









# Step 1

Lessons 1.1 to 1.5







Reception - Autumn Term

	Review Previously Learnt GPCs (10 minutes)			Teach → Practise → Apply with new GPCs (15 minutes)					
	Hear Phonemes	Read GPCs	Stretch and Read	Present New GPC	Model Phoneme	Say it Fast	Break it Down	Stretch and Read	Write New Grapheme
<b>Day 1</b> /g/  Lesson 1.1	i n m d	s a t p i n m d	sit, dim, pip, did, tap, mad	/g/  The girl is glad.	Look what my mouth is doing when I say /g/. My mouth is open and I'm making the sound right back in my throat. If I put my fingers on my throat, I can feel the sound.	t-a-p s-a-g d-i-g g-a-s	g-a-p p-i-g n-a-g t-a-g	gap gas dig	Left around the girl, down her plait and curl. 
<b>Day 2</b> /o/  Lesson 1.2	n m d g	a t p i n m d g	did, sat, sag, tip, sip, gas	/o/  The octopus observes olives.	Look what my mouth is doing when I say /o/. My mouth is open and my chin drops down slightly.	t-o-p d-i-g p-a-t g-o-t	n-o-d t-i-p g-o-t s-a-d	pot nod mop	From the top of the head and all the way round the octopus. 
<b>Day 3</b> /c/  Lesson 1.3	m d g o	t p i n m d g o	map, did, pat, got, dog, ant	/c/  The curly caterpillar crawls.	Look what my mouth is doing when I say /c/. I'm making the sound right at the back of my mouth and if I put my hand in front of my mouth, I can feel air coming out.	c-a-t c-a-p c-o-t d-o-g	c-a-n c-o-g m-a-d g-a-p	can cop cat	Curl around the caterpillar 
<b>Day 4</b> /k/  Lesson 1.4	d g o c	p i n m d g o c	can, pin, mad cot, sit, and	/k/  The kangaroo keeps kicking.	This is not a new sound. It is the same sound as 'c' but just a different way of writing it.	k-i-d k-i-p d-o-t g-a-s	k-i-t k-i-n s-a-t d-i-d	kid kip kit	From head to toe, arm up, kick out. 
<b>Day 5</b> <b>Review</b>  Lesson 1.5	g o c k	i n m d g o c k	kid, cot, got, mop, can, kit	Review any GPCs presented this week that the children need more practice with.		c-o-g c-a-t g-a-p k-i-t	c-a-n g-o-t d-o-g k-i-p	Review GPCs that children need more practice with.	Practise writing all graphemes presented this week.

# Step 4

Lessons 4.1 to 4.5


Reception - Autumn Term

	Review Previously Learnt GPCs (10 minutes)				Teach → Practise → Apply with new GPCs (15 minutes)						
	Hear Phonemes	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Model Phoneme	Say it Fast	Break it Down	Stretch and Read	Stretch and Count/Spell	Write New Grapheme
<b>Day 1</b> Lesson 4.1 <b>/h/</b>	ck e u r	g o c k ck e u r	ram pip peg rug duck got	rug...tug... tag...tap... top...tip	 <b>/h/</b> The happy horse hops.	Look what my mouth is doing when I say /h/. My mouth is open and I push air out of my throat. I'm hardly making any noise at all.	h-a-t h-a-m h-i-t h-i-p	h-o-t h-o-p h-e-n h-e-m	hop hat hum	hop hug hen	From head to toe and over his back. 
<b>Day 2</b> Lesson 4.2 <b>/b/</b>	e u r h	o c k c k e u r h	hen run had men rid sock	hen...pen... pin...pit... pot...rot	 <b>/b/</b> Bat before the ball.	Look what my mouth is doing when I say /b/. My lips go together then pop open. It's a bit like saying /p/ but my voice is turned on.	b-u-g b-i-t b-a-g b-a-t	b-e-g b-i-g b-i-n b-a-ck	sob beg but	big back bat	Down the bat and up and around the ball. 
<b>Day 3</b> Lesson 4.3 <b>/f/</b>	u r h b	c k c k e u r h b	bin rap bun tub ham pen	bun...bin... bit...sit... sat...set	 <b>/f/</b> The floppy flower falls.	Look what my mouth is doing when I say /f/. My teeth are resting on my bottom lip and I make the sound by pushing air between my teeth.	f-a-t f-i-t f-i-n f-a-n	f-o-g f-u-n f-a-b f-a-d	if fat fun	fog fin fan	Curve down the flower and across the leaves. 
<b>Day 4</b> Lesson 4.4 <b>/ff/</b>	r h b f	k c k e u r h b f	rot fib sock ham bit get	bed...bad... sad...sat... sit...fit	We see two of the same letter but we only hear one sound.		o-ff f-a-n h-u-ff f-a-t	c-u-ff f-a-b f-a-d p-u-ff	puff off huff	cuff huff off	Practise writing 'ff'.
<b>Day 5 (Review)</b> Lesson 4.5	h b f ff	ck e u r h b f ff	off fin puff sob hum beg	biff...if... off...on... in... bin	Review any GPCs and words presented this week that the children need more practice with.		f-i-b h-o-p c-u-ff b-a-g	h-o-t p-u-ff f-i-t b-a-ck	Review GPCs that children need more practice with.	hat fed back	Practise writing all graphemes presented this week.

