

# ELS Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<p><i>Reception/Primary 1 Autumn 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<p><i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

*\*Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and can still be used throughout the school day in Reception. However, direct phonics teaching – the teaching of sounds, graphemes, word reading and vocabulary – must start from the very beginning of Reception.*

*\*\*Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.*

# ELS Term-by-term Progression

## Reception/Primary 1 Autumn 1: Phase 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

## Reception/Primary 1 Autumn 2: Phase 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

## Reception/Primary 1 Spring 1: Phase 3-4\*

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

\* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

## Reception/Primary 1 Spring 2: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

### Reception/Primary 1 Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC -er -est

### Reception/Primary 1 Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

### Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

### Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

### Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		


### Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

### Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

# Glossary

- Blend (vb)** To draw individual sounds together to pronounce a word: for example, s-n-a-p, blended together, reads 'snap'.
- Blending hands**  Clap your hands (silently) as you blend the sounds together to say the whole word.
- Consonant** A speech sound in which the breath channel is at least partly obstructed and which can be combined with a vowel to form a syllable (i.e. the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
- Decoding** Extracting meaning from symbols. In the case of reading, the symbols are letters, which are decoded into words.
- Decodable text** A text which is entirely decodable based on the sounds and graphemes that have been taught. A child will not encounter a 'tricky' or HRS word that they have not yet been taught, nor will they be asked to 'guess' what sound a grapheme represents. ELS includes linked decodable readers, to ensure that every child is able to decode independently and re-read the books until they achieve fluency. Children begin using decodable readers from the first days of teaching.
- Digraph** Two letters making one sound: for example, <ch>, <th>, <sh>, <ng>.
- Drum roll** Technique used when introducing a new grapheme/ spelling. This should be a two- to three-second drum roll on the children's laps. It allows the teacher to quickly see that all children are engaged and participating.
- Encoding** Writing involves encoding: communicating meaning by creating symbols (letters to make words) on a page.
- Grapheme** A letter or a group of letters representing one phoneme: for example, <sh>, <ch>, <igh>, <ough> ('though').
- Grapheme–phoneme correspondence (GPC)** The relationship between sounds and the letters which represent those sounds; also known as 'letter–sound correspondence'.

## Harder to read and spell (HRS) words

Words that children will find harder to read and spell as they will not have been taught the relevant GPCs.

## Me, then you

To ensure that children can apply their understanding independently, we must always give them the information required. First, we show how to do/say something. Then they copy us, before repeating this by themselves. We repeat these steps, reducing our modelling as children's fluency and independence increases.

## Phoneme

The smallest single identifiable sound: for example, the letters 'sh' represent just one phoneme (/sh/) but 'sp' represents two (/s/ and /p/).

## Phonemic awareness

An ability to identify and make the sounds (phonemes) within words.

## Phonics

A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

## Phonological awareness

An awareness of the sound structure of spoken words: for example, rhyme, syllables, onset and rime, as well as phonemic awareness.

## Pseudo words

Words that do not make sense but are made up of decodable sounds.

## Reading Teacher

Any member of staff who delivers phonics teaching to children. This can be whole-class teaching, support during the Apply section of the lesson, delivering interventions or hearing children read.

## Robot arms



When sound-talking a word (orally segmenting it into the phonemes within the word), Reading Teachers and children use robot arms to physically make the link between the separating of the sounds. This assists children in hearing the separate sounds within the word and ensures that they do not form 'consonant clusters' or 'onset and rime', which are not part of the ELS programme. The word is said in 'robot talk' and then blending hands are used to blend the word.

## Segment (vb)



To split up a word into its individual phonemes in order to spell it: for example, the word 'cat' has three phonemes /c/ /a/ /t/. Children are asked to count the individual sounds in the word to help them to spell it.

## Schwa

Schwas are the unstressed vowel sounds within a word. These often sound like a short /u/: for example, ladder, elephant, again, author. Pronunciation of these words can vary, and so for some speakers a vowel may have a schwa sound, and for others the vowel may be pronounced as spelled, in which case the words are not harder to read or spell.

