adjacent consonants p113-115</p> <p>Teach reading the tricky words <b>do, when, out, what, it's, help</b></p> <p>Teach spelling the tricky words <b>my, her</b></p> <p>Practise reading and spelling high frequency words p118</p> <p>Practise reading sentences p122</p> <p>Practise writing sentences p124</p>
	Weeks 1-4	<p><b>ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e</b></p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes</p> <p>Teach new graphemes for reading (4 per week) p134</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Learn new phoneme /zh/ in words such as <b>treasure</b></p> <p>Teach reading the words <b>oh, their, people, Mr, Mrs, looked, called, asked, old, house, about, don't, by, time, your</b> p140</p> <p>Teach spelling the words <b>said, so, have, like, some, come, were, there</b></p> <p>Practise reading and spelling high frequency words p140</p> <p>Practise reading and spelling polysyllabic words p142 and 149</p> <p>Practise reading sentences p142</p> <p>Practise writing sentences p149</p>
	Weeks 5-7	<p><b>i o c g u ow ie ea er a y ch ou</b> p136</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136</p> <p>Teach alternative pronunciations of graphemes for reading (about four per week) p136</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Teach reading the words <b>water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please, day, made, came</b> p140</p> <p>Teach spelling the words <b>little, one, do, when, what, out</b></p> <p>Practise reading and spelling high frequency words p140</p> <p>Practise reading and spelling polysyllabic words p142 and 149</p> <p>Practise reading sentences p142</p> <p>Practise writing sentences p149</p>

	Weeks 8-30	<p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136</p> <p>Teach alternative spellings of phonemes for spelling p144-147</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Teach spelling the words <i>oh, their, people, Mr, Mrs, looked, called, asked, make, here, saw, put, could, good, away, want, over, how, did, man, their, going, would, or, took, home, who, think, school, didn't, know, can't, ran, bear, long, things, new, after, wanted, eat, everyone, our, play, take, well, find, more, I'll, round, tree, magic, shouted, us, other,</i></p> <p>Practise reading and spelling high frequency words p140</p> <p>Practise reading and spelling polysyllabic words p142 and 149</p> <p>Practise reading sentences p142</p> <p>Practise writing sentences p149</p>
6 (Through out Y1 &Y2)	Reading	<p>Rarer GPCs i.e. they read charge as ch/ar/ge not c/h/a/r/g/e</p> <p>High frequency words are in Appendix 1 <i>food, fox, way, been, stop, must, door, right, sae, these, began, boy, animals, never, next, first, lots, need, that's, baby, fish, gave, something, may, still, found, live, say, soon, night, narrator, small, car, couldn't, three, head, king, town, I've, around, every, garden, fast, only, let's much, suddenly, told, another, great, why, cried, keep, room, last, jumped, even, before, gran, clothes, tell, key, place, mother, sat, boat, window, sleep, feet, morning, queen, each, book, its, green, girl which, inside, under, snow, air, trees, tea, box, dark, granddad, there's, looking, end, than. Best, better, hot, sun, across, gone, hard, floppy, really, wind, wish, eggs, things, stopped, ever, miss, most, cold, park, lived, birds, duck, horse, rabbit, white, coming, he's, river, liked, giant, looks, use, along, plants, dragon, pulled, we're, fly, grow</i> p 193-95</p> <p>Allow children to experience fluent reading by getting them to repeat shorter/ easier texts – build confidence.</p> <p>Range of fiction, poetry and non-fiction</p> <p>Comprehension and review p168-9</p>
	Spelling Past tense	<p>Teaching the past tense – simple past tense orally first. Teach common verbs which have irregular past tense e.g. <i>go- went, come – came, say – said.</i> P170</p>
	Spelling Suffixes p189 - 191	<p>Investigating and learning how to add suffixes p171 - 174</p> <p><i>ed</i> suffix for past tense using 5/6 box phoneme frame</p> <p><i>ing</i> added to verbs</p> <p><i>s</i> and <i>es</i> added to nouns and verbs <i>bushes/ catches</i></p> <p><i>ies</i> added to nouns <i>ferries/ skies</i></p> <p><i>ful</i> added to nouns e.g. <i>careful</i></p> <p><i>er</i> added to verbs and adjectives <i>runner, reader, bigger</i></p> <p><i>est</i> added to adjectives <i>biggest, slowest</i></p> <p><i>ly</i> added to adjectives to form adverbs <i>sadly, happily, lately</i></p> <p><i>ment</i> added to verbs to form nouns <i>payment, advertisement</i></p> <p><i>ness</i> added to adjectives to form nouns <i>darkness, sadness</i></p> <p><i>y</i> added to nouns to form adjectives <i>funny, smoky, sandy</i></p> <p>Other spelling guidelines on p187- 8</p>
	Spelling	How suffixes and prefixes change words



	Long words	Syllables
	Spelling 'Difficult bits'	Parts of high frequency words which are commonly misspelt Strategies – poster on p192
	Spelling Independence	Proofreading Using dictionaries and spell checkers Links with handwriting

### Assessment (page 193 – 207)

#### Phase 1

By the end of Phase 1 children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent them from moving on to Phase 2 as these speaking and listening activities continue.

#### Phase 2.

By the end of Phase 2 children should:

- Give the sound when shown any Phase 2 letter, securing first the starter letters **s, a, t, p, i, n**.
- Find any Phase 2 letter, from a display, when given the sound.
- Be able to orally blend and segment CVC words.
- Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: **if, am, on, up** and 'silly' words such as **ip, ug, and ock**.
- Be able to read the five tricky words **the, to, I, no, go**.

#### Phase 3.

By the end of Phase 3 children should:

- Give the sound when shown all or most Phase 2 and 3 graphemes.
- Find all or most Phase 2 and 3 graphemes, from a display, when given the sound.
- Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)
- Be able to segment and make a phonetically plausible attempt at spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)
- Be able to read the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Be able to spell the tricky words **the, to, I, no, go**
- Write each letter correctly when following a model.

#### Phase 4.

By the end of Phase 4 children should:

- Give the sound when shown any Phase 2 and 3 grapheme.
- Find any Phase 2 and 3 grapheme, from a display, when given the sound.
- Be able to blend and read words containing adjacent consonants
- Be able to read the tricky words **some, one, said, come, do, so, were, when, have, there, out, like, little, what**.
- Be able to spell the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Write each letter, usually correctly.

#### Phase 5.



## Thames View Infants

### Letters and Sounds

By the end of Phase 5 children should:

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable
- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

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#### Resources we'll need

Beaters/drumsticks

Recording equipment

Lots of pictures with initial sounds work

Mrs Browning has a box word card

Pictures to go with sound effects CD to put in order

Sound effects CD

Noisy items such as packaging, keys, squeaky toys in box

Shells, rice, pasta, coins, pebbles etc in containers

Action/sound effect rhymes book for adult to use

Musical instruments

Puppets/animal models

Collection of action rhymes using body percussion ie foot stamps, claps etc

Roly Poly word card

Pied Piper story

Rhyming stories such as Gingerbread man, poems collection, Hickory Dickory Dock

Nursery rhymes collection

Objects to represent rhymes such as a spider for Incy Wincy Spider

Rhyming soup word card

Rhyming bingo pictures and bingo cards

Pictures of varying syllable patterns

I know a word, examples

Personal alliterations/ tongue twisters eg Charlotte's shop, Aaron's angry ant

Alien puppet/ Robot

Mirrors

Which one? Pictures of objects with 2/ 3 phonemes