# Step 13 (v1.0)

## Lessons 13.1 to 13.5

## Reception - Spring Term


	Review Previously Learnt GPCs (10 minutes)			Teach → Practise → Apply with new GPCs (15 minutes)				
	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Write Words with New Grapheme
Day 1 Lesson 13.1	zz qu ch sh th ng	thud sink* thing chump fishing velvet <b>do</b>	quick...quack... shack...shall... shell...tell... till...chill	 /ai/ 'Train in the rain.' 'ai'	p-ai-n t-r-ai-n g-ai-n f-ai-n-t	p-l-ai-n r-ai-n s-ai-n-t qu-ai-n-t	pail snail faint	tail rain brain railing
Day 2 Lesson 13.2	z qu ch sh th ng	chomp thank bring next shocking carrot <b>her</b>	bet...wet... went...bent... sent...send... sand...hand	Review the card for the GPC.	m-ai-d b-r-ai-d p-ai-n-t th-i-ck	s-i-n-k th-i-n-k t-r-ai-n r-i-n-g	vain drains afraid	sail tail paint raining
Day 3 Lesson 13.3	zz qu ch sh th ng	chomp plank thing hush rabbit wishing	six...fix...fit... fat...flat...flan... flap...lap	Review the card for the GPC.	d-r-ai-n l-ai-d ai-m s-t-ai-n	r-ai-d b-r-ai-n p-ai-n t-r-ai-l	stain braid sailing	fail pain drain painting
Day 4 Lesson 13.4	z qu ch sh th ng ai	Children read the words for Day One in their PPB for speed and fluency.	that...chat... chap...champ... chomp...chump... thump...jump	Review any GPCs and words presented this week that the children need more practice with (including <b>CEWs</b> ).	Practise Say-it- Fast to orally rehearse any words that the children need more practice with this week.	Practise Break-it-Down to orally rehearse any words that the children need more practice with this week.	Review any GPCs and words presented this week that the children need more practice with (including <b>CEWs</b> ).	
Day 5 Review Lesson 13.5	z qu ch sh th ng ai		fizz...fuzz... buzz...bus... bust...must... mist...miss					

