



The My Letters and Sounds progression

My Letters and Sounds is divided into five phases. Phases One to Four cover the Reception year and Phase Five covers Year 1. In each phase, new teaching builds upon the children's knowledge of grapheme–phoneme correspondences (GPCs) and phonics skills taught in the previous phase.

The tables below provide an overview of the new content and skills in **My Letters and Sounds** Phases Two to Five. For an explanation of how the **My Letters and Sounds** progression differs from the **Letters and Sounds** progression, see the **FAQs** document on the Schofield & Sims website.

Phase Two

In Phase Two, 19 GPCs are introduced. Most are single letters, but some simple digraphs are also taught, such as the 'ck' digraph found in the word 'duck' and common double-letter digraphs such as 'ss' and 'll'. As soon as the children know the first few letters, they are taught to blend and read short words and then to segment and spell words. They then learn to apply this skill to read short captions.

Letter formation is taught as each single-letter grapheme is introduced using letter-writing patterns. Capital letters are introduced alongside the lowercase letters in Phase Two, but their formation is not taught until Phase Three.

Phase Two of **My Letters and Sounds** comprises six weeks of core teaching and three weeks of consolidation time, which helps teachers to ensure that the children are confident with the Phase Two GPCs before they move on to Phase Three. The table below provides an overview of the content of Phase Two. In addition to the new content and skills shown, practice of previously learnt letters and sounds continues throughout all weeks.

Week	New GPCs, including letter formation	Reading high-frequency and tricky words	Blending and segmenting	Reading and spelling captions and sentences
Week 1	s a t p		Oral blending and oral segmenting	Writing letters s, a, t, p
Week 2	i n m d		Blending to read VC and CVC words	
Week 3	g o c k	Blending 'and'	Segmenting to spell words	Demonstrating reading captions
Week 4	ck e u r	to the	Practising blending to read and segmenting to spell words	Demonstrating spelling captions
Week 5	h b f f l l l	l no go		Supporting children in reading captions
Week 6	ss Revision of GPCs requiring reinforcement		Reading two-syllable words	

Week	New GPCs, including letter formation	Reading high-frequency and tricky words	Blending and segmenting	Reading and spelling captions and sentences
Week 7 (Consolidation)	Revision of GPCs requiring reinforcement Recognising capital letters Writing letters	into put*	Practising blending to read words	
Week 8 (Consolidation)		of off		Reading words, captions and sentences
Week 9 (Consolidation)			Practising segmenting to spell words	

***Note:** ‘Put’ is not a tricky word in all regional pronunciations. You only need to teach it as a tricky word if the children cannot decode it by saying the sounds and blending: /p/-/u/-/t/.

Phase Three

In Phase Three, the remaining letters of the alphabet and their associated sounds are introduced, with letter formation again being taught alongside each new grapheme. Once all the lowercase letters have been introduced, there are regular opportunities to practise the formation of capital letters at the beginning of the daily phonics session, and downloadable resources are available to support this practice.

The children then learn the most common digraphs and trigraphs, starting with consonant digraphs and progressing to vowel digraphs. They also learn to read and spell words with digraphs and trigraphs, including some two-syllable words, and to read and write sentences.

The table below provides an overview of the content of Phase Three. In addition to the new content and skills shown, practice of previously taught GPCs; blending to read words, segmenting to spell words; reading and spelling high-frequency words; and reading sentences are included throughout all weeks. Practice of writing captions and sentences is included from Week 3.

/ure/ was taught in Phase Three of Letters and Sounds. However, as it is a relatively ‘difficult’ phoneme that occurs in few words children will encounter, it has been moved to Phase Five in My Letters and Sounds.

