

# Phonics Curriculum Overview

	GPCs	Tricky Words	High Frequency Words
Phase 2	Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/	the	High Frequency Words: <ul style="list-style-type: none"> <li>as</li> <li>is</li> <li>us</li> <li>his</li> <li>has</li> </ul> linked to s pronounced /z/
	ck e u r h b ff l ll ss Consolidate Phase 2	I to go no into	
Phase 3	j v w x y z/zz qu ch sh th/th ng Consolidate as required	he she we be me was my you they	
	ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required	her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	
	ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3	come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)	
Phase 4	CVCC & CCV CCVC & CCVCC CCVC & CCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.	Consolidate said so have like some come were there little do one when out what Teach it's	

	GPCs		Tricky Words	High Frequency Words
Phase 5	Revisit Phase 4 <b>CVCC &amp; CCV</b> <b>CCVC &amp; CCVCC</b> <b>CCCVC &amp; CCCVCC</b> Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. <u>Further Graphemes for Reading and Writing</u> <b>ay</b> (day) <b>ou</b> (about) <b>ie</b> (tie) <b>ea</b> (eat) <b>oy</b> (enjoy) <b>ir</b> (girl) <b>ue</b> (blue) <b>ue /y(oo)</b> (cue) <b>aw</b> (claw) <b>wh</b> (which) <b>ph</b> (dolphin) <b>ew</b> (flew) <b>ew /y(oo)</b> (stew)		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>  <b>Mr Mrs people</b> <b>looked called asked</b> <b>oh their could</b>	
	<u>Further Graphemes for Reading and Writing</u> <b>oe</b> (toe) <b>au</b> (Paul) <b>a-e</b> (made) <b>e-e</b> (swede) <b>i-e</b> (time) <b>o-e</b> (stone) <b>u-e</b> (flute) <b>u-e /y(oo)</b> (cube) <u>Alternative Pronunciations for Graphemes</u> <b>i</b> (find) <b>o</b> (both) <b>o</b> (other) <b>c</b> (cell) <b>g</b> (ginger) <b>u</b> (music) <b>ow</b> (snow) <b>ie</b> (chief) <b>ea</b> (bread) <b>er</b> (fern) <b>ch</b> (school) <b>ch</b> (chef) <b>a</b> (want) <b>a</b> (acorn) <b>e</b> (remind) <b>y</b> (try) <b>y</b> (baby) <b>ou</b> (group) <b>ou</b> (touch)		<b>water</b> <b>where</b> <b>who</b>	<b>again thought through</b> <b>work mouse many</b> <b>laughed because different</b> <b>any eyes friends</b> <b>once please</b>
	<u>Alternative Spellings for Phonemes</u>			<b>I'm I'll let's small great before</b> <b>jumped stopped pulled</b> <b>gone we're</b> Consolidate as required
	<b>/ee/</b> <b>/oo/</b> <b>/ai/</b> <b>/igh/</b>	<b>ee</b> (street) <b>ea</b> (cream) <b>ie</b> (field) <b>e-e</b> (swede) <b>y</b> (baby) <b>e</b> (remind) <b>ey</b> (key) <b>oo</b> (spoon) <b>ew</b> (flew) <b>u-e</b> (flute) <b>/y(oo)/</b> (cute) <b>ue</b> (blue) <b>/y(oo)/</b> (rescue) <b>ui</b> (fruit) <b>ai</b> (train) <b>ay</b> (day) <b>a-e</b> (made) <b>a</b> (acorn) <b>ey</b> (grey) <b>eigh</b> (neigh) <b>ea</b> (steak) <b>igh</b> (flight) <b>ie</b> (tie) <b>i-e</b> (time) <b>y</b> (try) <b>i</b> (find)		
	<b>/oa/</b> <b>/ow/</b> <b>/oi/</b> <b>/ar/</b> <b>/u/</b> <b>/or/</b>  <b>/ur/</b>	<b>oa</b> (float) <b>ow</b> (snow) <b>oe</b> (toe) <b>o-e</b> (stone) <b>o</b> (both) <b>ol</b> (cold) <b>oul</b> (shoulder) <b>ow</b> (cow) <b>ou</b> (about) <b>ough</b> (plough) <b>oi</b> (coin) <b>oy</b> (boy) <b>ar</b> (farm) <b>a</b> (father) <b>al</b> (half) <b>u</b> (cup) <b>oo</b> (good) <b>oul</b> (could) <b>or</b> (fork) <b>aw</b> (claw) <b>au</b> (Paul) <b>oor</b> (door) <b>ore</b> (more) <b>al</b> (walk) <b>our</b> (four) <b>oar</b> (roar) <b>augh</b> (caught) <b>ough</b> (thought) <b>ur</b> (fur) <b>ir</b> (girl) <b>er</b> (germ) <b>or</b> (work) <b>ear</b> (learn)	Identify tricky words to revisit as required.	Identify high frequency words to revisit as required.
	<b>/ear/</b> <b>/air/</b> <b>/l/</b> <b>/z/</b> <b>/zh/</b>	<b>ear</b> (clear) <b>eer</b> (cheer) <b>ere</b> (here) <b>air</b> (chair) <b>ear</b> (bear) <b>are</b> (care) <b>ere</b> (where) <b>le</b> (uncle) <b>al</b> (medal) <b>se</b> (cheese) <b>ze</b> (freeze) <b>s</b> (usual) <b>si</b> (vision)	Identify tricky words to revisit as required.	Identify high frequency words to revisit as required.

	GPCs		Tricky Words	High Frequency Words
Phase 5		<b>Y1 Phonics Screening Check</b>	Identify tricky words to revisit as required.	Identify high frequency words to revisit as required.
	/n/	<b>kn</b> (knee) <b>gn</b> (sign)		
	/r/	<b>wr</b> (wrist)		
	/j/	<b>g</b> (magic) <b>ge</b> (large) <b>dge</b> (fridge)		
	/s/	<b>c</b> (place)		
	/s/	<b>se</b> (house) <b>ce</b> (pence) <b>sc</b> (scent) <b>st</b> (listen)		
	/sh/	<b>ch</b> (chef)) <b>ti</b> (action) <b>ssi</b> (mission) <b>si</b> (mansion) <b>ci</b> (special) <b>s</b> (sugar) <b>ss</b> (tissue) <b>ce</b> (ocean)		
	/m/	<b>mb</b> (thumb)		
	/v/	<b>ve</b> (love)		
	/ch/	<b>tch</b> (catch) <b>ture</b> (picture)		