



# Unlocking Letters and Sounds Progression

The progression used in **Unlocking Letters and Sounds** largely follows the progression contained in *Letters and Sounds 2007*, with some modifications based upon:

- a decade of experience of teaching using *Letters and Sounds* in schools
- feedback from schools who have been trialling the **Unlocking Letters and Sounds** programme
- refinements and clarifications of learning elements omitted from *Letters and Sounds*
- updated guidance, including requirements from the National Curriculum

The progression is structured broadly to follow Phases 2 to 5 of *Letters and Sounds*, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development. The phases are organised as follows:

- Phase 2
- Phase 3
- Phase 3 Mastery
- Phase 4
- Phase 4 Mastery
- Phase 4 Revision (including NC Y1 requirements)
- Phase 5a)
- Phase 5a) Mastery (including NC Y1 requirements)
- Phase 5b)
- Phase 5c)
- Phase 5a) Spellings recap and 5b) Mastery
- Phase 5c) Mastery

Year group	Week (Term)	Week (Phase)	Phase	GPCs taught	CEW taught
Preschool	-		<b>One</b>	Sound discrimination, phonological awareness, rhyme, oral blending and segmenting	
Reception Autumn Term 1	<b>1</b>	1	<b>Two</b>	<b>s a t p</b>	
Reception Autumn Term 1	<b>2</b>	2	<b>Two</b>	<b>i n m d</b>	
Reception Autumn Term 1	<b>3</b>	3	<b>Two</b>	<b>g o c k</b>	Read: <b>the</b>
Reception Autumn Term 1	<b>4</b>	4	<b>Two</b>	<b>ck e u r</b>	Read: <b>to, into</b>
Reception Autumn Term 1	<b>5</b>	5	<b>Two</b>	<b>h b f ff</b>	Read: <b>no, I</b>



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Reception Autumn Term 1	<b>6</b>	6	<b>Two</b>	<b>l ll ss</b> Read words with <b>-s</b> ending	Read: <b>go</b>
Reception Autumn Term 2	<b>1</b>	1	<b>Three</b>	<b>j v w x</b>	Read: <b>me</b>
Reception Autumn Term 2	<b>2</b>	2	<b>Three</b>	<b>y z zz qu</b>	Read: <b>we, be</b> Write: <b>the, into, go, to</b>
Reception Autumn Term 2	<b>3</b>	3	<b>Three</b>	<b>ch sh th</b> (voiced and unvoiced) <b>ng</b>	Read: <b>he, she</b>
Reception Autumn Term 2	<b>4</b>	4	<b>Three</b>	<b>ai ee igh oa</b>	Read: <b>was, you</b> Write: <b>I, no</b>
Reception Autumn Term 2	<b>5</b>	5	<b>Three</b>	<b>oo ar or ur</b>	Read: <b>they, all</b>
Reception Autumn Term 2	<b>6</b>	6	<b>Three</b>	Read words containing <b>-ing</b> endings with no change to the root word Assess and review Phase 3 work Weeks 1 - 5	
Reception Spring Term 1	<b>1</b>	7	<b>Three</b>	<b>ow oi ear air</b>	Read: <b>are, my</b>
Reception Spring Term 1	<b>2</b>	8	<b>Three</b>	<b>ure er</b> Reading and spelling words containing digraphs and trigraphs	Read: <b>her</b>
Reception Spring Term 1	<b>3</b>	9	<b>Three</b>	Assess and review Phase 3 work	
Reception Spring Term 1	<b>4</b>	1	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>j v w x</b> , me	Revisit: <b>me</b>
Reception Spring Term 1	<b>5</b>	2	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>y z zz qu</b> , we, be	Revisit: <b>we, be</b>
Reception Spring Term 1	<b>6</b>	3	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>ch sh th ng</b> , he, she	Revisit: <b>he, she</b>
Reception Spring Term 2	<b>1</b>	4	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>ai ee igh oa</b> , was, you	Revisit: <b>was, you</b>