\* Teaching Point: the 'n' in 'nk' makes a short /ng/ sound

# Step 21 (v1.0)

## Lessons 21.1 to 21.5

## Reception - Summer Term

	Review Previously Learnt GPCs (10 minutes)			Teach → Practise → Apply with new GPCs (15 minutes)				
	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Write Words and Sentences
Day 1  Lesson 21.1	ee igh oa oo oo ar	hard looks slight creeps raining begin <b>here</b>	rain...train...brain... braid...breed... reed...road...toad	 /or/ 'Corn for the horse.' 'or'	t-or-n c-or-n b-or-n s-t-ar	f-or-k c-or-k s-t-or-k sh-ar-p	cork sport shorts	dark short book fork zoom torch toast stork
Day 2  Lesson 21.2	ee igh oa oo oo ar	dark might broom roast geese* cooking <b>where</b>	shark...park... spark...spook... spoon...Spain... pain...paint	Review the card for the GPC.	f-or-d c-or-d m-ar-k-s l-ar-k	h-or-se st-ore s-t-ar-k b-ar-k	porch horse shore**	Shall we get a tub of corn for the horse?
Day 3  Lesson 22.3	ee igh oa oo oo ar	deep cooked boat bright zoo barking	goal...goat...boat ...boot...book... look...hook...hood	Review the card for the GPC.	ch-ore s-t-or-m t-or-n l-or-d	c-or-k f-or-t s-or-t p-or-ch	storm thorn snores**	My best sport is running.
Day 4  Lesson 22.4	ee igh oa oo oo ar or	Children read the words for Day One in their PPB for speed and fluency.	light...flight...float fleet...feet...foot... fool...fail	Review any GPCs and words presented this week that the children need more practice with (including <b>CEWs</b> ).	Practise Say-it-Fast to orally rehearse any words that the children need more practice with this week.	Practise Break-it-Down to orally rehearse any words that the children need more practice with this week.	Review any GPCs and words presented this week that the children need more practice with (including <b>CEWs</b> ).	I might ask for more toast.
Day 5 Review  Lesson 22.5	ee igh oa oo oo ar or		pain...pail...hail... heel...feel...feed... food...good					Stand in the porch until the storm ends.

\* Teaching Point: Explain that 'se' is another way to spell the /s/ sound.

\*\* Teaching Point: Explain that 'ore' is another way to spell the /or/ sound.




# Step 34 (v1.0)

## Lessons 34.1 to 34.5

## Year 1 - Autumn Term



Success for All  
Phonics

	Review Previously Learnt GPCs (10 minutes)			Teach → Practise → Apply with new GPCs (15 minutes)					
	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Spelling Practice	Write Words and Sentences
<b>Day 1</b>  Lesson 34.1	(c)ow oi ear air ure er	sure avoid nurses winter stairs unclear* <b>oh again</b>	pair...fair...chair hair...high...hear ...dear...near	 /ay/ 'May I play?' 'ay'	p-ay t-r-ay s-w-ay sh-ou-t	c-l-ay p-r-ay s-t-r-ay s-c-r-ea-m	sway strays Sunday	pay tray day    paid train paint	dear pure fair jumper    stay plays hay prayed
<b>Day 2</b>  Lesson 34.2	(c)ow oi ear air ure er	perch clears cured shower noise unfair <b>their last**</b>	peel...heel...howl... how...now... cow...car...scar	Review the card for the GPC.	h-ay s-t-ay p-l-ay sh-ow-er	S-u-n-d-ay p-er-ch s-w-ay-s c-l-ear	away saying strayed	days*** maid clay afraid played trail	Come and play with my train set today.
<b>Day 3</b>  Lesson 34.3	(c)ow oi ear air ure er	freeze darker cleared unzip mixture burnt	start...tart...toot loot...look...took ...tool...stool	Review the card for the GPC.	p-r-ay-s m-ay p-l-ay-ed a-w-ay	c-l-ay p-ay-s s-w-ay-ed s-t-ay-s	stayed swaying Thursday	way sway prays    mail rained railing	We can paint the clay pots on Sunday.
<b>Day 4</b>  Lesson 34.4	(c)ow oi ear air ure er ay	Children read the words for Day One in their PPB for speed and fluency.	down...town... turn...burn...been ...born...barn... bark	Review any words presented this week that the children need more practice with (including <b>CEWs</b> ).	Practise Say-it-Fast to orally rehearse any words that the children need more practice with this week.	Practise Break-it-Down to orally rehearse any words that the children need more practice with this week.	Review any words presented this week that the children need more practice with (including <b>CEWs</b> ).	ray stays away    tail nails faint	Go away and let me play.
<b>Day 5 Review</b>  Lesson 35.5	(c)ow oi ear air ure er ay		pool...fool...foal... coal...coat...cart... carve...curve					hay trays staying    fail vain sailed	

\* Teaching Point: introduce the 'un' prefix

\*\* This may or may not be a Tricky Word according to regional accent.

\*\*\* Spelling: Invite children to notice that although for most 'ay' words the spelling remains 'ay' because it is a root word, however 'pay' is an exception to this (paid).