Week	New GPCs	Reading tricky words	Spelling tricky words	Two-syllable words	The alphabet and letter formation
Week 1	j v w x				Learning an alphabet song, giving letter names when the teacher points to letters of the alphabet. Practising writing lowercase and capital letters.
Week 2	y z zz qu	he she	to the		
Week 3	sh ch th ng	we me be		Reading two-syllable words	
Week 4	ai ee igh oa	was	no go		
Week 5	oo (long) oo (short) ar or	my		Spelling two-syllable words	
Week 6	ur ow oi	you			
Week 7	ear air er	they			
Week 8	Revision of all GPCs	her			
Week 9		all			
Week 10		are			

Phase Four

No new GPCs are introduced in Phase Four. The purpose of this phase is to strengthen the children's knowledge of the GPCs and phonics skills learnt in Phases Two and Three before covering more complex GPCs in Phase Five.

In addition, Phase Four introduces the skills of reading and spelling with adjacent consonants, which the children need to master in order to read and spell words with more than three phonemes (CVCC and CCVC words).

Phase Four of **My Letters and Sounds** comprises six weeks of core teaching and two weeks of consolidation time. This allows teachers first to teach and revise the new tricky words and then to review the content of the entire Reception year, ensuring that the children make a confident start in Year 1.

The table below provides an overview of the content of Phase Four. In addition to the new content and skills shown, practice of Phase Two and Phase Three GPCs; reading and spelling CVC words; reading and spelling high-frequency words; and reading and writing sentences are included throughout all weeks.

Week	New GPCs	Reading tricky words	Spelling tricky words	Words with adjacent consonants
Week 1	Revision of all GPCs taught so far	said so	he she we me be	Reading and spelling CVCC words
Week 2		like some come	was	Reading and spelling CCVC words
Week 3		have	you	Reading and spelling CVCC /CCVC words
Week 4		were there little one	they are	Reading and spelling words with adjacent consonants and Phase Three vowel digraphs
Week 5			all	
Week 6		out do when what	my her	
Week 7 (Consolidation)		Revision of reading Phase Four tricky words		Reading words and sentences with adjacent consonants and Phase Two and Three graphemes
Week 8 (Consolidation)			Revision of spelling Phase Four tricky words	Spelling words and sentences with adjacent consonants and Phase Two and Three graphemes

Phase Five

In Phases Two to Four, children learn one grapheme to represent each of the 40+ phonemes that make up words in the English language. In Phase Five, children learn that more graphemes can represent the sounds they already know and that some of these graphemes make different sounds in different words. This allows them to blend and read many more words and segment and spell more words correctly.

My Letters and Sounds for Year 1 builds on the content and progression from the original *Letters and Sounds* Phase Five, but introduces the alternative GPCs in a structured sequence based on how frequently the GPCs occur in words children are likely to meet.

As Phase Five spans the entire year, the progression has been adjusted and organised into three terms, with the new learning for each week being clearly set out in the Phase Five overview below. In **My Letters and Sounds**, knowledge of the alternative spellings of phonemes is built up cumulatively throughout the year, using the idea of ‘phoneme families’. The term ‘phoneme family’ is used in **My Letters and Sounds** to refer to a number of different graphemes that can represent the same sound, for example, ai, ay and a-e can all represent the /ai/ sound.

The intended pace of learning has also been adjusted to allow more time for on-going review and consolidation, while still ensuring all the necessary GPCs are covered to enable children to reach the expected standards at the end of the year. New GPCs are usually introduced at a rate of three a week rather than four. This still requires a good pace of learning but helps avoid children being overloaded with too much new information at one time. It also allows time to review and consolidate GPCs on a regular basis, which is vital for securing GPCs and embedding learning. This approach also avoids the need for a lengthy revision period at the end of the year or just prior to the Phonics Screening Check.

Term 1

Term 1 of Year 1 begins by revising and building upon the knowledge and skills learnt in Reception to prepare children for the more complex phonics code of Phase Five. In Weeks 5 to 10, children then learn new Phase Five graphemes that represent some of the phonemes they already know. At the end of Term 1, in Weeks 11 to 12, the GPCs taught so far are reviewed and the concept of ‘phoneme families’ is introduced to build children’s awareness of the alternative graphemes for phonemes.