Reception Spring Term 2	<b>2</b>	5	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>oo ar or ur</b> they, all	Revisit: <b>they, all</b>
Reception Spring Term 2	<b>3</b>	6	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>ow oi ear air</b> , are, my	Revisit: <b>are, my</b>
Reception Spring Term 2	<b>4</b>	7	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>ure er</b> , her	Revisit: <b>her</b>
Reception Spring Term 2	<b>5</b>	8	<b>Three (Mastery)</b>	Assess and review Phase 3 work	
Reception Spring Term 2	<b>6</b>	9	<b>Three (Mastery)</b>	Assess and review Phase 3 work	
Reception Summer Term 1	<b>1</b>	1	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: <b>said, have</b> Write: <b>he, she, we, me, be</b>
Reception Summer Term 1	<b>2</b>	2	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: <b>like, so, do</b> Write: <b>was, you</b>
Reception Summer Term 1	<b>3</b>	3	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: <b>some, come</b> Write: <b>they, all, are</b>
Reception Summer Term 1	<b>4</b>	4	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: <b>were, there</b> Write: <b>my, her</b>
Reception Summer Term 1	<b>5</b>	5	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing <b>-ed</b> endings with no change to the root word	Read: <b>little, one</b>
Reception Summer Term 1	<b>6</b>	6	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing <b>-ing</b> endings with no change to the root word	Read: <b>when, out, what</b>
Reception Summer Term 2	<b>1</b>	1	<b>Four (Mastery)</b>	<b>CVCC</b> words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: <b>said, have</b>
Reception Summer Term 2	<b>2</b>	2	<b>Four (Mastery)</b>	<b>CCVC</b> words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: <b>like, so, do</b>
Reception Summer Term 2	<b>3</b>	3	<b>Four (Mastery)</b>	Teach blending of polysyllabic <b>CVCC</b> and <b>CCVC</b> words	Revisit: <b>some, come</b>



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Reception Summer Term 2	<b>4</b>	4	<b>Four (Mastery)</b>	Teach blending of <b>CCVCC</b> words	Revisit: <b>were, there</b>
Reception Summer Term 2	<b>5</b>	5	<b>Four (Mastery)</b>	Teach blending of <b>CCVCC</b> and polysyllabic <b>CCVCC</b> words	Revisit: <b>little, one</b>
Reception Summer Term 2	<b>6</b>	6	<b>Four (Mastery)</b>	Teach blending of <b>CCCVC</b> words	Revisit: <b>when, out, what</b>
Year 1 Autumn Term 1	<b>1</b>	1	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding <b>-s</b> and <b>-es</b> as a plural marker for nouns Teach adding <b>-s</b> and <b>-es</b> as a third person singular marker for verbs Revisit blending of words where <b>-s</b> and <b>-es</b> are added	
Year 1 Autumn Term 1	<b>2</b>	2	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the suffix <b>-ing</b> to verbs	
Year 1 Autumn Term 1	<b>3</b>	3	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the suffix <b>-ed</b> to verbs Teach adding the suffix <b>-er</b> to verbs to change them to a noun Revisit adding the suffixes <b>-ed</b> and <b>-er</b> to verbs	
Year 1 Autumn Term 1	<b>4</b>	4	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the suffix <b>-er</b> to adjectives Teach adding the suffix <b>-est</b>	
Year 1 Autumn Term 1	<b>5</b>	5	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the prefix <b>un-</b> to verbs Teach adding the prefix <b>un-</b> to adjectives	
Year 1 Autumn Term 1	<b>6</b>	6	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach reading words with contractions	
Year 1 Autumn Term 2	<b>1</b>	1	<b>Five a)</b>	Teach new graphemes for reading: <b>ay ou ie ea</b> Teach the days of the week	Read: <b>oh, their</b>
Year 1 Autumn Term 2	<b>2</b>	2	<b>Five a)</b>	Teach new graphemes for reading: <b>oy ir ue</b> (as in <b>glue</b> ) <b>ue</b> (as in <b>cue</b> )	Read: <b>people</b> Write: <b>said, so</b>

