Letter and Sounds Phonics Phase	Phonics Bug set	Word Reading and Fluency (WFL)					
		All skills should be demonstrated across a range of text types and genres, including fiction, non fiction, poetry and plays.					
		Letter Identification	Letter/Grapheme and Sound Correspondence	Segmenting	Blending	Irregular High Frequency Words (Common Exception Words)	Accuracy and Fluency
Phase 1		Match letters to their shapes. **Example:** Teacher shows child a written 's' and asks child to find another 's' from a selection of magnetic letters.	Identify different environmental sounds. **Example:** When teacher says: 'What can you hear?' child replies with a sound they can hear, e.g. 'A bird.' Anticipate rhymes in familiar songs. **Example:** When listening to 'Humpty Dumpty sat on a wall, Humpty Dumpty had a great…' child can anticipate 'fall.' Able to copy a rhythm. **Example:** Child can clap a simple rhythm modelled by teacher.	Mirror oral segmenting modelled by the teacher on single-syllable words. **Example:** If teacher says: 'Pin: p-i-n,' child can repeat 'Pin: p-i-n' accurately.	Mirror oral blending modelled by teacher on single syllable words. **Example:** When teacher says: 'S-a-t: sat,' child can repeat 'S-a-t: sat,' blending the sounds accurately.		Know that speech can be broken up into individual words. **Example:** When the teacher says: 'The black cat,' child can push forward three counters to represent the three words.
		Recognise the capital letter at the beginning of their name and knows that it represents a sound.	Repeat the first sound in a word spoken aloud to them. **Example:** When teacher says: 'What sound can you hear at the beginning of "fall"?' child replies with the /f/ sound. Identify words that start with the same sound. **Example:** When child is given three objects, e.g. a ball, a bag and a hat, and teacher names them, child can hold up the ball and bag to show that they begin with the same sound.		Identify the correct object from a selection when teacher sounds out the name of that object. **Example:** When teacher says: '/b/-/a/-/g/,' child chooses a bag from a selection of three objects. Orally blend a word teacher has orally segmented. **Example:** When teacher says: '/b/-/a/-/t/,' child says 'Bat.'		Knows that words can be broken up into individual sounds. **Example:** Child can join in when teacher says the sounds in a simple CVC word and shows phonics fingers.

Phase	Set						
		Listens to the alphabet song and can join in with some parts.	Tell you some sounds in response to letters. **Example:** When teacher points to a letter with which child is familiar, e.g. the letter at the start of their name, child can respond with its correct sound.				Understand that words have spaces between them. **Example:** Child can accurately count the number of words on a page.
Phase 2	Sets 1 and 2	Know there are upper-case and lower-case letters. **Example:** When pointing to a notice or a sign, child can tell teacher whether the letters are capital letters or not. Understand that a word is made up by its sequence of letters. **Example:** Child can find the same word in more than one place, or choose the odd word out from a selection.	Identify the first eight taught letters, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify s, a, t, p, i, n, m and d where they appear, and say the corresponding sounds.	In response to any of the eight taught sounds, can write the appropriate letter shape. **Example:** When teacher says: '/s/,' child can write 's' on individual whiteboard. Segment simple CVC words using the eight taught letters. **Example:** When teacher says: 'sat,' child can orally segment the word to say: '/s/-/a/-/t/' and then write 'sat.'	Blend together simple CVC words using the eight taught letters. **Example:** Child can read words such as 'sat,' 'pin' and 'tap' by sounding them out and blending the sounds.		Understand that one spoken word equals one printed word, and routinely uses finger pointing to guide them through the text. Read simple phrases, sentences or books containing the taught sounds with some fluency. **Example:** Once child has read a phrase, sentence or book once, sounding it out, they re-read it with more fluency.
	Set 3		Identify the next four taught letters, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify the letters g, o, c and k where they appear, and say the corresponding sounds.	In response to a spoken sound, can write the letter shape. **Example:** When teacher says: '/g/,' child can write 'g' on individual whiteboard. Segment simple CVC words using the next four taught sounds. **Example:** When the teacher says: 'got,' child can orally segment the word to say: '/g/-/o/-/t/' and then write 'got.'	Blend together simple CVC words using the twelve taught letters. **Example:** Child can read words such as 'cot,' 'kid' and 'gas' by sounding them out and blending the sounds.	Read the high-frequency word 'to,' and can identify which part of the word is irregular or unusual.	
