

Success for All Phonics: Summary Scope and Sequence v1.0

	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Nursery & Reception	Phase 1	Phonological awareness and rhyming	n/a	n/a
Reception Term 1	Phase 2/3	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, q, x, y, z CVC words Words with -s ending	1 to 8	the, I, a, he, she, is, to, go, of, we, are, you, as
Reception Term 2 & 3	Phase 3/4	zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (zoo), oo (book), ar, or, ur, ow (cow), oi, ear, air, ure, er CCVC, CVCC, CCVCC, CCCVC, CCCVCC -ore / -se / -ve ending -es -ing -ed -er Words of two syllables, double-consonant words with endings, phonetically decodable contraction words	9 to 20	be, me, his, no, so, has, do, my, her by, ask*, our, says, they, said, was, all, were, put, like, there, here, where, what, when, out, little, come, some, push, pull, full, one, once, your, love, house, friend, today, school
			21 to 32	
Year 1 Term 1 & 2	Phase 4/5	ay (day), ou (shout), ie (tie), ea (each), oy (boy), ir (girl), ue (blue), aw (jaw), ew (chew) a-e (make), e-e (these), i-e (hike), o-e (rope), u-e (flute), au (Paul), -y (happy), -y (fly) soft c (cent), soft g (giant) Common Phase 5 alternative spellings such as: o (go), ie (shield), ow (snow), wh (when), al (wall) Nonsense words Prefix: un- Suffix: -est / -ly Contractions: don't, can't, hasn't Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -y to words of one syllable ending in a single consonant letter after a single vowel letter	33 to 44	oh, their, people, class,* climb, pass,* door, floor, poor, past,* after,* because, sure, again, hour, two, Christmas, who, Mr, Mrs, water, many, any, could, would, should, through, thought, different, work, money, great, fast,* last,* break, path,* bath,* *These words may be Tricky Words according to regional accent
			45 to 56	

<p>Year 1 Term 3</p>	<p>Phase 5/6</p>	<p>ire (fire), are (share), tch (fetch), oe (toe), ph (photo)</p> <p>Further alternative spellings such as: kn (know), gn (gnat), a (was), or (word)</p> <p>Suffix: -ful / -less / -ness /-ment</p> <p>Less common GPCs to be covered and Shared Readers contain all GPCs taught to date.</p> <p>Spelling consolidation Homophones Words ending in -tion</p>	<p>57 to 68</p>	<p>beautiful, whole, move, father, grass,* plant,* people, eye, busy, half, sugar, parents, prove, improve</p> <p>*These words may be Tricky Words according to regional accent</p>
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The **Full Scope and Sequence** for Success for All Phonics is also available for schools, providing a sequence of **68 Steps** from the start of Reception to the end of Year 1. We provide the teaching focus for progression for each step, which is supported by a decodable Shared Reader, lesson plans and other teaching resources.

This **Summary Scope and Sequence** for Success for All Phonics provides an overview of our **Systematic Synthetic Phonics (SSP) programme**, highlighting its alignment to **Letters and Sounds**. Children learn to read and make progress through **Six Phases**. They read decodable **Shared Readers** from Phase 2 where the teaching of GPCs in phonics lessons is aligned with the Shared Reader. The Shared Readers include a range of genres that will appeal to all readers by including familiar characters, settings and topics relevant to children of all ages. Phase 6 provides lessons to consolidate spelling skills and includes less-common GPCs. Progression is built-in throughout the programme with an increase in the level of challenge in the skills taught in each phase. Our lessons follow a review, teach, practise and apply cycle. There are regular opportunities for review and consolidation at a pace that ensures your children keep up. Where children need additional support there are a range of strategies to support them.