Year 1 Autumn Term 2	<b>3</b>	3	<b>Five a)</b>	Teach new graphemes for reading: <b>aw wh ph ew</b> (as in <b>blew</b> )	Read: <b>Mr, Mrs</b> Write: <b>have</b>
Year 1 Autumn Term 2	<b>4</b>	4	<b>Five a)</b>	Teach new graphemes for reading: <b>ew</b> (as in <b>few</b> ) <b>oe au ey</b> Teach new phoneme <b>/zh/</b>	Read: <b>looked, called</b> Write: <b>like</b>
Year 1 Autumn Term 2	<b>5</b>	5	<b>Five a)</b>	Teach new graphemes for reading: <b>a-e, e-e, i-e, o-e</b>	Revisit (read): <b>called</b> Write: <b>some, come</b>
Year 1 Autumn Term 2	<b>6</b>	6	<b>Five a)</b>	Teach new graphemes for reading: <b>u-e</b> (as in <b>flute</b> ) <b>u-e</b> (as in <b>cube</b> )	Read: <b>asked</b> Write: <b>were, there</b>
Year 1 Spring Term 1	<b>1</b>	1	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>ay ou ie ea</b> Revise the days of the week Teach correct use of <b>-nk</b> (NC)	Revisit (read): <b>oh, their</b>
Year 1 Spring Term 1	<b>2</b>	2	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>oy ir ue</b> (as in <b>glue</b> ) <b>ue</b> (as in <b>cue</b> ) Teach correct use of <b>ph</b> (NC)	Revisit (read): <b>people</b> Revisit (write): <b>said, so</b>
Year 1 Spring Term 1	<b>3</b>	3	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>aw wh ph ew</b> (as in <b>blew</b> ) Teach correct use of <b>-wh</b> (NC)	Revisit (read): <b>Mr, Mrs</b> Revisit (write): <b>have</b>
Year 1 Spring Term 1	<b>4</b>	4	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>ew</b> (as in <b>few</b> ) <b>oe au ey</b> Teach correct use of <b>-tch</b> (NC)	Revisit (read): <b>looked, called</b> Revisit (write): <b>like</b>
Year 1 Spring Term 1	<b>5</b>	5	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>a-e e-e i-e o-e</b> Teach correct use of <b>-ve</b> (NC)	Revisit (read): <b>called</b> Revisit (write): <b>some, come</b>
Year 1 Spring Term 1	<b>6</b>	6	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>u-e</b> (as in <b>flute</b> ) <b>u-e</b> (as in <b>cube</b> ) Revise all Phase 5a) Assess and review correct use of NC letters/suffixes	Revisit (read): <b>asked</b> Revisit (write): <b>were, there</b>
Year 1 Spring Term 2	<b>1</b>	1	<b>Five b)</b>	Teach alternative pronunciations of known graphemes for reading: <b>a</b> (as in <b>acorn</b> ), <b>a</b> (as in <b>fast</b> ), <b>a</b> (as in <b>was</b> ), <b>e</b> (as in <b>he</b> ) Teach reading the common exception words <b>water, where, who, again</b>	Read: <b>water, where, who, again</b> Write: <b>little, one</b>