	Set 4		Identify the next four taught grapheme-phoneme correspondences (GPC), individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ck, e, u, and r where they appear, and say the corresponding sounds.	In response to a spoken sound, can write the letter shape. **Example:** When teacher says: '/e/,' child can write 'e' on their individual whiteboard. Segment simple CVC words using the next four taught sounds. **Example:** When the teacher says: 'sock,' child can orally segment the word to say: '/s/-/o/-/ck/' and then write 'sock.'	Blend together simple CVC words using the sixteen taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'pick,' 'peg,' 'mud' and 'rug' by sounding them out and blending the sounds.	Read the high-frequency words 'the,' 'no' and 'go,' and can identify which parts of the words are irregular or unusual.	
	Set 5		Identify the next seven taught grapheme-phoneme correspondences (GPC),where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify h, b, f, ff, l, ll and ss where they appear, and say the corresponding sounds.	Segment simple CVC words using the next seven taught sounds. **Example:** When teacher says: 'hill,' child can orally segment the word to say: '/h/-/i/-/ll/' and then write 'hill.'	Blend together simple CVC words using the 23 taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'hum,' 'bus,' 'puff' and 'doll' by sounding them out and blending the sounds.	Read the high-frequency words 'I' and 'into,' and can identify which parts of the words are irregular or unusual.	Blend VC and CVC words containing the learnt phonemes without overt sounding and blending after more than three encounters in the same text. **Example:** Child has met a word such as 'can' at least three times, and is then able to recognise it without sounding it out. Blend sounds learnt in simple words, and recognise when a word sounds right and makes sense in a sentence based on their own knowledge. **Example:** Child sounds out: '/r/-/o/-/ck/-/e/-/t/,' says '/rock-et/' and then self-corrects and says '/rockit/.'
	Set 6	Sing the alphabet song from start to finish, pointing to and matching relevant lower-case and upper-case letters in order.	Identify the next four taught letters, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify j, v, w and x where they appear, and say the corresponding sounds.	Segment simple CVC words using the next four taught sounds. **Example:** When teacher says: 'box,' child can orally segment the word to say: '/b/-/o/-/x/' and then write 'box.'	Blend together simple CVC words using the 27 taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'job,' 'van,' 'box' and 'will' by sounding them out and blending the sounds.	Read the high-frequency words 'me' and 'be,' and can identify which parts of the words are irregular or unusual.	Read simple phrases, sentences or books containing the taught sounds with some fluency. **Example:** Once child has read a phrase, sentence or book once, sounding it out, they re-read it with more fluency.
	Set 7		Identify the next four taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify y, z, zz and qu where they appear, and say the corresponding sounds.	Segment simple CVC words using the next four taught sounds. **Example:** When the teacher says: 'quiz,' child can orally segment the word to say: '/qu/-/i/-/z/' and then write 'quiz.'	Blend together simple CVC words using the 31 taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'quick,' 'buzz,' 'fizz' and 'yelp' by sounding them out and blending the sounds.	Read the high-frequency words 'he,' 'my' and 'by,' and can identify which parts of the words are irregular or unusual.	
	Set 8	Know all the names and sounds of the letters of the alphabet.	Identify the next four taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ch, sh, th and ng where they appear, and say the corresponding sounds.	Segment simple CVC words using the next four taught sounds. **Example:** When teacher says: 'thing,' child can orally segment the word to say: '/th/-/i/-/ng/' and then write 'thing.'	Blend together simple CVC words using the 35 taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'sing,' 'chick,' 'flash' and 'bring' by sounding them out and blending the sounds.	Read the high-frequency words 'they' and 'she,' and can identify which parts of the words are irregular or unusual.	

