

Phase 1

- Environmental sound discrimination
- Instrumental sound discrimination
- Body percussion sound discrimination
- Distinguish between speech sounds
- Recognise spoken words that rhyme and provide a string of rhyming words
- Provide a string of rhyming words
- Begin to blend and segment words orally.

Phase 2

- Give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n
- Find any Phase Two letter, from a display, when given the sound
- Orally blend and segment CVC words
- Blend and segment in order to read and spell
- Read the five tricky words **the, to, I, no, go**.

Phase 3

- Give the sound when shown any Phase Two and Phase Three grapheme
- Find any Phase Two and Phase Three grapheme, from a display, when given the sound
- Blend and read words containing adjacent consonants
- Segment and spell words containing adjacent consonants
- Read the tricky words **some, one, said, come, do, so, were, when, have, there, out, like, little, what**
- Spell the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Write each letter, usually correctly.

Phase 4

- Give the sound when shown all or most Phase Two and Phase Three graphemes
- Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound
- Blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes)
- Segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes)
- Read the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Spell the tricky words **the, to, I, no, go**
- Write each letter correctly when following a model.

Phase 5

- Give the sound when shown any grapheme that has been taught
- For any given sound, write the common graphemes
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable (or an alternative strategy)
- Read and spell phonically decodable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly.

Phase 6

- Children become fluent readers and increasingly accurate spellers
- Activate prior knowledge
- Clarify meanings – with a focus on vocabulary work
- Generate questions, interrogating the text
- Construct mental images during reading
- Summarise what has been read.