

Overview of Letters and Sounds – Links with RWI
Order that children are taught sounds / sight words

<p align="center">Phase 1 Guidance: (Nursery/Reception)</p>	<ul style="list-style-type: none"> Listening to and for sounds. Rhythm and rhyme Alliteration
<p align="center">Phase 2 Guidance: (Reception) up to 6 weeks</p>	<ul style="list-style-type: none"> Sounds taught (a set of letters is taught each week): Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss Tricky words: the, to, go, no,
<p align="center">Phase 3 Guidance: (Reception) up to 12 weeks</p>	<ul style="list-style-type: none"> Sounds taught: Set 1: j, v, w, x Set 2: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all, are
<p align="center">Phase 4 Guidance: (Reception) 4 to 6 weeks</p>	<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
<p align="center">Phase 5 Guidance: (Throughout Year 1)</p>	<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
<p align="center">Phase 6 Guidance: (Throughout Year 2 and beyond)</p>	<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

RWI Phonics

RWI Set 1: m a s d t i n p g o c k u b f e l h r j v y w z x (Special friends): sh th ch qu ng nk ck

RWI Set 2: ay ee igh ow (as in blow) oo (as in zoo) oo (as in look) ar or air ir ou oy

RWI Set 3: ea oi a-e i-e o-e u-e aw are ur er ow (as in brown) ai oa ew ire ear ure

RWI Guided Reading Books Red (tricky) sight words

- Red Ditty Books:**
I of my to the no
- Green books:**
the your said you my I he are of no
- Purple books:**
the of to I my me go he baby said are you your he paint
- Pink books:**
all my the like I've want you call we be no her are of me said he she to washing some be there so
- Orange books:**
what they do said you the me be want my go he no old are we so was be of all she her
- Yellow books:**
one saw her to go the all was some she be he they watch watches me said my want you school are of small do by wall there what no so your who tall call brother I'm I've their any fall were
- Blue books:**
any other two one all her there said could they would want their watch some anyone over who does school through once here son you're here why brother were humans whole what was small tall
- Grey books:**
should were there call want come one through many could are other was two who you said your what school mother to they father watch anyone whole water great brother above where here someone another walk what small any here son would

Glossary

Phoneme- the smallest unit of speech-sounds which make up a word.

Grapheme- the written representation of sounds.

Tricky word- word which can't be sounded out

Keywords- high frequency words

vc word- vowel consonant word (it, as)

cvc word- word made up of a consonant, vowel, consonant (cat, dog)

Initial sound- first sound in word

The Literacy Tree Reception Planning

Term	Week	Text	Phonics phase coverage (taken from The Literacy Tree guidance)	Sounds covered (contextualised over learning of the sounds covered in phonics*)	HFW Red: not decodable Green: decodable
Autumn 1	1	Where the Wild Things Are <i>10+ sessions over 2+ weeks</i>	L&S Phase 2, sets 1&2	s, a, t, p	
	2			i, n, m, d	
	3		Teach L&S Phase 2, set 3 here	g, o, c, k	is, it, in, at, a, an, as, did, and
	4	Bringing the Rain to Kapiti Plain <i>OR Anansi</i> <i>10+ sessions over 2+ weeks</i>	L&S Phase 2, sets 4&5	ck, e, u	to, the
	5			r, h	
	6			b, f, -ff, l, -ll, -ss	a, as, at, is, it, in, an, am, dad, did, and, got, on, not, can, get
Autumn 2	1	I am Henry Finch <i>10+ sessions over 2+ weeks</i>	L&S Phase 3, sets 1&2	j, v, w, x	
	2			y	
	3			z, zz, qu	
	4	Halibut Jackson <i>10+ sessions over 2+ weeks</i>	L&S Phase 3, sets 3&4	ch, sh, th, ng	
	5				
	6				
Spring 1	1	The Magic Paintbrush <i>10+ sessions over 2+ weeks</i>	L&S Phase 3, sets 3&4		to, the, no, go, I, into, we, me, to, the, he, she, be
	2				
	3				
	4	Little Red <i>10+ sessions over 2+ weeks</i>	L&S Phase 3 Revision		to, the, no, go
	5				
	6				
Spring 2	1	The Tiny Seed <i>10+ sessions over 2+ weeks</i>	L&S Phase 3, sets 4&5	ai, ee, igh	
	2			oa, oi,	
	3			oo, oo, ow,	
	4	I Will Not Ever Never Eat a Tomato <i>10+ sessions over 2+ weeks</i>	L&S Phase 3, sets 4&5 Revision		
	5				
	6				
Summer 1	1	Willy the Wimp <i>10+ sessions over 2+ weeks</i>	L&S Phase 3, sets 6&7		I, am, to, you, and, be, was, my
	2			ar, er, or, ur,	
	3				
	4	Hairy Maclary <i>10+ sessions over 2+ weeks</i>	L&S Phase 3, sets 6&7		
	5				
	6				
Summer 2	1	So Much <i>10+ sessions over 2+ weeks</i>	L&S Phase 4	L&S Phase 4 – adjacent consonant words	
	2				
	3				
	4	Oil Frog <i>10+ sessions over 2+ weeks</i>	L&S Phases 1-4 with scope to extend to Phase 5	a-e	
	5				
	6				

Phase 3 sounds not found in planning: ear, air, ure,

*the sounds taught in phonics, including the teaching sequence and rhymes we use to help us remember can be found on the phonics teaching sequence document