Phase	Set						
Phase 3	**Set 9**	Know that the equivalent lower-case and upper-case printed letters have the same names and sounds.	Identify the next five taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and the end of words. **Example:** When child looks at words in print, they can identify ai, ee, igh, oa and oo where they appear, and say the corresponding sounds.	Segment simple CVC words using the next five taught sounds. **Example:** When teacher says 'sight,' child can orally segment to say: '/s/-/igh/-/t/' and then write 'sight.'	Blend together simple CVC words using the 40 taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'sigh,' 'queen,' 'float' and 'plain' by sounding them out and blending the sounds.	Read the high-frequency words 'we' and 'are,' and can identify which parts of the words are irregular or unusual.	
	Set 10	Know the alphabet and can place all the letters in alphabetical order. **Example:** Child can make an alphabet using lower-case magnetic letters.	Identify the next five taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they identify ar, or, ur, ow and oi where they appear, and say the corresponding sounds.	Segment simple CVC words using the next five taught sounds. **Example:** When teacher says: 'town,' child can orally segment the word to say: '/t/-/ow/-/n/' and then write 'town.'	Blend together simple CVC words using the 45 taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'turnip,' 'star,' 'corn' and 'coin' by sounding them out and blending the sounds.	Read the high-frequency words 'you' and 'her,' and can identify which parts of the words are irregular or unusual.	
	Set 11		Identify the next four taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ear, air, ure and er where they appear, and say the corresponding sounds.	Segment simple CVC words using the next four taught sounds. **Example:** When teacher says: 'chairs,' child can orally segment the word to say: '/ch/-/air/-/s/' and then write 'chairs.'	Blend together simple CVC words using the 49 taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'hair,' 'secure,' 'near' and 'runner' by sounding them out and blending the sounds.	Read the high-frequency words 'all' and 'was,' and can identify which parts of the words are irregular or unusual.	
							Blend words containing any of the learnt phonemes without overt sounding and blending after more than three encounters. **Example:** Child has met a word such as 'light' at least three times and now is able to recognise it without sounding it out.
							If decoded word does not fit in the sentence, they notice and self-correct. **Example:** Child decodes the final word in 'Get in the car' as 'cat,' recognises that 'get in the cat' does not make sense and self-corrects.
Phase 4	**Set 12**	Know the words 'vowel' and 'consonant,' and know there are five vowels in the alphabet and that all other letters are consonants. **Example:** Child can point to the letter 'a' in the word 'cat' when asked to identify the vowel.		Segment words with two adjacent consonants (CC). **Example:** When teacher says: 'drip,' child can orally segment the word to say: '/d/-/r/-/i/-/p/' and then write 'drip.'	Blend together simple words with two adjacent consonants (CC). **Example:** Child can read words such as 'spin,' 'desk,' 'blend' and 'crisp' by sounding them out and blending the sounds.	Read the high-frequency words 'said,' 'have,' 'like,' 'so,' 'do,' 'come,' 'some,' 'were,' 'there,' 'little,' 'one,' 'when,' 'out' and 'what,' and can point out which parts of the words are irregular or unusual.	Identify a full stop. **Example:** When asked to point out a full stop, child can find it and point it out on a page.
				Segment words with three adjacent consonants (CCC). **Example:** When teacher says: 'splat,' child can orally segment the word to say: '/s/-/p/-/l/-/a/-/t/' and then write 'splat.'	Blend together simple words with three adjacent consonants (CCC). **Example:** Child can read words such as 'brings,' 'shrink,' 'thrill' and 'string' by sounding them out and blending the sounds. Blend together simple two-syllable compound words. **Example:** Child can read words such as 'hairbrush,' 'playground,' 'airport' and 'artwork' by sounding them out and blending the sounds.		Able to re-read a text without overtly sounding out words they have met in several previous texts.
			Understand that sometimes the same grapheme can be used to represent different sounds, e.g. 'ea' in 'head' and 'bead.'				Identify a full stop, question mark and exclamation mark. **Example:** When asked to point out a full stop, question mark and exclamation mark, child can find and point them out on a page.
