

Extend Letters and Sounds Phonics Programme Overview

Year R	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Autumn Term														
	Step 1 Assessment 1. Listening and attention 2. Auditory discrimination 3. Auditory memory and processing 4. Visual memory, processing and discrimination 5. Sequential memory (auditory and visual) 6. Keeping a steady beat and rhythm 7. Rhyme 8. Alliteration 9. Oral blending and segmenting 10. Letter names 11. Handwriting movements and language 12. Visual motor processing	Step 2 Set 1: s a t p	Step 2 Set 2: i n m d	Step 2 Set 3: g o c k	Step 2 Set 4: the, l, so, no, go, to	Step 2 Set 5: ck e u r		Step 2 Set 6: h b f ff l l l ss	Step 2 Set 7: j v w x	Step 2 Set 8: y z zz qu	Step 2 Set 9: he, she, we, me, be, said, there	Assessment Step 2 Reading	Revisit Step 2: letter formation l l j u y t		
	Spring Term														
Revisit Step 2: letter formation o c a d q g f s e	Revisit Step 2: letter formation n m n r b p h k	Revisit Step 2: letter formation x z v w	Revisit Step 2: letter formation X Z V W K U O C S P	Revisit Step 2: letter formation L F E H T I N M A Y			Revisit Step 2: letter formation Q G J D B R	Assessment Step 2 Spelling	Step 3 Set 1: ch sh th (/th/ and /TH/ ng	Step 3 Set 2: my, you, they, her, like, have, were, do	Step 3 Set 3: ai ee igh oa				
Summer Term															
Revisit Step 3 Set 1-3	Step 3 Set 4: oo (/u/ and /oo/) ar, or, ur	Step 3 Set 5: all, call, are, was, of	Step 3 Set 6: ow oi ear				Step 3 Set 7: air ure er	Step 3 Set 8: little, one, when, what, some, come	Assessment Step 3	Revisit and review Based on Step 3 Assessment, phonics knowledge and skills are revisited to secure reading and spelling of VC, CVC, CVCC, CCVC, CV, CCVCC, CCCVCC, CCV words and sight words					

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	Step 4 Set 1: revisit known GPCs and use phonic knowledge and skills to read VC, CVC, CVCC, CCVC, CV, CCVCC, CCCVCC, CCV words with increasing confidence				Step 4 Set 2: spelling words where /f/ /l/ /s/ /z/ /c/ are spelt ff, ll, ss, zz ck	Step 4 Set 3: climb, every, would, should, could, whole, half, clothes	Assessment Step 4	Step 4 Set 4: the division of words into syllables	Step 5 Set 1: ay ou ie ea		Step 5 Set 2: oy ir ue aw	Step 5 Set 3: wh ph ew oe	Step 5 Set 4: au y ey	Step 5 Set 5: a-e e-e i-e o-e u-e	Step 5 Set 6: their, people, Mr, Mrs, your, here, school, our, love	Assessment Step 5	Step 6 Set 1: alternative pronunciation for i o e a	
	Spring Term																	
	Step 6 Set 2: alternative pronunciations for y ch c g	Step 6 Set 3: alternative pronunciations for ow ie ea	Step 6 Set 4: alternative pronunciations for er ou	Assessment Step 6	Step 7 Set 1: water, where, who, again, thought, work, mouse, house, many, any	Step 7 Set 2-3: spelling plurals and 3 rd person singular by adding s when no change to the root is required	Step 7 Set 4: adding -ed and -ing where no change to the root is required			Step 7 Set 5-6: adding -er and -est to adjectives and -er to verbs where no change to the root is required	Step 7 Set 7: through, laughed, because, different, eyes, friends, once, please	Assessment Step 7	Step 8 Set 1 <ul style="list-style-type: none">alternative spellings of /ch/ - tch , talternative spellings of /o/ - a	Step 8 Set 2 <ul style="list-style-type: none">alternative spellings of /u/ - oo, o, oualternative spellings of /oi/ - oi oy				
Summer Term																		
Step 8 Set 3 <ul style="list-style-type: none">alternative spellings of /ow/ - ow, oualternative spellings of /ai/ - a, ay, a-e		Step 8 Set 4 <ul style="list-style-type: none">alternative spellings of /oa/ - oe, ow, o-e, oalternative spellings of /igh/ - ie, i-e, i		Step 8 Set 5 <ul style="list-style-type: none">alternative spellings of /ue/ - ue, ew, u-ealternative spellings of /ee/ - y, ie, ey, ea, e-e				Step 8 Set 6 <ul style="list-style-type: none">alternative spellings of /e/ - easilent letters in kn, gn, wr	Step 8 Set 7 <ul style="list-style-type: none">alternative spellings of /f/ - phalternative spellings of /or/ - au, awalternative spellings of /ar/ - a	Assessment Step 8	Step 9 Set 1 spelling plurals by adding -es to words ending in -sh, -ch or -ss, -zz, -x	Step 9 Set 2 spelling 3 rd person singular of the present tense by adding -es to verbs ending in -sh, -ch, -ss, -zz or -x	Step 9 Set 3 and 4 <ul style="list-style-type: none">using k for the /c/ soundspelling /v/ at the end of words		Step 9 Set 5 <ul style="list-style-type: none">recognising and generating compound wordsadding the prefix un-	Assessment Step 9		