

Our Phonics (Word Wise) Curriculum

Reception - Letters and Sounds Phase 2 to 4

Department for Education Educational Programme
Development Matters (Non-statutory) Reception Year

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Help children to read the sounds speedily. This will make sound-blending easier.
 Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’.

Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.

Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.

Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.

Children should not be required to use other strategies to work out words.

When	Grapheme Phoneme Correspondences	Example words (non-Statutory)	Spelling Rules	Decodable Words, including ‘off by heart’ words	Common Exception Words, including ‘flash’ words
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Week 1	s/a/t/p	a, at, sat, tap, sap, pat	Briefly practise oral blending and segmentation	at	
Week 2	i/n/m/d/	sit, sip, tip, pip, pit pan, nip, tin, tan, nap mat, map, man dad, sad, dip, did	Practise blending for reading	it, in, an	is
Week 3	g/o/c/k	pop, pig, dig, tag, gas, gig, gap got, not, pot, dog, top, cat, cap, cot, cop, cod, can, kid, kit,	Teach segmentation for spelling	and on	
Week 4	ck/e/u/r	kick, sock, sack, sick, pick, pack, dock, get, ticket, pet, neck, pocket, ten, net, pen, peg, met, men, up, cup, tuck, mud, mum, sun, mug, sunset, rot, rug, run, rat, ram, rim, rip, rag, rock, rocket, carrot,	Teach that 'ck' together stands for the same sound as 'c' and 'k' separately – ck never comes at the beginning of a word, but often comes at the end or near the end.		the, to,
Week 5	h/b/f/l	had, him, hit, hid, hot, hut, hop, hug, hat, hack, hum but, big, back, bet, bag, bed, bug, bud, bun, bus, bat, bit, bucket, beckon, rabbit if, fit, fin, fun, fig, fog, fan, fat lap, leg, let, lot, lit, laptop, lick, luck, lock			His, of
Week 6					
Reception Autumn Term 2 Phase 2/3					
Week 1	Ff/ll/ss/	off, puff, cuff, huff	When the letters l, s and f double at the ends of some	Put, pull, full, and	

		dull, sell, fill, tell, doll, bell, less, hiss, mass, mess, miss, pass, fuss, boss, kiss, fusspot	words and c is joined by k, it is a good idea to draw a line underneath both letters to show that they represent one phoneme (e.g. <u>hill</u> , <u>pick</u>)		
Week 2	j/v/w/x (page 100)	job, jog, jig, jab, jet, junk, jam, jacket van, vet, visit, vat wet, win, wind, web, well, will, cobweb, wig fox, box, fix, six, mix, tax, exit	Teach spelling; the, to	no, go, I, the, to	her,
Week 3	y/z/zz/qu (page 100)	yap, yelp, yes, yell, yet zip, zig-zag buzz, jazz quiz, quit, quick, quack, liquid	explain about q always needing u after it in English words Teach spelling; the, to	He, she, no, go, I, the, to	he, she
Week 4	ch/sh/th/ng (page 101)	chip, chop, chap, chin, such, chick, chug, chill, check, chicken, rich, much shop, ship, shed, shell, shut, shock, fish, dash, cash, rash, rush, bash, hush them, then, thin, than, thick, thing, that, this, thick, path, with, moth ping-pong, rang, rung, ring, long, sing, song ring rang hang, wing, king, long, sing	Display sh and explain that this phoneme needs two graphemes that the children already know and that to show that two graphemes stand for one phoneme we draw a line under them.	Practise reading and spelling previously learned 'off by heart words' in captions and sentences	we, be, me
Week 5	nk Words with -s /s/ Words ending -s /z/ (his)	Sink, think, pink hats, sits		Practise reading and spelling previously learned 'off by heart words' in captions and sentences	as, has, his

Week 6	Words ending –s/z/ added at the end (bags)	Bags, tags, rags, flags		Practise reading and spelling previously learned ‘off by heart words’ in captions and sentences	
Reception Spring Term 1 Phase 3					
Week 1	ai/ee/igh/oa (page 102)	Wait, hail, pain, aim, sail, bait, main, tail, rain, see, feel, weep, feet, jeep, keep, seem, meet, week, deep, tonight, high, fight, night, light, sight, tight, sigh, might, right, coat, load, goat, loaf, oak, boatman, road, soap, toad, foal,	Teach spelling; no, go	Practise reading and spelling previously learned ‘off by heart words’ in captions and sentences	was, you
Week 2	oo/oo/ar/or (page 102)	too, zoo, boot, hoof, zoom, cool, root, rooftop, food, moon, look, foot, cook, good, book, took, wood, wool, hook, hood bar, farmyard, car, bark, card cart, hard, jar, park, market, torn, for, fork, cord, cork, sort, born, worn, fort,		Practise reading and spelling previously learned ‘off by heart words’ in captions and sentences	they, my, by
Week 3	ur, ow, oi, ear (page 102)	fur, burn, burp, curl, hurt, surf, turn, turnip, now, down, cow, how, bow, pow! row, town, owl, oil, boil, coin, coil, join, soil, toil, quoit, poison, tinfoil ear, dear, fear, gear, hear, near, rear, tear, beard, year		Practise reading and spelling previously learned ‘off by heart words’ in captions and sentences	you