Year 1 Spring Term 2	2	2	<b>Five b)</b>	Teach alternative pronunciations of known graphemes for reading: <b>i</b> (as in <b>mind</b> ), <b>o</b> (as in <b>no</b> ), <b>u</b> (as in <b>unit</b> ), <b>u</b> (as in <b>put</b> ) Teach reading the common exception words <b>thought, through, mouse, work</b>	Read: <b>thought, through, mouse, work</b> Write: <b>do</b>
Year 1 Spring Term 2	3	3	<b>Five b)</b>	Teach alternative pronunciations of known graphemes for reading: <b>ow</b> (as in <b>snow</b> ), <b>ie</b> (as in <b>chief</b> ), <b>ea</b> (as in <b>head</b> ), <b>er</b> (as in <b>her</b> ) Teach reading the common exception words <b>many, laughed, because</b>	Read: <b>many, laughed, because</b> Write: <b>when, what</b>
Year 1 Spring Term 2	4	4	<b>Five b)</b>	Teach alternative pronunciations of known graphemes for reading: <b>ou</b> (as in <b>you</b> ), <b>ou</b> (as in <b>could</b> ), <b>ou</b> (as in <b>mould</b> ), <b>y</b> (as in <b>by</b> ), <b>y</b> (as in <b>gym</b> ) Teach reading the common exception words <b>different, any, eyes</b>	Read: <b>different, any, eyes</b> Write: <b>out</b>
Year 1 Spring Term 2	5	5	<b>Five b)</b>	Teach alternative pronunciations of known graphemes for reading: <b>y</b> (as in <b>very</b> ), <b>ch</b> (as in <b>school</b> ), <b>ch</b> (as in <b>chef</b> ), <b>c</b> (as in <b>cell</b> ), <b>g</b> (as in <b>gent</b> ), <b>ey</b> (as in <b>they</b> ) Teach reading the common exception words <b>friends, once, please</b>	Read: <b>friends, once, please</b>
Year 1 Spring Term 2	6	6	<b>Five b)</b>	Assess and review alternative pronunciations of known graphemes for reading Assess and review reading new common exception words and correct use of NC endings	
Year 1 Summer Term 1	1	1	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/ch/</b> (as in <b>picture</b> ), <b>/ch/</b> (as in <b>catch</b> ), <b>/j/</b> (as in <b>fudge</b> ), <b>/m/</b> (as in <b>lamb</b> )	Write: <b>oh</b>
Year 1 Summer Term 1	2	2	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/n/</b> (as in <b>gnat</b> ), <b>/n/</b> (as in <b>knit</b> ), <b>/r/</b> (as in <b>wrap</b> ), <b>/s/</b> (as in <b>listen</b> )	Write: <b>their</b>
Year 1 Summer Term 1	3	3	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/s/</b> (as in <b>house</b> ), <b>/z/</b> (as in <b>please</b> ), <b>/u/</b> (as in <b>some</b> ), <b>/i/</b> (as in <b>happy</b> )	
Year 1 Summer Term 1	4	4	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/i/</b> (as in <b>donkey</b> ), <b>/ear/</b> (as in <b>here</b> ), <b>/ear/</b> (as in <b>beer</b> ), <b>/er/</b> (as in <b>father</b> )	Write: <b>people</b>
Year 1 Summer Term 1	5	5	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/ar/</b> (as in <b>half</b> ), <b>/air/</b> (as in <b>there</b> ), <b>/air/</b> (as in <b>pear</b> ), <b>/air/</b> (as in <b>bare</b> ), <b>/or/</b> (as in <b>all</b> )	Write: <b>Mr, Mrs</b>
Year 1 Summer Term 1	6	6	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/or/</b> (as in <b>four</b> ), <b>/or/</b> (as in <b>caught</b> ), <b>/ur/</b> (as in <b>learn</b> ), <b>/ur/</b> (as in <b>word</b> )	Write: <b>looked</b>
Year 1 Summer Term 2	1	7	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/oo/</b> (as in <b>could</b> ), <b>/oo/</b> (as in <b>put</b> ), <b>/ai/</b> (as in <b>day</b> ), <b>/ai/</b> (as in <b>came</b> ), <b>/ee/</b> (as in <b>sea</b> )	
Year 1 Summer Term 2	2	8	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/ee/</b> (as in <b>these</b> ), <b>/ee/</b> (as in <b>happy</b> ), <b>/ee/</b> (as in <b>chief</b> ), <b>/ee/</b> (as in <b>key</b> )	Write: <b>called, asked</b>