Weeks 1 to 4 Revision Unit

Week	Review of Phase Three GPCs and Phase Four blending	Review of reading tricky words (and reading new tricky words*)	Review of spelling tricky words
Week 1	Graphemes ai ar air ee ear er Blending CVCC, CCVC, CCVCC, CCCVC words	Phase Three tricky words: he she we me be was my you her they all are	Phase Two tricky words: the to I no go
Week 2	Graphemes oa oo (long) oo (short) igh oi ow ur or Blending CVCC, CCVC, CCVCC, CCCVC words	Phase Four tricky words: said have like so do	Phase Three tricky words: he she we me be
Week 3	Reading longer words, including compound and multi-syllable words Reading contractions with apostrophe ‘-s’	Phase Four tricky words: some come were there little love*	Phase Three tricky words: was you my her
Week 4	Review of all graphemes Reading words with suffixes -s -est -ed	Phase Four tricky words: one when out what (looked)**	Phase Three tricky words: they all are

Weeks 5 to 12

Week	New GPCs (Phase Five graphemes)	Reading new tricky words	Spelling tricky words
Week 5	ay for /ai/ sound (day) ou for /ow/ sound (cloud) ie for /igh/ sound (pie)	oh people	(out)**
Week 6	ea for /ee/ sound (each) oy for /oi/ sound (boy) ir for /ur/ sound (girl)	their your	some come

Weeks 5 to 12 continued

Week	New GPCs (Phase Five graphemes)	Reading new tricky words	Spelling tricky words
Week 7	aw for /or/ sound (saw) ue for /oo/ and /yoo/ sounds (blue rescue) ew for /oo/ and /yoo/ sounds (chew new)	Mr Mrs	said so
Week 8	oe for /oa/ sound (toe) au for /or/ sound (Paul) i-e for /igh/ sound (time)	asked*** called	have (like)**
Week 9	a-e for /ai/ sound (make) o-e for /oa/ sound (home) u-e for /oo/ and /yoo/ sounds (rude cute)	could would should	there were
Week 10	e-e for /ee/ sound (these) wh for /w/ sound (when) ph for /f/ sound (phone)	our*** here	(when)**
Week 11	Revision of GPCs in phoneme families: /ai/ ai ay a-e /ee/ ee ea e-e /igh/ igh ie i /or/ or aw au /ur/ ur ir	Review of Phase Five tricky words	
Week 12	Revision of GPCs in phoneme families: /oa/ oa oe o-e /oo/ and /yoo/ oo ue ew u-e /ow/ ow ou /oy/ oy oi	house mouse	

**Words in brackets become decodable in the week shown so can be taught as regular high-frequency words.

***The tricky words 'asked' and 'our' may not be tricky in some regional pronunciations.

Term 2

In Weeks 1 to 7 of Term 2, the children learn alternative pronunciations of known graphemes. By the end of Week 7, the children will have been introduced to all but one of the GPCs required for the Phonics Screening Check (the remaining one being 'a' for /ar/, as in 'father'). In Weeks 8 to 10, they learn alternative graphemes for phonemes that are found at the end of words (for example, ve, se, le, tch). As these are commonly found in many words, it is useful for children to learn them at this point to further aid progress in reading.

Week	New GPCs (alternative pronunciations of graphemes)	Reading new tricky words	Spelling tricky words
Week 1	i /igh/ sound (find) o /oa/ sound (old) a /ai/ sound (paper)	water want	one little

Week	New GPCs (alternative pronunciations of graphemes)	Reading new tricky words	Spelling tricky words
Week 2	u /yoo/ sound (uniform) u /oo/ (short) sound (put*) e /ee/ sound (he)	who whole where	do don't**
Week 3	ow /oa/ sound (snow) ie /ee/ sound (field) ea /e/ sound (head)	any many two	
Week 4	er /ur/ sound (herb) y /ee/ sound (happy) y /igh/ sound (fly)	school work	
Week 5	ou /oa/ sound (shoulder) ou /oo/ sound (you) ou /u/ sound (young)	thought different	
Week 6	a /o/ sound (want) ch /c/ sound (school) ch /sh/ sound (chef)	friend through	what want(ed) school
Week 7	g /j/ sound (giant cage) c /s/ sound (city ice)	once eye	

* /u/ may not be pronounced in this way in some regional speech. Teaching should reflect the regional pronunciation of 'u' in words such as 'put' and 'push'.