## Sound-talk

Oral sounding out of a word: for example, c-a-t.

## Split digraph

Two vowels that make one sound but are split by one or more consonants: for example, <a-e> as in 'make' or <i-e> as in 'inside'. There are six split digraphs in the English language: <a-e>, <e-e>, <i-e>, <o-e>, <u-e>, <y-e> (as in 'type').

## Stretch



Elongate the sounds in a word to allow you to hear each sound clearly: for example, 'caaarr'.

## Trigraph

Three letters making one sound: for example, <igh>.

## Vowel

Speech sounds in which the breath channel is not blocked and does not cause friction when making vocal sounds (i.e. the letters a, e, i, o, u).

## Vowel digraph

Two vowels that together make one sound: for example, <ai>, <ee>, <oa>.

# Abbreviations

The following abbreviations are used to describe the order of letters in words:

## VC

Vowel-consonant: for example, the word 'am'.

## CVC

Consonant-vowel-consonant: for example, the word 'Sam'. (Consonants and vowels in these abbreviations can be digraphs and trigraphs too, for example the words 'ring' or 'feet'.)

## CCVC

Consonant-consonant-vowel-consonant: for example, the word 'slam'. (Consonants and vowels in these abbreviations can be digraphs and trigraphs too, for example the word 'bring' or 'fleet'.)

# ELS Week-by-week Progression

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 2	<b>Week 1</b>		/s/ <s>	/a/ <a>	/t/ <t> sat, at	/p/ <p> pat, tap, sap	Review
	<b>Week 2</b>	I, the, no	/i/ <i> it, pit, sit, sip, pip, tip	/n/ <n> an, in, pin, tin, tan, pan, nap, nip	/m/ <m> map, Pam, mat, man, Sam, Tim	/d/ <d> and, dim, did, din, dad, sad, Sid	Review
	<b>Week 3</b>	put, of, is	/g/ <g> gap, dig, digs, tag, gas, nag, gig, sag	/o/ <o> dog, got, Mog, pop, top, got, on, not, odd	/k/ <c> cat, cot, can, cap, cod, picnic	/k/ <k> kit, kid, Ken, Kim, kip	Review
	<b>Week 4</b>	to, go, into	/k/ <ck> kick, dock, pack, pick, sock, sack, sick, back	/e/ <e> ten, egg, get, met, pet, men, pocket, peg, neck, pen, net, ticket	/u/ <u> up, mum, mud, sun, tub, cup, sunset, mug, duck, tuck	/r/ <r> rim, rat, rot, rip, rag, rocket, rat, rug, run, *carrot, ram	Review
	<b>Week 5 Assess</b>	pull	/s/ <ss> mess, moss, miss, ass, mass, kiss, less, hiss, Tess	Review R:1			
	<b>Week 6 Review</b>	as, his	/h/ <h> him, hot, hat, hum, hiss, had, hop, hug, sunhat	/b/ <b> bag, big, bed, back, boss, bat, bun, bus, *rabbit, bang, bong	/f/ <f> <ff> fig, fog, huff, fan, puff, if, off, fun, fuss, cuff, fog, fin	/l/ <l> <ll> lap, Bill, less, lap, lot, fill, sell, dull, let, lit, doll, laptop, lot, bell, leg, hill, bell, tell, Nell, mill, pill, till, will, dill, fell	Review

\*Words with double letters can be introduced at this point.



