

LPDS

# REDROSE

Letters and Sounds



The Primary English and Literacy Team at Lancashire Professional Development Service (LPDS) have developed a new systematic, synthetic phonics planning programme using the Letters and Sounds approach titled *Red Rose Letters and Sounds*. This planning programme has been developed, continuously evaluated and refined over several years, using the expertise of effective classroom practitioners and phonics experts at LPDS.

The programme includes planning from Phase 2 to Phase 5 with specific daily sessions and a very rigorous approach to meet, and exceed, expectations based on the Early Learning Goals and the National Curriculum for Year One.

### **What is the intent behind *Red Rose Letters and Sounds*?**

The intent behind *Red Rose Letters and Sounds* is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers.

### **What is included to implement *Red Rose Letters and Sounds*?**

The programme includes:

- overviews for each phase with termly expectations
- comprehensive daily planning following revisit /review, teach, practise, apply
- carefully sequenced tricky words and high frequency words with high expectations for application into reading and spelling
- application opportunities planned throughout to ensure blending and segmenting of words and sentences
- word banks that directly match the teaching of focus graphemes
- additional word banks to broaden and deepen vocabulary in order to provide stretch and challenge
- regular consolidation and assessment points to support the identification of children on track, and those falling behind

### **How has *Red Rose Letters and Sounds* developed from the 2007 *Letters and Sounds Handbook*?**

The consultants at LPDS have created a tightly focused progression from Phases 2 to 5 informed by classroom practice and subject expertise. All phases, in particular Phase 5, have been more carefully sequenced to provide clarity with an explicit teaching progression. *Red Rose Letters and Sounds* incorporates frequent opportunities for application and consolidation of reading and writing skills, before introducing new Grapheme Phoneme Correspondences (GPCs). Planning materials have been created in a user-friendly format, are easily accessible and can be adapted according to the children's needs. It is recommended that all adults delivering sessions are trained to the same standard.

### **Which reading schemes link to *Red Rose Letters and Sounds*?**

Many reading schemes which are currently organised using the *Letters and Sounds 2007 Handbook* progression, will closely match the progression in *Red Rose Letters and Sounds*. Schools will need to continue to ensure that guided and home reading books are fully decodable in line with the National Curriculum expectations, and that focus GPCs within books are closely matched to recently taught sounds. This allows schools to select books from more than one reading scheme, providing they are organised and sequenced to directly match the progression within *Red Rose Letters and Sounds*.

## Red Rose Letters and Sounds Trajectory Expectations for Reception

Autumn 1 Phase 2 GPCs		Tricky Words and High Frequency Words	Overview
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/		High Frequency Words as <b>is us his has</b> linked to s pronounced /z/  <b>the</b>	Teach 12 GPCs Teach 1 Tricky Word
Autumn 2 Phase 2 GPCs		Tricky Words	Overview
ck e u r h b ff l ll ss Consolidate Phase 2		<b>I to</b> <b>go no</b> <b>into</b>	Teach 11 GPCs Teach 5 Tricky Words
Spring 1 Phase 3 GPCs		Tricky Words	Overview
j v w x y z/zz qu ch sh th/th ng Consolidate as required		<b>he she</b> <b>we be me</b> <b>was my</b> <b>you they</b>	Teach 13 GPCs Teach 9 Tricky Words
Spring 2 Phase 3 GPCs		Tricky Words	Overview
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required		<b>her all</b> <b>are</b> (Phase 3) <b>like</b> (Phase 4) <b>said when</b> (Phase 4) <b>have one</b> (Phase 4)	Teach 8 GPCs Teach 8 Tricky Words
Summer 1 Phase 3 GPCs		Phase 4	
<b>Phase 3</b> ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 <b>Phase 4</b> CVCC & CCV		<b>Tricky Words</b>  <b>come do</b> (Phase 4) <b>so were</b> (Phase 4) <b>some there</b> (Phase 4) <b>out little what</b> (Phase 4)  Consolidate <b>said so have like</b> (Phase 4)	<b>Overview</b>  Teach 7 GPCs Teach 9 Tricky Words  Teach CVCC & CCV Consolidate <b>Phase 3/4 Tricky Words as required</b>
Summer 2 Phase 4		Tricky Words	Overview
CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.		Consolidate <b>said so have like</b> <b>some come were there</b> <b>little do one when</b> <b>out what</b> Teach <b>it's</b>	Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate <b>Phase 3/4 Tricky Words as required</b>