** don't is taught as a tricky word for spelling because of the apostrophe.

Week	New GPCs (alternative pronunciations for graphemes)	Reading new tricky words	Spelling tricky words
Week 8	ve for /v/ (give) le for /l/ (or /ul/) (apple) se and ce for /s/ (house fence) ze and se for /z/ (freeze cheese)	laugh(ed) because	
Week 9	al and el for /l/ (or /ul/) (metal label) tch for /ch/ (catch) dge and ge for /j/ (bridge large)		
Week 10	o and o-e for /u/ (mother some) ey for /ee/ (donkey) and review /ee/ phoneme family (ee ea e-e e ie y) ui for /oo/ (fruit) and review /oo/ phoneme family (oo ue ew u-e u ou)		

Term 3

In Term 3 of Year 1, the children learn more alternative spellings for phonemes, while also reviewing the more common graphemes that they should already know for these sounds. The new GPCs generally occur less frequently (or only in particular positions in words), but they are found in some common words that the children are likely to encounter when reading so it is important that the children recognise them. Familiarity with the alternative spellings of sounds will also feed into children's spelling, helping to build up their word-specific knowledge. In Term 3, the children are also introduced to the remaining two new phonemes, /ure/ and /zh/.

Week	New GPCs (alternative graphemes for phonemes)	Reading new tricky words	Spelling tricky words
Week 1	Review of graphemes for /oa/ phoneme family (oa oe o-e ow o ou) Review of graphemes for /igh/ phoneme family (igh ie i-e i y) Reading words with contractions		oh Mr Mrs
Week 2	Review of graphemes for /or/ phoneme family (or aw au [+ aur dinosaur]) oor and ore for /or/ (door score) a and al for /or/ (water walk)		call(ed) asked
Week 3	Review of graphemes for /ur/ phoneme family (ur ir er) (w)or for /ur/ (work) ear for /ur/ (earth)	busy pretty	
Week 4	eer and ere for /ear/ (cheer here) are for /air/ (share) ear and ere for /air/ (bear there)		their your
Week 5	ure and the /ure/ sound (pure) t(ure) for /ch/ (picture) a for /ar/ (father*) al for /ar/ (half)	hour beautiful	
Week 6	Unstressed /er/ at the end of words: or ar for /er/ (doctor calendar) Unstressed /er/ in the middle of longer words: er and other vowels (depending on pronunciation) (different envelope)		
Week 7	kn gn for /n/ sound (know gnat) wr for /r/ sound (write) mb for /m/ sound (lamb)	shoe parent(s)	people our
Week 8	st sc for /s/ sound (listen science) y for /i/ sound (gym) ough our oar for /or/ sound (caught four board)		friend once

Week	New GPCs (alternative graphemes for phonemes)	Reading new tricky words	Spelling tricky words
Week 9	Review of graphemes for /ai/ phoneme family: ai ay a-e a eigh aigh for /ai/ sound (eight straight) ey ea for /ai/ sound (they great)	move improve	two (and other numbers)
Week 10	Review of graphemes for /sh/ phoneme family: sh ch s for /sh/ (sugar) t(ion) for /sh/ (mention) ci ssi si for /sh/ (special mission mansion)		could would should
Week 11	su si and /zh/ sound (treasure vision) Reading words with suffixes -ment -ness -ly Reading words with prefix un-		
Week 12	Reading words with suffixes -less and -ful Review of Phase Five GPCs		

*In some regional accents, the /ar/ pronunciation of 'a' (as in 'bath') applies to a number of words, while in other regions children may pronounce a few words such as 'father' with /ar/ but other words with /a/. Teaching should reflect regional pronunciation.