## RECEPTION/PRIMARY 1 AUTUMN 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5	
Phase 3	<b>Week 1</b>	he, she, buses	<b>/j/ &lt;j&gt;</b> jam, jog, Jen, jetlag, jet, jacket, just, Jill, Jack	<b>/v/ &lt;v&gt;</b> Vic, vat, van, vet, visit, velvet, Ravi, Kevin	<b>/w/ &lt;w&gt;</b> wig, will, win, web, wag, wig, cobweb, went	<b>/ks/ &lt;x&gt;</b> mix, fix, six, exit, wax, mix, tax, vixen, box, flex, fox	Review –es (where there is no change to the root word covered here)	
	<b>Week 2</b>	we, me, be	<b>/y/ &lt;y&gt;</b> yes, yet, yell, yum	<b>/z/ &lt;z&gt; &lt;zz&gt;</b> buzz, jazz, zigzag, zip, Zak	<b>/kw/ qu</b> quit, quick, quack, liquid, quiz	<b>/ch/ &lt;ch&gt;</b> chop, check, chill, chicken, chin, chug, chip, much, such	Review	
	<b>Week 3</b>	push	<b>/sh/ &lt;sh&gt;</b> ship, shop, fish, shed, shell, crash, cash, rush, rash, trash, flash, bash, mash, dash, sash, shock, hush, slapdash	<b>voiced /th/ &lt;th&gt;</b> them, with, that, this, then  <b>unvoiced /th/ &lt;th&gt;</b> thick, moth, thin	<b>/ng/ &lt;ng&gt;</b> song, long, ring, sing, king, ping, ping-pong, rang, wing, sang, hang, bang, rung, sung, tong, strong, thing	<b>/nk/ &lt;nk&gt;</b> think, thank, drink, sink, link, bank, sank, honk	Review	
	<b>Week 4</b>	was, her	<b>/ai/ &lt;ai&gt;</b> wait, rain, pain, tail, sail, plain, drain, grain, brain, train, snail, main, hail, aim, maid, stain, strain, nail, wail, bait, fail, jail, pail, quail	<b>/ee/ &lt;ee&gt;</b> tree, see, deep, meet, jeep, keep, peep, sleep, cheep, creep, creek, cheek, sixteen, free, glee, steel, queen, teen, deepest, street, meeting, fleeting, flee, bee, gleeful, seed, weep, weeping, creeping, feed, feeding, speeding, speed, sweep, sweeping, teeth, teething	<b>/igh/ &lt;igh&gt;</b> right, flight, fight, tight, sigh, thigh, sunlight, midnight, highlight, spotlight, high, light, lighting, flashlight, lightning, alight, slight, plight, sighing, alighting, might	<b>/oa/ &lt;oa&gt;</b> coat, goat, toast, roast, coast, load, coach, raincoat, oak, float, groan, moat, soap, bloat, toad, soak, loan, throat, roam, foam, gloat, poach, encroach, cockroach, loaf, road, roadblock, oat, oats, oatmilk, stoat, foaming, oath, gloating, toads, croak, croaking	Review	
	<b>Week 5 Assess</b>	–es (where there is no change to the root word)	Review R:2					
	<b>Week 6</b>	my, you	Review R:3					

# RECEPTION/PRIMARY 1 SPRING 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 3	Week 1		Review R:4			<b>/oo/ &lt;oo&gt;</b> look, nook, book, books, shook, foot, took, crook, rook, wood, cook, soot, good, stood, wooden, looking, booking	Review
	Week 2	they, all, are	<b>/ar/ &lt;ar&gt;</b> car, park, market, jar, farm, far, charm, star, dark, bar, march, harp, sharp, bark, smart, start, spark, artist, garden, harvest, garlic, target	<b>/ur/ &lt;ur&gt;</b> surf, turf, burn, hurt, surfing, burning, turn, turning, urn, burst, curl, lurch	<b>/oo/ &lt;oo&gt;</b> gloom, peekaboo, spoon, scoop, moon, boot, rooftop, zoo, baboon, troop, cartoon, food, mood, roof, proof	<b>/or/ &lt;or&gt;</b> fork, storm, corn, morning, sort, born, sweetcorn, popcorn, order, horn, port, sport, porch, torch, torn, cord, ford, form, forbid, inform, transform, transport	Review
	Week 3		<b>/ow/ &lt;ow&gt;</b> cow, owl, down, town, frown, clown, brown, now, crowd, crown, gown, scowl, prowl, growl, howl, brow, scowling, prowling, growling	<b>/oi/ &lt;oi&gt;</b> spoil, boil, coin, soil, join, boiling, oink, joint, point, ointment, toilet	<b>/ear/ &lt;ear&gt;</b> hear, dear, year, fear, clear, spear, near, gear, ear, tear, hearing, clearing, beard	<b>/air/ &lt;air&gt;</b> pair, lair, hair, stair, stairs, funfair, chair, hairbrush, airport, flair	Review
	Week 4	ball, tall	<b>/ure/ &lt;ure&gt;</b> cure, sure, pure	<b>/er/ &lt;er&gt;</b> sharper, lighter, runner, swimmer, publisher, anger, butter, shutter, fern, bitter, winter, patter, pitter, litter, sprinter	<b>/oa/ &lt;ow&gt;</b> snow, blow, flow, grow, show, growing, slow, elbow, window, row, mow, low, crow		Review
	Week 5 Assess	when, what	Review R:5				
	Week 6		Review R:6				

