



REDROSE

Letters and Sounds

At Greenlands Primary School, we aim to teach children fluent word reading skills and provide a good foundation in spelling from the earliest opportunity. Phonics is taught daily to all children in EYFS (Reception) and Key Stage One. We are a leading Red Rose phonics school and we aim to deliver outstanding lessons that inspire and create a love of reading and writing. Through fun, fast paced and engaging lessons, our children are given the foundations for successful reading, right from the start of their primary school journey.



GCPS

Phonics Trajectory

The programme provides a clear route with daily sessions and a very rigorous approach through Phases 2-5 with a strong and swift start in Reception and a trajectory of learning to meet, and exceed, the expected standard in the Y1 Phonics Screening Check. The phonics trajectory provides clear guidance on what your child will learn at each stage, from recognising initial sounds to mastering more complex phonemes, graphemes and tricky words.

Reception Phonics Trajectory

Autumn 1 – Phase 2 GPCs	Tricky Words and High Frequency Words
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/	as is us his has linked to s pronounced /z/ the
Autumn 2 – Phase 2 GPCs	Tricky Words and High Frequency Words
ck e u r h b f ff l ll ss Consolidate Phase 2	l to go no into
Spring 1 – Phase 3 GPCs	Tricky Words and High Frequency Words
j v w x y z/zz qu ch sh th/th ng Consolidate as required	he she we be me was my you they
Spring 2 – Phase 3 GPCs	Tricky Words and High Frequency Words
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required	her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)
Summer 1 – Phase 3 and 4 GPCs	Tricky Words and High Frequency Words
<u>Phase 3:</u> ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 <u>Phase 4:</u> CVCC & CCV	come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)
Summer 2 – Phase 4	Tricky Words and High Frequency Words
CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.	Consolidate said so have like some come were there little do one when out what Teach it's



Year One Phonics Trajectory

Autumn 1 - Revisit Phase 4 - Phase 5 Further Graphemes for Reading and Writing		Tricky Words and High Frequency Words
Revisit Phase 4 CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Phase 5 Further Graphemes for Reading and Writing ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)		Revisit said so have like some come were there little do one when out what it's Mr Mrs people looked called asked oh their could
Autumn 2 - Phase 5 Further Graphemes for Reading and Writing - Phase 5 Alternative Pronunciation for Graphemes		Tricky Words and High Frequency Words
Phase 5 Further Graphemes for Reading and Writing oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube) Phase 5 Alternative Pronunciations for Graphemes i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)		water where who High Frequency Words again thought through work mouse many laughed because different any eyes friends once please
Spring 1 - Phase 5 Alternative Spellings for Phonemes		Tricky Words and High Frequency Words
/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key) /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit) /ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)		I'm I'll let's small great before jumped stopped pulled gone we're Consolidate as required

Spring 2 – Phase 5 Alternative Spellings for Phonemes		Tricky Words and High Frequency Words
/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)		Identify tricky words and high frequency words to revisit as required.
Summer 1 – Phase 5 Alternative Spellings for Phonemes		Tricky Words and High Frequency Words
/ear/ ear (clear) eer (cheer) ere (here) /air/ air (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)		Identify tricky words and high frequency words to revisit as required.
Summer 2 – Phase 5 Phase 5 Alternative Spellings for Phonemes		Tricky Words and High Frequency Words
Y1 Phonics Screening Check /n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ g (magic) ge (large) dge (fridge) /s/ c (place)/s/ se (house) ce (pence) sc (scent) st (listen) /sh/ ch (chef)) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)		Identify tricky words and high frequency words to revisit as required