Week 4	air, ure, er (page 102)	Air, fair, hair, lair, pair, Sure, cure, secure, mature, manure, insure, pure, lure, hammer, letter, rocker, ladder, supper, dinner, boxer, better, summer, banner,	Teach spelling the tricky words no, go	Practise reading and spelling previously learned 'off by heart words' in captions and sentences	they
Week 5	Words with digraphs (page 103)	Cheep, sheet, thing, thorn, teeth, coach, tooth, harsh, short, church, singer, shear, chair, arch, chain, faith, sheep, sharp, poach, shoal, shook, shark, march, torch, north, porch, booth		Practise reading and spelling previously learned 'off by heart words' in captions and sentences	her
Week 6	Longer words, including those with digraphs	orchard, north, farmer, shorter, longer, looking, powder, lightening, thicker		Practise reading and spelling previously learned 'off by heart words' in captions and sentences	all

Reception Spring Term 2 Phase 3

Week 1	Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words			Practise reading and spelling previously learned 'off by heart words' in captions and sentences	here
Week 2	Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words		Teach spelling the 'flash' words was, you	Practise reading and spelling previously learned 'off by heart words' in captions and sentences	
Week 3	Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words		Teach spelling the 'flash' words they, all, are	Practise reading and spelling previously learned 'off by heart words' in captions and sentences	are

Week 4	Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words		Teach spelling the 'flash' words my, her	Practise reading and spelling previously learned 'off by heart words' in captions and sentences	
Week 5	Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words			Practise reading and spelling previously learned 'off by heart words' in captions and sentences	
Week 6	Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words		Teach spelling the tricky words the, to, no, go, I	Practise reading and spelling previously learned 'off by heart words' in captions and sentences	
Reception Summer Term 1 Phase 4					
Week 1	Teach and practise reading and spelling short vowels with adjacent consonants in CVCC words using letters sets 1-7 (page 126)	went, help, just, tent, belt, hump, bend, dent, felt, gulp, lamp, wind, land, nest, sink, hunt, best, tilt, lift, lost, tuft, damp, bust, camp, gift, kept, tusk, husk, cost, bank, bulk, gust, hand, next, milk, golf, jump, fact, melt, fast, last, daft, task, bench	Teach spelling; he, she, me, we, be	Automatic and effortless reading of all words – decodable and tricky – is the ultimate goal. By repeated sounding and blending of words, they should be encouraged to read them straight off in reading text, rather than continuing to sound and blend them aloud because they feel that this is what is required. They should continue, however, to use overt or silent phonics for those words which are unfamiliar	said, so
Week 2	Teach and practise reading and spelling short vowels with adjacent consonants in CVCC words using phase 3 graphemes (page 126)	champ, chomp, chest, tenth, theft, Welsh, chimp, sixth, punch, chunk, thank, shift, shelf, joint, boost, thump, think, burnt, paint, roast, toast, beast	Teach spelling; Was, you		have, like, some, come
Week 3	Teach and practise reading and spelling CCVC words	Stop, spot, frog, step, plan, speck, trip, grab,	Teach spelling; they, all, are		were, there, little, one

	using sets 1-7 letters (page 127)	track, spin, flag, grip, glad, twin, sniff, plum, gran, swim, clap, drop, glass, grass, brass			
Week 4	Teach and practise reading and spelling CCVC words using phase 3 graphemes (page 127)	Green, fresh, steep, tree, spear, smell, spoil, train, spoon, sport, thrush, trash, start, flair, trail, cream, crwon, star, creep, brown, stair, spoil, spark, bring, crash, bleed, clear, swing, droop, float, smart, groan, brush, growl, scoop, sport, frown, speech, smear, thrill	Teach spelling; my, her		do, when, out, what
Week 5	Teach and practise reading and spelling CCVCC, CCCVC and CCCVCC words using letters sets 1-7 (page 127)	Stand, crisp, trend, trust, spend, glint, twist, brand, frost, cramp, plump, stamp, blend, stunt, crust, tramp, grunt, crept, drift, slept, skunk, think, thank, blink, drank, blank, trunk, graft, grant, blast, grasp, slant	Automatic and effortless reading of all words – decodable and tricky – is the ultimate goal. By repeated sounding and blending of words, they should be encouraged to read them straight off in reading text, rather than continuing to sound		went, it's, from, children, just, help
Week 6	Teach and practise reading and spelling CCVCC, CCCVC and CCCVCC words using phase 3 graphemes (page 127)	Crunch, drench, trench, Grinch, shrink, thrust, spring, strap, string, scrap, street, scrunch,	and blend them aloud because they feel that this is what is required. They should continue, however, to use overt or silent phonics for those words which are unfamiliar		Said, have, like, so, do, some, come, were, there, little, one, when, out
Reception Summer Term 2 Phase 4					
Week 1	Teach and practise reading and spelling longer CVCC words and compound words (page 126)	sandpit, windmill, softest, pondweed, desktop, helper, handstand, shampoo, giftbox, lunchbox, sandwich, chimpanzee, helper,		Automatic and effortless reading of all words – decodable and tricky – is the ultimate goal. By repeated sounding and blending of words, they should be encouraged to read them straight off in reading text,	

		melting, shelving, thundering, champion		rather than continuing to sound and blend them aloud because they feel that this is what is required. They should continue, however, to use overt or silent phonics for those words which are unfamiliar	
Week 2	Teach and practise reading and spelling longer CCV and CCVC words and compound words (page 127)	Treetop, starlight, floating, freshness			
Week 3	Teach and practise reading and spelling longer CCV and CCVC words and compound words (page 126)	Driftwood, twisting, printer			
Week 4	Practise recognition and recall of Phase Two and Three graphemes and reading and spelling words from Phase Four				
Week 5					
Week 6					