

Essential Letters and Sounds

Phonics progression document

# ELS Term-by-term Progression

| Reception/Primary 1 Autumn 1: Phase 2    |  |                                   |   |  |  |
|--|--|-----------------------------------|---|--|--|
| Week 1                                   | Week 2                                   | Week 3                            | Week 4                                    | Week 5                                       | Week 6   |
| /s/ <s><br>/a/ <a><br>/t/ <t><br>/p/ <p> | /i/ <i><br>/n/ <n><br>/m/ <m><br>/d/ <d> | /g/ <g><br>/o/ <o><br>/c/ <c> <k> | /k/ <ck><br>/e/ <e><br>/u/ <u><br>/r/ <r> | /s/ <ss><br>Assess and<br>review week<br>R:1 | /h/ <h><br>/b/ <b><br>/f/ <f> <ff><br>/l/ <l> <ll> |
|  | I, the, no                               | put, of, is                       | to, go, into                              | pull   | as, his  |

| Reception/Primary 1 Autumn 2: Phase 3*    |   |  |  |  |                    |
|---|---|--|--|--|--------------------|
| Week 1                                    | Week 2  | Week 3   | Week 4   | Week 5   | Week 6             |
| /j/ <j><br>/v/ <v><br>/w/ <w><br>/ks/ <x> | /y/ <y><br>/z/ <z> <zz><br>/kw/ <qu><br>/ch/ <ch> | /sh/ <sh><br>/th/ <th><br>(voiced and<br>unvoiced)<br>/ng/ <ng><br>/nk/ <nk> | /ai/ <ai><br>/ee/ <ee><br>/igh/ <igh><br>/oa/ <oa> | -es (where<br>there is no<br>change to the<br>root word)<br>Assess and<br>review week<br>R:2 | Review week<br>R:3 |
| he, she, buses                            | we, me, be  | push   | was, her   |  | my, you            |

\* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.

| Reception/Primary 1 Spring 1: Phase 3-4   |   |  |                                       |                                  |                    |
|---|---|--|---------------------------------------|----------------------------------|--------------------|
| Week 1                                    | Week 2  | Week 3   | Week 4                                | Week 5                           | Week 6             |
| Review week<br>R:4<br>/oo/ <oo><br>(book) | /ar/ <ar><br>/ur/ <ur><br>/oo/<br><oo><br>(food)<br>/or/ <or> | /ow/ <ow><br>/oi/ <oi><br>/ear/ <ear><br>/air/ <air> | /ure/ <ure><br>/er/ <er><br>/oa/ <ow> | Assess and<br>review week<br>R:5 | Review week<br>R:6 |
|   | they, all, are  |  | ball, tall                            | when, what                       |                    |

| Reception/Primary 1 Spring 2: Phase 3-4 |                    |                      |                     |                                   |                     |
|---|--------------------|----------------------|---------------------|-----------------------------------|---------------------|
| Week 1                                  | Week 2             | Week 3               | Week 4              | Week 5                            | Week 6              |
| Review week<br>R:7                      | Review week<br>R:8 | Review week<br>R:9   | Review week<br>R:10 | Assess and<br>review week<br>R:11 | Review week<br>R:12 |
| said, so, have                          | were, out, like    | some, come,<br>there | little, one, do     | children, love                    |                     |

### Reception/Primary 1 Summer 1: Phase 4

| Week 1                        | Week 2                       | Week 3                        | Week 4             | Week 5                            | Week 6                         |
|-------------------------------|------------------------------|-------------------------------|--------------------|-----------------------------------|--------------------------------|
| Phase 4:1<br>CVCC<br>-ed /ed/ | Phase 4:2<br>CCVC<br>-ed /t/ | Phase 4:3<br>CCVCC<br>-ed /d/ | Phase 4:4<br>CCCVC | Assess and<br>review week<br>R:13 | Phase 4:5<br>CCCVC<br>-er -est |

### Reception/Primary 1 Summer 2: Phase 5 introduction

| Week 1   | Week 2  | Week 3  | Week 4   | Week 5                            | Week 6  |
|--|---|---|--|-----------------------------------|---|
| /ai/ <ay><br>/ow/ <ou><br>/igh/ <ie><br>/ee/ <ea><br>-le | /oi/ <oy><br>/ur/ <ir><br>/(y)oo/ <ue><br>/or/ <aw> | /w/ <wh><br>/f/ <ph><br>/(y)oo/ <ew><br>/oa/ <oe> | /or/ <au><br>/ee/ <ey><br>/ai/ <a-e><br>/ee/ <e-e> | Assess and<br>review week<br>R:14 | /igh/ <i-e><br>/oa/<br><o-e><br>/(y)oo/<br><u-e><br>/s/ <c> |
| oh, their  | people,<br>Mr,<br>Mrs                               | your, ask,<br>should                              | would, could,<br>asked                             | house, mouse,<br>water            | want, very  |