Year 1 Summer Term 2	<b>3</b>	9	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/igh/</b> (as in <b>pie</b> ), <b>/igh/</b> (as in <b>by</b> ), <b>/igh/</b> (as in <b>like</b> ), <b>/oa/</b> (as in <b>low</b> )	
Year 1 Summer Term 2	<b>4</b>	10	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/oa/</b> (as in <b>toe</b> ), <b>/oa/</b> (as in <b>bone</b> ), <b>/(y)oo/</b> (as in <b>cue</b> ), <b>/(y)oo/</b> (as in <b>tune</b> )	
Year 1 Summer Term 2	<b>5</b>	11	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/(y)oo/</b> (as in <b>stew</b> ), <b>/oo/</b> (as in <b>clue</b> ), <b>/oo/</b> (as in <b>June</b> ), <b>/oo/</b> (as in <b>blew</b> )	
Year 1 Summer Term 2	<b>6</b>	12	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/sh/</b> (as in <b>special</b> ), <b>/sh/</b> (as in <b>station</b> ), <b>/sh/</b> (as in <b>sugar</b> ), <b>/sh/</b> (as in <b>chef</b> )	
Year 2 Autumn Term 1	<b>1</b>	1	<b>Five a) (Spellings recap)</b>	Spellings: choosing from alternative graphemes with the same sound: <b>oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e</b> Revise reading all common exception words	
Year 2 Autumn Term 1	<b>2</b>	2	<b>Five a) (Spellings recap)</b>	Spellings: choosing from alternative graphemes with the same sound: <b>ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you)</b> Revise reading all common exception words	
Year 2 Autumn Term 1	<b>3</b>	1	<b>Five b) (Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: <b>a</b> (as in <b>acorn</b> ), <b>a</b> (as in <b>fast</b> ), <b>a</b> (as in <b>was</b> ), <b>e</b> (as in <b>he</b> ), <b>i</b> (as in <b>mind</b> ) Revisit reading the common exception words <b>water, where, who, again</b>	
Year 2 Autumn Term 1	<b>4</b>	2	<b>Five b) (Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: <b>o</b> (as in <b>no</b> ), <b>u</b> (as in <b>unit</b> ), <b>u</b> (as in <b>put</b> ), <b>ow</b> (as in <b>snow</b> ), <b>ie</b> (as in <b>chief</b> ) Revisit reading the common exception words <b>thought, through, mouse, work</b>	
Year 2 Autumn Term 1	<b>5</b>	3	<b>Five b) (Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: <b>ea</b> (as in <b>head</b> ), <b>ou</b> (as in <b>you</b> ), <b>ou</b> (as in <b>could</b> ), <b>ou</b> (as in <b>mould</b> ), <b>y</b> (as in <b>by</b> ), <b>y</b> (as in <b>gym</b> ), <b>y</b> (as in <b>very</b> ), <b>ch</b> (as in <b>school</b> ), <b>ch</b> (as in <b>chef</b> ) Revisit reading the common exception words <b>different, any, eyes</b>	
Year 2 Autumn Term 1	<b>6</b>	4	<b>Five b) (Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: <b>y</b> (as in <b>very</b> ), <b>ch</b> (as in <b>school</b> ), <b>ch</b> (as in <b>chef</b> ), <b>c</b> (as in <b>cell</b> ), <b>g</b> (as in <b>gent</b> ), <b>ey</b> (as in <b>they</b> ) Revisit reading the common exception words <b>friends, once, please</b> Revisit reading all common exception words	
Year 2 Autumn Term 2	<b>1</b>	1	<b>Five c) (Mastery)</b>	Revisit alternative spellings of phonemes: <b>/ch/</b> (as in <b>picture</b> ), <b>/ch/</b> (as in <b>catch</b> ), <b>/j/</b> (as in <b>fudge</b> ), <b>/m/</b> (as in <b>lamb</b> ), <b>/n/</b> (as in <b>gnat</b> ), <b>/n/</b> (as in <b>knit</b> ), <b>/r/</b> (as in <b>wrap</b> ) Revisit reading all common exception words	