	Set 13		Identify alternative spellings of some consonants, e.g. w and f, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they identify wh and ph where they appear, and say the corresponding sounds.	Segment simple words that contain the next two taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'when,' child can orally segment the word to say: '/wh/-/e/-/n/' and then write 'when.'	Blend together simple words that contain the next two taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'whizz' and 'graph' by sounding them out and blending the sounds.	Read the high-frequency words 'oh' and 'their,' and can point out which parts of the words are irregular or unusual.	
	Set 14		Identify alternative spellings of the vowel sound /ai/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ay, a-e, eigh, ey and ei where they appear, and say the corresponding sounds.	Segment simple words that contain the next five taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'prey,' child can orally segment the word to say: '/p/-/r/-/ey/' and then write 'prey.'	Blend together simple words that contain the next five taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'weight,' 'vein,' 'came,' 'they' and 'stay' by sounding them out and blending the sounds.	Read the high-frequency words 'Mr' and 'Mrs,' and can point out which parts of the words are irregular or unusual.	

Phase	Set						
Phase 5	Set 15		Identify alternative spellings of the vowel sound /ee/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ea, e-e, ie, ey and y where they appear, and say the corresponding sounds.	Segment simple words that contain the next five taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'beach,' child can orally segment the word to say: '/b/-/ea/-/ch/' and then write 'beach.'	Blend together simple words that contain the next five taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'beak,' 'phoneme,' 'chief,' 'floppy' and 'donkey' by sounding them out and blending the sounds.	Read the high-frequency words 'looked,' 'called' and 'asked,' and can point out which parts of the words are irregular or unusual.	
	Set 16		Identify alternative spellings of the vowel sound /igh/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ie, i-e, y and i where they appear, and say the corresponding sounds.	Segment simple words that contain the next four taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'try,' child can orally segment the word to say: '/t/-/r/-/y/' and then write 'try.'	Blend together simple words that contain the next four taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'tie,' 'kite,' 'cry' and 'grind' by sounding them out and blending the sounds.	Read the high-frequency words 'water' and 'where,' and can point out which parts of the words are irregular or unusual..	
	Set 17		Identify alternative spellings of the vowel sound /oa/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ow, o-e, o and oe where they appear, and say the corresponding sounds.	Segment simple words that contain the next four taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'snow,' child can orally segment the word to say: '/s/-/n/-/ow/' and then write 'snow.'	Blend together simple words that contain the next four taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'blow,' 'rose,' 'old' and 'toe' by sounding them out and blending the sounds.	Read the high-frequency words 'who' and 'again,' and can point out which parts of the words are irregular or unusual.	
	Set 18		Identify alternative spellings of the vowel sound /oo/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ew, ue, u-e, u and oul where they appear, and say the corresponding sounds.	Segment simple words that contain the next five taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'blue,' child can orally segment the word to say: '/b/-/l/-/ue/' and then write 'blue.'	Blend together simple words that contain the next five taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'screw,' 'glue,' 'mule,' 'full' and 'would' by sounding them out and blending the sounds.	Read the high-frequency words 'thought' and 'through,' and can point out which parts of the words are irregular or unusual.	
	Set 19		Identify alternative spellings of the vowel sound /or/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify aw, au and al where they appear, and say the corresponding sounds.	Segment simple words that contain the next three taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'talk,' child can orally segment the word to say: '/t/-/al/-/k/' and then write 'talk.'	Blend together simple words that contain the next three taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'straw,' 'launch' and 'ball' by sounding them out and blending the sounds.	Read the high-frequency words 'work,' 'laughed' and 'because,' and can point out which parts of the words are irregular or unusual.	
	Set 20		Identify alternative spellings of the vowel sound /ur/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ir, er and ear where they appear, and say the corresponding sounds.	Segment simple words that contain the next three taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'bird,' child can orally segment the word to say: '/b/-/ir/-/d/' and then write 'bird.'	Blend together simple words that contain the next three taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'bird,' 'stern' and 'heard' by sounding them out and blending the sounds.	Read the high-frequency words 'Thursday,' 'Saturday,' 'thirteen' and 'thirty,' and can point out which parts of the words are irregular or unusual.	