### Year 1/Primary 2 Autumn 1: Phase 5

| Week 1                            | Week 2              | Week 3   | Week 4   | Week 5                            | Week 6  |
|-----------------------------------|---------------------|--|--|-----------------------------------|---|
| Assess and<br>review week<br>Y1:1 | Review week<br>Y1:2 | Revise:<br>/ai/ <ay><br>/ow/ <ou><br>/igh/ <ie><br>/ee/ <ea> | Revise:<br>/oi/ <oy><br>/ur/ <ir><br>/(y)oo/ <ue><br>/or/ <aw> | Assess and<br>review week<br>Y1:3 | Revise:<br>/w/ <wh><br>/f/ <ph><br>/(y)oo/<br><ew><br>/oa/ <oe> |

### Year 1/Primary 2 Autumn 2: Phase 5

| Week 1  | Week 2  | Week 3   | Week 4              | Week 5                            | Week 6              |
|---|---|--|---------------------|-----------------------------------|---------------------|
| Revise:<br>/or/ <au><br>/ee/ <ey><br>/ai/ <a-e><br>/ee/ <e-e> | Revise:<br>/igh/ <i-e><br>/oa/ <o-e><br>/(y)oo/<br><u-e><br>/s/ <c> | /ee/ <y><br>/or/ <al><br>(walk)<br>Review week<br>Y1:4 | Review week<br>Y1:5 | Assess and<br>review week<br>Y1:6 | Review week<br>Y1:7 |
| please, once  | any, many,<br>again   | who, whole   | where, two          |                                   |                     |



### Year 1/Primary 2 Spring 1: Phase 5

| Week 1              | Week 2  | Week 3  | Week 4  | Week 5                            | Week 6   |
|---------------------|---|---|---|-----------------------------------|--|
| Review week<br>Y1:8 | /ai/<br><a><br>(acorn)<br>/ai/ <ey><br>(they)<br>/ai/<br><ea><br>(great)<br>/ai/ <eigh><br>(weight)<br>/ar/<br><a><br>(father)<br>/ee/ <e> (he)<br>/igh/ <i> (find)<br>/igh/ <y> (by) | /oa/ <o> (go)<br>/o/ <a> (was)<br>/oo/ <u><br>(push)<br>/y/+/oo/ <u><br>(music)<br>/c/ <ch><br>(school)<br>/sh/ <ch><br>(chef)<br>/e/<br><ea><br>(head) | /ur/ <or><br>(world)<br>/ur/ <ear><br>(learn)<br>/oo/ <ou><br>(soup)<br>/oa+/l/ <oul><br>(shoulder)<br>/ee/<br><ie><br>(brief)<br>/v/ <ve><br>(have)<br>/i/ <y> (gym) | Assess and<br>review week<br>Y1:9 | /air/ <are><br>(care)<br>/air/<br><ere><br>(there)<br>/air/ <ear><br>(pear)<br>/ch/ <tch><br>(catch) |
|                     |   | here, sugar,<br>friend  | because   |                                   |  |

### Year 1/Primary 2 Spring 2: Phase 5

| Week 1                                       | Week 2  | Week 3   | Week 4   | Week 5                             | Week 6  |
|--|---|--|--|------------------------------------|---|
| /u/ <o><br>(brother)<br>Review week<br>Y1:10 | /j/ <g> (gem)<br>/j/<br><ge>(fringe)<br>/j/ <dge><br>(bridge)<br>/s/ <st><br>(listen) | /s/ <ce><br>(fence)<br>/s/ <se><br>(house)<br>/n/ <gn> (sign)<br>/n/<br><kn><br>(knee)<br>/r/ <wr><br>(wrap)<br>/m/ <mb><br>(lamb) | /z/ <se><br>(cheese)<br>/z/<br><ze><br>(freeze)<br>/ear/ <eer><br>(cheer)<br>/ear/ <ere><br>(here)<br>/sh/ <ti><br>(patient)<br>/sh/ <ti> -tion<br>(station) | Assess and<br>review week<br>Y1:11 | /ar/ <al> (half)<br>/or/ <augh><br>(caught)<br>/sh/ <ss><br>(session)<br>/zh/ <si><br>(vision)<br>/sh/ <ti><br>-tious<br>(scrumptious)<br>/sh/ <ci><br>(delicious)<br>-ous,<br>-ion, -ian |

### Year 1/Primary 2 Summer 1, Summer 2 : all phases

| Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|--------|--------|--------|--------|--------|
| Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii). |        |        |        |        |        |