## Red Rose Letters and Sounds Trajectory Expectations for Year 1

Autumn 1 Revisit Phase 4	Tricky Words and High Frequency Words	Overview
<b>Phase 5 Further Graphemes for Reading and Writing</b> Revisit Phase 4 CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.	Revisit <b>said so have like</b> <b>some come were there</b> <b>little do one when</b> <b>out what it's</b>	Revisit CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words
<b>Phase 5 Further Graphemes for Reading and Writing</b> ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	<b>Mr Mrs people</b> <b>looked called asked</b> <b>oh their could</b>	Teach 13 GPCs Teach 9 Tricky Words
<b>Autumn 2</b> <b>Phase 5 Further Graphemes for Reading and Writing</b> <b>Phase 5 Alternative Pronunciations for Graphemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
<b>Phase 5 Further Graphemes for Reading and Writing</b> oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube)	<u>Tricky Words</u> <b>water where who</b> <u>High Frequency Words</u> <b>again thought through</b>	Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words
<b>Phase 5 Alternative Pronunciations for Graphemes</b> i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)	<b>work mouse many</b> <b>laughed because different</b> <b>any eyes friends</b> <b>once please</b>	
<b>Spring 1 Phase 5 Alternative Spellings for Phonemes</b>	<b>High Frequency Words</b>	<b>Overview</b>
/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key) /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit) /ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	<b>I'm I'll let's small great before</b> <b>jumped stopped pulled</b> <b>gone we're</b> Consolidate as required	Teach and Consolidate 26 GPCs Teach 11 High Frequency Words
<b>Spring 2 Phase 5 Alternative Spellings for Phonemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

## Red Rose Letters and Sounds Trajectory Expectations for Year 1

Summer 1 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/ear/ ear (clear) eer (cheer) ere (here) /air/ air (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)	Identify <b>tricky words</b> and <b>high frequency words</b> to revisit as required.	Teach and Consolidate 13 GPCs Revise/re-teach <b>tricky words</b> and <b>high frequency words</b> from above as needed.
Summer 2 Phase 5 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
<b>Y1 Phonics Screening Check</b> /n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ g (magic) ge (large) dge (fridge) /s/ c (place)/s/ se (house) ce (pence) sc (scent) st (listen) /sh/ ch (chef) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)	Identify <b>tricky words</b> and <b>high frequency words</b> to revisit as required.	Teach and Consolidate 23 GPCs Revise/re-teach <b>tricky words</b> and <b>high frequency words</b> from above as needed.

## Introduction to Phase 2 Red Rose Letters and Sounds

Children entering Phase 2 will continue to build on the foundations from Phase 1. They should have experienced a wealth of speaking and listening activities, including songs, stories and rhymes, alongside oral blending and segmenting. The purpose of Phase 2 is to teach 23 GPCs with single letter graphemes and some digraphs, with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing words and sentences. Children will also be taught how to read and spell 6 tricky words with automaticity of reading tricky words being essential.

From Week 3 onwards in Red Rose Letters and Sounds, children begin to be exposed to the concept of a sentence. Carefully considered sessions have been planned which have a focus on blending or segmenting. Later in Phase 2, these skills are combined. Where it suggests writing words or sentences, it is recommended that the role of the adult scaffolds this process. For example, if children are not developmentally ready with finger strength and letter formation, adults can model writing and/or magnetic letters can also be used to practise application.

Early in Phase 2, teaching can be organised into 2 x 10 minute sessions or a 20-25 minute session, daily. Additionally, it is suggested that practitioners plan for phonics to be provided in classroom provision with the support from a well-trained adult.

For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences.

## Stretch and Challenge

Within this phase, opportunities for aiming high are included via multi-syllabic words, CVCC, CCVC and CCVCC words in the Phase 2 word bank. Consider using these words for reading or spelling during phonic sessions if appropriate. Some children may begin to read and write multi-syllabic words, CVCC, CCVC and CCVCC words using GPCs learned within Phase 2.