Year 2 Autumn Term 2	<b>2</b>	2	<b>Five c</b> <b>(Mastery)</b>	Revisit alternative spellings of phonemes: <b>/s/</b> (as in <b>listen</b> ), <b>/s/</b> (as in <b>house</b> ), <b>/z/</b> (as in <b>please</b> ), <b>/u/</b> (as in <b>some</b> ), <b>/ee/</b> (as in <b>happy</b> ), <b>/i/</b> (as in <b>donkey</b> ), <b>/ear/</b> (as in <b>here</b> ), <b>/ear/</b> (as in <b>beer</b> ) Revisit reading all common exception words	
Year 2 Autumn Term 2	<b>3</b>	3	<b>Five c</b> <b>(Mastery)</b>	Revisit alternative spellings of phonemes: <b>/ar/</b> (as in <b>father</b> ), <b>/ar/</b> (as in <b>half</b> ), <b>/air/</b> (as in <b>there</b> ), <b>/air/</b> (as in <b>pear</b> ), <b>/air/</b> (as in <b>bare</b> ), <b>/or/</b> (as in <b>all</b> ), <b>/or/</b> (as in <b>four</b> ), <b>/or/</b> (as in <b>caught</b> ), <b>/ur/</b> (as in <b>learn</b> ), <b>/ur/</b> (as in <b>word</b> ), <b>/oo/</b> (as in <b>could</b> ), <b>/oo/</b> (as in <b>put</b> ) Revisit reading all common exception words	
Year 2 Autumn Term 2	<b>4</b>	4	<b>Five c</b> <b>(Mastery)</b>	Revisit alternative spellings of phonemes: <b>/ai/</b> (as in <b>day</b> ), <b>/ai/</b> (as in <b>came</b> ), <b>/ee/</b> (as in <b>sea</b> ), <b>/ee/</b> (as in <b>these</b> ), <b>/ee/</b> (as in <b>happy</b> ), <b>/ee/</b> (as in <b>chief</b> ), <b>/ee/</b> (as in <b>key</b> ), <b>/igh/</b> (as in <b>pie</b> ), <b>/igh/</b> (as in <b>by</b> ), <b>/igh/</b> (as in <b>like</b> ), <b>/oa/</b> (as in <b>toe</b> ), <b>/oa/</b> (as in <b>bone</b> ), <b>/yoo/</b> (as in <b>cue</b> ), <b>/yoo/</b> (as in <b>tune</b> ), <b>/yoo/</b> (as in <b>stew</b> ) Revisit reading all common exception words	
Year 2 Autumn Term 2	<b>5</b>	5	<b>Five c</b> <b>(Mastery)</b>	Revisit alternative spellings of phonemes: <b>/oo/</b> (as in <b>clue</b> ), <b>/oo/</b> (as in <b>June</b> ), <b>/oo/</b> (as in <b>blew</b> ), <b>/sh/</b> (as in <b>special</b> ), <b>/sh/</b> (as in <b>station</b> ), <b>/sh/</b> (as in <b>sugar</b> ), <b>/sh/</b> (as in <b>chef</b> ) Revisit reading all common exception words	
Year 2 Autumn Term 2	<b>6</b>	6	<b>Five c</b> <b>(Mastery)</b>	Assessment and review of all alternative spellings of phonemes. Assessment and review of all common exception words	

- ★ At this point phonics teaching will continue as an intervention for those children who still require it. Year 2 children will move on to learning spelling as per National Curriculum requirements.
- ★ **Note:** Y1 NC coverage should also be taught within Year 1 English lessons.