## RECEPTION/PRIMARY 1 SPRING 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 3	<b>Week 1</b>	said, so, have			Review R:7		
	<b>Week 2</b>	were, out, like			Review R:8		
	<b>Week 3</b>	some, come, there			Review R:9		
	<b>Week 4</b>	little, one, do			Review R:10		
	<b>Week 5</b>	children, love			Review R:11		
	<b>Week 6</b>				Review R:12		

**RECEPTION/PRIMARY 1 SUMMER 1**

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 4	<b>Week 1</b>		-ed /ed/ Phase 4:1 –Teaching of new word structure to include CVCC Build vocabulary and consolidate reading of words with adjacent consonants. Teach compound words.				
	<b>Week 2</b>		-ed /t/ Phase 4:2 – Teaching of new word structure to include CCVC				
	<b>Week 3</b>		-ed /d/ Phase 4:3 – Teaching of new word structure to include CCVCC				
	<b>Week 4</b>		Phase 4:4 – Teaching of new word structure to include CCCVC				
	<b>Week 5 Assess</b>		Review R:13				
	<b>Week 6</b>		-er/–est Phase 4:5 – Teaching of new word structure to include CCCVCC				

## RECEPTION/PRIMARY 1 SUMMER 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1	oh, their -le	<b>/ai/ &lt;ay&gt;</b> way, day, play, say, tray, sway, spray, clay, may, hay	<b>/ow/ &lt;ou&gt;</b> out, shout, ouch, ground, hound, cloud, proud, found, mound, background, discount, account, count, flout, mount, loud	<b>/igh/ &lt;ie&gt;</b> tie, lie, pie, die, spied, lied, tried, cried, dried, fried, died	<b>/ee/ &lt;ea&gt;</b> teach, reach, cream, dream, stream, streak, cheat, wheat, feast, least, beast, each, treat, team, steam, bream	Review
	Week 2	people, Mr, Mrs	<b>/oi/ &lt;oy&gt;</b> boy, toy, joy, annoy, ploy, employ, enjoy, ahoy, loyal, royal, oyster, destroy	<b>/ur/ &lt;ir&gt;</b> fir, sir, stir, bird, third, girl, swirl, shirt, dirt, first, thirst, skirt, birthday, mirth, squirm, squirt	<b>/oo/ /yoo/ &lt;ue&gt;</b> blue, clue, true, glue, Sue, untrue, bluebell, avenue, continue, clueless	<b>/or/ &lt;aw&gt;</b> saw, claw, draw, lawn, crawl, prawn, straw, squawk, yawn, fawn, drawn, thaw, raw, dawn, spawn	Review
	Week 3	your, ask, should	<b>/w/ &lt;wh&gt;</b> wheat, wheel, whip, whisk, whisper, whistle, whiskers, whiff, when, wheelbarrow, wheelchair, whether	<b>/f/ &lt;ph&gt;</b> elephant, alphabet, pamphlet, dolphin	<b>/oo/ /yoo/ &lt;ew&gt;</b> new, few, mew, mildew, threw, newt, stew, nephew, crew, grew, brew, drew, screw, dew, flew, jewel	<b>&lt;oa&gt; oe</b> toe, foe, doe, woe, aloe, tiptoe, mistletoe	Review
	Week 4	would, could, asked	<b>/or/ &lt;au&gt;</b> launch, taut, daunt, gaunt, haunt, August, fault, Paul	<b>/ee/ &lt;ey&gt;</b> key, donkey, kidney, hockey, chimney, alley, valley, trolley	<b>/ai/ &lt;a-e&gt;</b> came, mate, pale, bane, made, game, cake, state, brake, rake, shave, slave, drake, skate, lake, same, blame, stale, flame	<b>/ee/ &lt;e-e&gt;</b> Pete, Steve, delete, Eve, concrete, these, complete, compete, evening, athlete, extreme	Review
	Week 5 Assess	house, mouse, water	Review R:14				
	Week 6	want, very	<b>/igh/ &lt;i-e&gt;</b> dine, kite, ride, hive, bike, time, drive, swipe, smile, spine, glide, shine, fine, wife, slime, prize	<b>/oa/ &lt;o-e&gt;</b> mole, dose, rope, stove, rode, robe, globe, note, stole, joke, spoke, bone, stone, nose, drove, envelope, strobe, hope, broke, phone	<b>/oo/ /yoo/ &lt;u-e&gt;</b> rule, rude, flute, June, Luke, brute, plume, include, salute, use, cube, cute, tune, fume, accuse, refuse, amuse, tube	<b>/s/ &lt;c&gt;</b> nice, mice, ice, cell, lace, pace, price, space, race, rice, excite, excited, circle	Review