## Assessment of Phase 2

At the end of this phase children should be able to:

- read VC and CVC words with the 23 GPCs learned
- spell VC and CVC words either using magnetic letters or by writing the letters on paper or on whiteboards with the 23 GPCs learned
- read captions and sentences
- read and write 6 'tricky' words
- read decodable texts with the 23 GPCs and 6 tricky words
- make phonetically plausible attempts with the emerging stages of spelling in their writing journey

## Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach <b>the</b>
Week 6	Teach c k e u	Teach <b>I to</b>
Week 7	Teach r h b	Teach <b>no go</b>
Week 8	Consolidate o c k c k e u r h b	Teach <b>into</b>
Week 9	Teach f f l	Consolidate <b>the I to no go into</b>
Week 10	Teach l l s s	Consolidate <b>the I to no go into</b>
Week 11	Consolidate f f l l s s	Consolidate <b>the I to no go into</b>
Week 12	Consolidate as required	Consolidate <b>Phase 2 Tricky Words</b> as required
		<i>High Frequency Words as is us his has s pronounced /z/</i>

### Introduction to Phase 3 Red Rose Letters and Sounds

Children entering Phase 3 will build on the learning from Phase 2. They should have secured recognition of 23 GPCs and 6 tricky words with application into reading of words and sentences, and decodable texts with VC and CVC words. They should also be applying known GPCs and tricky words from Phase 2 when writing on whiteboards, with pencil and paper, or using magnetic letters.

The purpose of Phase 3 is to teach 28 GPCs including single letter graphemes, digraphs and trigraphs, with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing of VC and CVC words. Letter names are used during this phase when teaching digraphs and trigraphs. Carefully considered sessions have been planned which have a focus on blending or segmenting, or both. For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences. The adult can scaffold the writing process if this is required.

Children will also be taught how to read and spell 11 Phase 3 tricky words, and be introduced to 15 Phase 4 tricky words with automaticity of reading tricky words being essential. They will apply this learning when reading decodable texts containing these tricky words.

From week 12 onwards in Red Rose Letters and Sounds, children begin to be exposed to pseudo words. One pseudo word is included linked to the GPC being revisited, taught or practised for reading in relevant lessons. All pseudo words provided are linked to the Phonics Screening Check Framework. Please note - children do not have to write pseudo words.

### Stretch and Challenge

Within this phase, opportunities for aiming high are included via multi-syllabic words, CVCC, CCVC and CCVCC words in the Phase 3 word bank. Consider using these words for reading or spelling during phonic sessions if appropriate. Some children may begin to read and write multi-syllabic words, CVCC, CCVC and CCVCC words using GPCs learned from Phases 2 and 3.

### Assessment of Phase 3

At the end of this phase children should be able to:

- read VC and CVC words with the 23 GPCs from Phase 2 and 28 GPCs from Phase 3
- read decodable texts with GPCs and tricky words learned in Phases 2 and 3
- spell VC and CVC words by writing the letters on paper or on whiteboards with the 23 GPCs from Phase 2 and 28 GPCs from Phase 3
- read and write captions and sentences with GPCs and tricky words learned in Phases 2 and 3
- read and write 6 tricky words from Phase 2, 11 tricky words from Phase 3 and some tricky words introduced from Phase 4
- make phonetically plausible attempts at spelling as part of their writing journey

## Phase 3 Overview of GPCs and Tricky Words

Phase 3	GPCs	Tricky Words
Week 1	Teach <b>j v w</b>	Teach <b>he she</b>
Week 2	Teach <b>x y z zz</b>	Teach <b>we be me</b>
Week 3	Teach <b>qu ch sh</b>	Teach <b>was my</b>
Week 4	Teach <b>th th ng</b>	Teach <b>you they</b>
Week 5	Consolidate <b>qu ch sh th th ng</b>	Consolidate <b>he she we be me was my you they</b>
Week 6	Teach <b>ai ee</b>	Teach <b>her all</b>
Week 7	Teach <b>igh oa</b> Teach <b>two-syllable words</b>	Teach <b>are</b> <b>like</b> (Phase 4)
Week 8	Teach <b>oo oo</b> Teach <b>two-syllable words</b>	Teach <b>said when</b>
Week 9	Teach <b>ar or</b> Teach <b>two-syllable words</b>	Teach <b>have one</b>
Week 10	Consolidate <b>ai ee igh oa oo oo ar or</b>	Consolidate <b>her all are like said when have one</b>
Week 11	Teach <b>ur ow</b>	Teach <b>come do</b>
Week 12	Teach <b>oi ear</b> Introduce <b>pseudo words</b>	Teach <b>so were</b>
Week 13	Teach <b>air ure er</b> Introduce <b>pseudo words</b>	Teach <b>some there</b>
Week 14	Consolidate <b>ur ow oi ear air ure er</b>	Teach <b>out little what</b>
Week 15	Consolidate as required	Consolidate <b>Phase 3/4 Tricky Words</b> as required

### Introduction to Phase 4 Red Rose Letters and Sounds

Children entering Phase 4 will build on the learning from Phases 2 and 3. They should have secured recognition of Phase 2 and 3 GPCs and tricky words with application into reading of words and sentences, and decodable texts. They should also be applying known GPCs, tricky words from Phase 2 and 3, and some tricky words from Phase 4 when writing on whiteboards and/or with pencil and paper.

