



Essential Letters and Sounds Phonics coverage
St Luke's CE Academy Endon
Helping Lights Shine for all Luke 11:33

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Water	Shelter & Environment	Peace	Food & Health	Leaders & Voice	Education & Travel
EYFS	<p align="center">Phase 2</p> <p>Week 1 - /s/ /a/ /t/ /p/ HRS - I, the, no</p> <p>Week 2 - /i/ /n/ /m/ /d/ HRS - put, of, is</p> <p>Week 3 - /g/ /o/ /c/ HRS - to, go, into</p> <p>Week 4 - /k/ /e/ /u/ /r/ HRS - pull</p> <p>Week 5 - /s/ Assess and review week R:1</p> <p>Week 6 - /h/ /b/ /f/ /l/ HRS - as, his</p>	<p align="center">Phase 3</p> <p>Week 1 - /j/ /v/ /w/ /ks/ HRS - he, she, buses</p> <p>Week 2 - /y/ /z/ /kw/ /ch/ HRS - we, me, be</p> <p>Week 3 - /sh/ /th/ (voiced and unvoiced) /ng/ /nk/ HRS - push</p> <p>Week 4 - /ai/ /ee/ /igh/ /oa/ HRS - was, her</p> <p>Week 5 - -es (where there is no change to the root word) Assess and review week R:2</p> <p>Week 6 - Review week R:3 HRS - my, you</p>	<p align="center">Phase 3/4</p> <p>Week 1 - Review week R:4 /oo/ (book)</p> <p>Week 2 - /ar/ /ur/ /oo/ (food) /or/ HRS - they, all, are</p> <p>Week 3 - /ow/ /oi/ /ear/ /air/</p> <p>Week 4 - /ure/ /er/ /oa/ HRS - ball, tall</p> <p>Week 5 - Assess and review week R:5 HRS - when, what</p> <p>Week 6 - Review week R:6</p>	<p align="center">Phase 3/4</p> <p>Week 1 - Review week R:7 HRS - said, so, have</p> <p>Week 2 - Review week R:8 HRS - were, out, like</p> <p>Week 3 - Review week R:9 HRS - some, come, there</p> <p>Week 4 - Review week R:10 HRS - little, one, do</p> <p>Week 5 - Assess and review week R:11 HRS - children, love</p> <p>Week 6 - Review week R:12</p>	<p align="center">Phase 4</p> <p>Week 1 - Phase 4:1 CVCC -ed</p> <p>Week 2 - Phase 4:2 CCVC -ed /t/</p> <p>Week 3 - Phase 4:3 CCVCC -ed /d/</p> <p>Week 4 - Phase 4:4 CCCVC</p> <p>Week 5 - Assess and review week R:13</p> <p>Week 6 - Phase 4:5 CCCVCC -er - est</p>	<p align="center">Phase 5 introduction</p> <p>Week 1 - /ai - ay/ /ow - ou/ /igh - ie/ /ee - ea/ HRS - oh, their</p> <p>Week 2 - /oi - oy/ /ur - ir/ /yoo - ue/ /or - aw/ HRS - people, Mr, Mrs</p> <p>Week 3 - /w - wh/ /f - ph /yoo - ew/ /oa - oe/ HRS - your, ask, should</p> <p>Week 4 - /or - au/ /ee - ey/ /ai - a_e/ /ee - e_e/ HRS - would, could, asked</p> <p>Week 5 - Assess and review week R:14 HRS - house, mouse, water</p> <p>Week 6 - /igh - i_e/ /oa - o_e/ /yoo - u_e/ /s - c HRS - want, very</p>
Y1	<p align="center">Phase 5</p> <p>Week 1 - Assess and review week Y1:1</p> <p>Week 2 - Review week Y1:2</p> <p>Week 3 - Revise: /ai - ay /ow - ou/ /igh - ie/ /ee - ea/</p> <p>Week 4 - Revise: /oi - oy/ /ur - ir/ /yoo - ue/ /or - aw/</p> <p>Week 5 - Assess and review week Y1:3</p>	<p align="center">Phase 5</p> <p>Week 1 - Revise: /or - au/ /ee - ey/ /ai - a_e/ /ee - e_e/ HRS - please, once</p> <p>Week 2 - Revise: /igh - i_e/ /oa - o_e/ /yoo - u_e/ /s/ <c HRS - any, many, again</p> <p>Week 3 - /ee - y/ /or - al (walk) Review week Y1:4 HRS - who, whole</p> <p>Week 4 - Review week Y1:5 HRS - where, two</p>	<p align="center">Phase 5</p> <p>Week 1 - Review week Y1:8</p> <p>Week 2 - /ai - a - (acorn) /ai/ ey (they) /ai/ ea - (great) /ai/ eigh - (weight) /ar/ a - (father) /ee/ e - (he) /igh, l - (find) /igh/ y - (by)</p> <p>Week 3 - /oa/ o - (go) /o/ a - (was) /oo/ (push) /y+/oo/ u - (music) /c/ ch - (school) /sh/ ch - (chef) /e/ ea - (head) HRS - here, sugar, friend</p>	<p align="center">Phase 5</p> <p>Week 1 - /u/ o - (brother) Review week Y1:10</p> <p>Week 2 - /j/ g - (gem) /j/ ge - (fringe) /j/ dge - (bridge) /s/ st - (listen)</p> <p>Week 3 - /s/ ce - (fence) /s/ se - (house) /n/ gn - (sign) /n/ kn - (knee) /r/ wr - (wrap) /m/ mb - (lamb)</p> <p>Week 4 - /z/ se - (cheese) /z/ ze - (freeze) /ear/ eer - (cheer) /ear/ ere - (here) /sh/ ti - (patient) /sh/ -tion (station)</p>	<p align="center">Phase 5 - Review</p> <p>Review all previously taught GPCs for reading and spelling.</p>	<p align="center">Phase 5 - Review and teach further rarely-used GPCs</p> <p>Week 1 - s/sc - (Science)/ n/ne - (done)/ g/gh - (dinghy)/ g/gu - (guard)</p> <p>Week 2 - u/ou - (touch)/ f/gh - (rough)/ o/ou - (cough)/ u/oo - (flood)</p> <p>Week 3 - oo/o - (move)/ h/wh - (who)/ w/u - (penguin)/ ee/ei - (protein)</p>