	Set 21		Identify alternative spellings of the vowel sounds /ow/ and /oi/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ou and oy where they appear, and say the corresponding sounds.	Segment simple words that contain the next two taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'toy,' child can orally segment the word to say: '/t/-/oy/' and then write 'toy.'	Blend together simple words that contain the next two taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'count' and 'annoy' by sounding them out and blending the sounds.	Read the high-frequency words 'different,' 'any' and 'many,' and can point out which parts of the words are irregular or unusual.	Beginning to use full stops, exclamation marks and question marks to inform their intonation.
	Set 22		Identify alternative spellings of the vowel sounds /ear/ and /air/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ere, eer, are and ear where they appear, and say the corresponding sounds.	Segment simple words that contain the next four taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'glare,' child can orally segment the word to say: '/g/-/l/-/are/' and then write 'glare.'	Blend together simple words that contain the next four taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'mere,' 'sneer,' 'share' and 'pear' by sounding them out and blending the sounds.	Read the high-frequency words 'eyes' and 'friends,' and can point out which parts of the words are irregular or unusual.	Know that the end of the line is not necessarily the end of the sentence. **Example:** When child is reading, they do not stop at the end of the line if there is no full stop.
	Set 23		Identify alternative spellings of the consonant sound /k/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify c, ck and ch where they appear, and say the corresponding sounds.	Segment simple words that contain the next three taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'school,' child can orally segment the word to say: '/s/-/ch/-/oo/-/l/' and then write 'school.'	Blend together simple words that contain the next three taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'curve,' 'kerb,' 'black' and 'chrome' by sounding them out and blending the sounds.	Rread the high-frequency words 'two' and 'once,' and can point out which parts of the words are irregular or unusual.	
	Set 24		Identify alternative spellings of the consonant sounds /s/ and /z/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ce, c(i), c(y), sc, st, se where they appear, and say the corresponding sounds.	Segment simple words that contain the next six taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'scent,' child can orally segment the word to say: '/sc/-/e/-/n/-/t/' and then write 'scent.'	Blend together simple words that contain the next six taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'grocer,' 'cymbal,' 'decide,' 'muscle,' 'jostle,' 'purse' and 'tease' by sounding them out and blending the sounds.	Read the high-frequency words 'great' and 'clothes,' and can point out which parts of the words are irregular or unusual.	

Phase	Set	Identify / Alternative spellings	Segment	Blend	Read high-frequency / common exception words	Fluency
	Set 25	Identify alternative spellings of the consonant sound /j/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify ge, g(i), g(y) and dge where they appear, and say the corresponding sounds.	Segment simple words that contain the next four taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'hedge,' child can orally segment the word to say: '/h/-/e/-/dge/' and then write 'hedge.'	Blend together simple words that contain the next four taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'age,' 'ginger,' 'gym' and 'badge' by sounding them out and blending the sounds.	Read words with contractions, and understand that the apostrophe represents a missing letter. **Example:** Child can read the high-frequency words 'it's,' 'I'm,' 'I'll,' 'I've' and 'we'll,' and can talk about the missing letters represented by the apostrophe.	
	Set 26	Identify alternative spellings of the consonant sounds /l/, /m/, /n/ and /r/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify le, mb, kn, gn, and wr where they appear, and say the corresponding sounds.	Segment simple words that contain the next five taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'wrong,' child can orally segment the word to say: '/wr/-/o/-/ng/' and then write 'wrong.'	Blend together simple words that contain the next five taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'stable,' 'numb,' 'knock,' 'gnome' and 'write' by sounding them out and blending the sounds.	Read the high-frequency words 'don't,' 'can't' and 'didn't,' and can point out the parts of the words that are irregular or unusual.	
		Respond to the grapheme le at the ends of words by reading it as a separate syllable. **Example:** When child looks at words such as table, bottle and puddle in print, they can identify le where it appears and say the corresponding sound.	Segment simple words that contain the next taught grapheme-phoneme correspondence (GPC). **Example:** When teacher says 'handle,' child can orally segment the word to say: '/h/-/a/-/n/-/d/-/le/' and then write 'handle.'	Blend together simple words that contain the next taught grapheme-phoneme correspondence (GPC). **Example:** Child can read words such as 'apple,' 'tingle' and 'bramble' by sounding them out and blending the sounds.		