The purpose of Phase 4 is to explicitly teach oral blending and segmenting, blending for reading and segmenting for spelling using adjacent consonants within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words containing Phase 2 and 3 graphemes. Children will apply this learning when reading decodable texts alongside writing words and sentences.

Carefully considered sessions have been planned which have a focus on blending or segmenting, or both. For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences. The adult can scaffold the writing process if this is required.

Children will also revisit reading and spelling 15 Phase 4 tricky words, introduced in Phase 3, with automaticity of reading tricky words being essential. They will apply this learning when reading decodable texts containing these tricky words.

Throughout Phase 4 in Red Rose Letters and Sounds, children are exposed to pseudo words. One pseudo word is included linked to the Phase 2 or 3 GPC being revisited, taught or practised for reading in relevant lessons. All pseudo words provided are linked to the Phonics Screening Check Framework. Please note - children do not have to write pseudo words.

### Stretch and Challenge

Within this phase, opportunities for aiming high are included via carefully selected vocabulary using CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words containing Phase 2 and 3 graphemes. This vocabulary may require exploration via explicit teaching, discussion around known and new contexts in order that children can gain understanding and apply when reading and writing.

### Assessment of Phase 4

At the end of this phase children should be able to:

- read words, sentences and decodable texts containing the 23 GPCs from Phase 2 and Phase 3 within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words
- spell words by writing the letters on paper or on whiteboards using GPCs from Phase 2 and Phase 3 and CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words
- read and write 6 tricky words from Phase 2, 11 tricky words from Phase 3 and 15 tricky words from Phase 4
- make phonetically plausible attempts at spelling as part of their writing journey

## Phase 4 Overview and Tricky Words

Phase 4	Adjacent Consonants	Tricky Words
Week 1	Teach CVCC and CCV	Teach <b>said so have like</b>
Week 2	Teach CCVC and CCVCC	Teach <b>some come were there</b>
Week 3	Teach CCCVC and CCCVCC	Teach <b>little do one when</b>
Week 4	Teach Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants.	Teach <b>out what it's</b>

## Introduction to Phase 5 Red Rose Letters and Sounds

Children entering Phase 5 will build on the learning from Phases 2, 3 and 4. They should have secured recognition of all GPCs, tricky words and high frequency words from these phases with application into reading of words and sentences, and decodable texts. They should also be applying known GPCs, tricky words and high frequency words when writing on whiteboards and with pencil and paper.

The purpose of Phase 5 is to teach 21 further graphemes for reading, 19 alternative pronunciations for graphemes and 95 alternative spellings for phonemes with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing. Letter names are used during this phase when teaching digraphs, trigraphs and four letter graphemes. Carefully considered sessions have been planned which have a focus on blending or segmenting, or both. For writing application, it is recommended that phonics journals are used so children can write with pencil and paper in order to practise GPCs, words and sentences. The adult can scaffold the writing process if this is required.

Children will also be taught how to read and spell 12 Phase 5 tricky words and 25 high frequency words with automaticity of reading being essential. They will apply this learning when reading decodable texts containing these words. Within Phase 5, there are many opportunities to revisit and embed reading and spelling of tricky words and high frequency words, and this can be tailored to meet the needs of the group and/or class.

Throughout Red Rose Letters and Sounds Phase 5, children are exposed to pseudo words. One pseudo word is included linked to the GPC being revisited, taught or practised for reading in relevant lessons. All pseudo words provided are linked to the Phonics Screening Check Framework. Please note - children do not write pseudo words.

## Stretch and Challenge

Within this phase, opportunities for aiming high are included via carefully selected vocabulary linked to the progression of GPCs. This vocabulary will require exploration via explicit teaching, discussion around known and new contexts in order that children can gain understanding and apply when reading and writing. It is recommended that stretch and challenge vocabulary is included across phonics sessions where appropriate.