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	<p>Week 6 – Revise: /w - wh/ /f - ph/ /(y)oo - ew/ /oa - oe/</p>	<p>Week 5 – Assess and review week Y1:6 Week 6 - Review week Y1:7</p>	<p>Week 4 – /ur/ or - (world) /ur/ ear - (learn) /oo/ ou - (soup) /oa+/l/ (shoulder) /ee/ ie -(brief) /v/ ve - (have) /i/ y - (gym) HRS – because</p> <p>Week 5 – Assess and review week Y1:9</p> <p>Week 6 - /air/ are - (care) /air/ ere -(there) /air/ ear - (pear) /ch/ tch - (catch)</p>	<p>Week 5 – Assess and review week Y1:11</p> <p>Week 6 - /ar/ al - (half) /or/ augh - (caught) /sh/ ss - (session) /zh/ si - (vision) /sh/ -tious, ti - (scrumptious) /sh/, ci - (delicious) -ous, -ion, -ian</p>		<p>Week 4 – ee/l – (police)/ oa/ough – (dough)/ ur/our – (journey)/ ur/re – (acre)</p> <p>Week 5 – Review week</p> <p>Week 6 – t/te – (taste)/ or/ar – (warm)/ or/oar – (roar)/ or/oor – (floor)</p>
<p>Y2</p>	<div data-bbox="255 758 602 905" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Phase 5 – Recap and review alternative graphemes from Y1 Summer 2</p> </div> <p>Week 1 – s/sc – (Science)/ n/ne – (done)/ g/gh – (dinghy)/ g/gu – (guard)</p> <p>Week 2 – u/ou – (touch)/ f/gh – (rough)/ o/ou – (cough)/ u/oo – (flood)/</p> <p>Week 3 – oo/o – (move)/ h/wh – (who)/ w/u – (penguin)/ ee/ei – (protein)</p> <p>Week 4 – ee/l – (police)/ oa/ough – (dough)/ ur/our – (journey)/ ur/re – (acre)</p> <p>Week 5 – Review week</p> <p>Week 6 – t/te – (taste)/ or/ar – (warm)/ or/oar – (roar)/ or/oor – (floor)</p>					



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Y3	<i>Diagnostic assessment results will highlight individual children who require intervention to close gaps. Interventions will consist of oral blending, grapheme-phoneme recognition and blending for reading.</i>					
Y4	<i>Diagnostic assessment results will highlight individual children who require intervention to close gaps. Interventions will consist of oral blending, grapheme-phoneme recognition and blending for reading.</i>					
Y5	<i>Diagnostic assessment results will highlight individual children who require intervention to close gaps. Interventions will consist of oral blending, grapheme-phoneme recognition and blending for reading.</i>					
Y6	<i>Diagnostic assessment results will highlight individual children who require intervention to close gaps. Interventions will consist of oral blending, grapheme-phoneme recognition and blending for reading.</i>					

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