	Set 27	Identify alternative spellings of the consonant sounds /ch/ and /sh/ and the vowel sounds /e/, /o/ and /u/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. **Example:** When child looks at words in print, they can identify tch, c(i), ss(i), t(i), ea, (w)a and (w)o where they appear, and say the corresponding sounds.	Segment simple words that contain the next seven taught grapheme-phoneme correspondences (GPC). **Example:** When teacher says: 'watch,' child can orally segment the word to say: '/w/-/a/-/tch/' and then write 'watch.'	Blend together simple words that contain the next seven taught grapheme-phoneme correspondences (GPC). **Example:** Child can read words such as 'pitch,' 'potion,' 'session,' 'special,' 'deaf,' 'swallow' and 'won' by sounding them out and blending the sounds.	Read the high-frequency words 'first,' 'second' and 'third,' and can point out the parts of the words that are irregular or unusual.	
Phase 6				Blend together simple words containing the taught grapheme-phoneme correspondences (GPC) and the endings: -s, -es, -ing, -ed, -er and -est. **Example:** Child can read words such as 'plants,' 'boxes,' 'thinking,' 'wanted,' 'farmer' and 'hardest' by sounding them out and blending the sounds.		Blend words containing the learnt graphemes for 40+ phonemes, including alternative sounds for graphemes, without overt sounding and blending after more than three encounters.
						Re-read familiar texts fluently, introducing expression appropriate to the grammar. **Example:** Child re-reads a text, pausing at full stops and lifting their voice at voice at questions.
		Know that the the letter 'a' can represent the sound /ar/ (in some accents).	Segment simple words that contain the next taught grapheme-phoneme correspondence (GPC). **Example:** When teacher says: 'path,' child can orally segment the word to say: '/p/-/ar/-/th/' and then write 'path.'	Blend together the syllables of longer words to aid their reading. **Example:** Child can read words such as 'classical,' 'maximum' and 'brilliant' by sounding them out and blending the sounds.	Reading of common exception words, e.g. 'you,' 'could,' 'many' and 'people,' should be secure enough that they recognise them easily and automatically.	Track four to six lines of text using their eyes and not need to finger-point.
						Decodes all words automatically and reading is fluent.
				Blend together simple words containing the taught grapheme-phoneme correspondences (GPC) and the common suffixes: -ment, -ness, -ful, -less and -ly. **Example:** Child can read words such as 'agreement,' 'fullness,' 'joyful,' 'hopeless' and 'quickly' by sounding them out and blending the sounds.	Read the further common exception words 'every,' 'everybody,' 'any,' 'move,' 'busy,' 'half,' 'money' and 'parents.'	Able to recognise and pause accordingly where commas denote a list.
				Able to decipher most unfamiliar words in the flow of reading by blending long vowel phonemes in more complex words.		Check a text makes sense when reading and self-correct when reading aloud. **Example:** Child self-monitors when reading and is not hindered when they imprecisely decode 'palace' as 'place' or 'stared' as 'started.'
						Beginning to read silently and independently.
				Encountering a word that is unfamiliar, can test out different pronunciations to match what is written to words they have heard.		Read longer sentences fluently, pausing for commas and using intonation for full stops, question marks and exclamation marks.
						Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
Expected attainment at end of Key Stage 1						
		Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter. Example: When child looks at words in print, they can identify the following			Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading.	Read aloud, using all punctuation to guide intonation and make sense of longer sentences.

| Key Stage 2 | | | print, they can identify the following suffixes where they appear, and say the corresponding sounds.

'-cious,' '-tious'
'-ant,' '-ance,' '-ancy'
'-ent,' '-ence,' '-ency'
'-able,' '-ably'
'-ible,' '-ibly' | | | Continue to build their bank of exception words, noting unusual correspondence between spelling and sound where it occurs. | Read independently and silently the majority of the time. |
| | | | | | | Use knowledge of word structure to determine which syllable to stress in an unfamiliar polysyllabic word. | When struggling with the pronunciation of a word, they know to ask for help and to establish both the meaning and pronunciation of the word. |