## Assessment of Phase 5

At the end of this phase children should be able to:

- say the sound when shown any grapheme that has been taught
- read decodable texts with Phase 5 GPCs, tricky words and high frequency words
- spell words containing Phase 5 GPCs when writing on paper
- read and write all tricky words and high frequency words learned
- read and write sentences containing Phase 5 GPCs, tricky words and high frequency words
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- form each letter correctly

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Further Graphemes for Reading and Writing		Tricky Words and High Frequency Words
Week 1	Teach ay (day) ou (about) ie (tie) ea (eat)	Teach <b>Mr Mrs people</b>
Week 2	Teach oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw)	Teach <b>looked called asked</b>
Week 3	Teach wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Teach <b>oh their could</b>
Week 4	Teach oe (toe) au (Paul) a-e (made) e-e (swede)	Teach <b>water where who</b>
Week 5	Teach i-e (time) o-e (stone) u-e (flute) u- e /y(oo)/ (cube)	Teach high frequency words <b>again thought through</b>
Alternative Pronunciations for Graphemes		High Frequency Words
Week 6	Teach i (find) o (both) o (other) c (cell) g (ginger)	Teach high frequency words <b>work mouse many</b>
Week 7	Teach u (music) ow (snow) ie (chief) ea (bread)	Teach high frequency words <b>laughed because different</b>
Week 8	Teach er (fern) ch (school) ch (chef) a (want) a (acorn)	Teach high frequency words <b>any eyes friends</b>
Week 9	Teach e (remind) y (try) y (baby) ou (group) ou (touch)	Teach high frequency words <b>once please</b>
Alternative Spellings for Phonemes		High Frequency Words
Week 10	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (theme) y (baby) e (remind) Teach ey (key)	Teach high frequency words <b>I'm I'll let's</b>
Week 11	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) ey (key) e (remind)	Teach high frequency words <b>small great before</b>

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Alternative Spellings for Phonemes		High Frequency Words
Week 12	Consolidate /oo/ <b>oo</b> (spoon) <b>ew</b> (flew) <b>u-e</b> (flute) /y(oo)/ (cute) <b>ue</b> (blue) /y(oo)/ (rescue) Teach ui (fruit)	Teach high frequency words <b>jumped stopped pulled</b>
Week 13	Consolidate /ai/ <b>ai</b> (train) <b>ay</b> (day) <b>a-e</b> (made) a (acorn) Teach ey (grey) eigh (neigh) ea (steak)	Teach high frequency words <b>gone we're</b>
Week 14	Consolidate /igh/ <b>igh</b> (flight) <b>ie</b> (tie) <b>i-e</b> (time) y (try) i (find)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 15	Consolidate /oa/ <b>oa</b> (float) <b>ow</b> (snow) <b>oe</b> (toe) <b>o-e</b> (stone) <b>o</b> (both) Teach ol (cold) oul (shoulder)	
Week 16	Consolidate /ow/ <b>ow</b> (cow) <b>ou</b> (about) Teach ough (plough) Consolidate /oi/ <b>oi</b> (coin) <b>oy</b> (boy)	
Week 17	Consolidate /ar/ <b>ar</b> (farm) Teach <b>a</b> (father) al (half) Consolidate /u/ <b>u</b> (cup) <b>oo</b> (good) Teach oul (could)	
Week 18	Consolidate /or/ <b>or</b> (fork) <b>aw</b> (claw) <b>au</b> (Paul) Teach oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought)	
Week 19	Consolidate /ur/ <b>ur</b> (fur) <b>ir</b> (girl) <b>er</b> (germ) Teach or (work) ear (learn)	

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Week 20	Consolidate /ear/ ear (clear) Teach eer (cheer) ere (here)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 21	Consolidate /air/ <b>air</b> (chair) Teach ear (bear) are (share) ere (where)	
Week 22	Teach /l/ le (uncle) al (medal) Teach /z/ se (cheese) ze (freeze) Teach /zh/ s (usual) si (vision)	
Week 23	Teach /n/ kn (knee) gn (sign) Teach /r/ wr (wrist)	
Week 24	Consolidate /j/ <b>g</b> (magic) Teach ge (large) dge (fridge) Consolidate /s/ <b>c</b> (place) Teach /s/ se (house) ce (pence) sc (scent) st (listen)	
Week 25	Consolidate /sh/ <b>ch</b> (chef) Teach ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean)	
Week 26	Teach /m/ mb (thumb) Teach /v/ ve (love) Teach /ch/ tch (catch) ture (picture)	
Week 27 +	Consolidate where necessary	

**Graphemes highlighted in bold are included in the Y1 phonic screening check framework**

**Consider including consolidation lessons or weeks where necessary throughout Phase 5.**