**YEAR 1/PRIMARY 2 AUTUMN 1**

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	<b>Week 1 Assess</b>		Review 1:1				
	<b>Week 2</b>		Review 1:2				
	<b>Week 3</b>		<b>/ai/ &lt;ay&gt;</b> way, day, play, say, tray, sway, spray, clay, may, hay	<b>/ow/ &lt;ou&gt;</b> out, shout, ouch, ground, hound, cloud, proud, found, mound, background, discount, account, count, flout, mount, loud	<b>/igh/ &lt;ie&gt;</b> tie, lie, pie, die, spied, lied, tried, cried, dried, fried, died	<b>/ee/ &lt;ea&gt;</b> teach, reach, cream, dream, stream, streak, cheat, wheat, feast, least, beast, each, treat, team, steam, bream	Review
	<b>Week 4</b>		<b>/oi/ &lt;oy&gt;</b> boy, toy, joy, annoy, ploy, employ, enjoy, ahoy, loyal, royal, oyster, destroy	<b>/ur/ &lt;ir&gt;</b> fir, sir, stir, bird, third, girl, swirl, shirt, dirt, first, thirst, skirt, birthday, mirth, squirm, squirt	<b>/oo/ /yoo/ &lt;ue&gt;</b> blue, clue, true, glue, Sue, untrue, bluebell, avenue, continue, clueless	<b>/or/ &lt;aw&gt;</b> saw, claw, draw, lawn, crawl, prawn, straw, squawk, yawn, fawn, drawn, thaw, raw, dawn, spawn	Review
	<b>Week 5 Assess</b>		Review 1:3				
	<b>Week 6</b>		<b>/w/ &lt;wh&gt;</b> wheat, wheel, whip, whisk, whisper, whistle, whiskers, whiff, when, wheelbarrow, wheelchair, whether	<b>/f/ &lt;ph&gt;</b> elephant, alphabet, pamphlet	<b>/oo/ /yoo/ &lt;ew&gt;</b> new, few, mew, mildew, threw, newt, nephew, stew, grew, brew, drew, screw, dew, crew, flew, jewel	<b>/oa/ &lt;oe&gt;</b> toe, foe, doe, woe, aloe, tiptoe, mistletoe	Review

## YEAR 1/PRIMARY 2 AUTUMN 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1	please, once	<p><b>/or/ &lt;au&gt;</b> launch, taut, daunt, gaunt, haunt, August, fault, Paul</p> <p>Build vocabulary and consolidate reading of words with adjacent consonants.</p>	<p><b>/ee/ &lt;ey&gt;</b> key, donkey, kidney, hockey, chimney, alley, valley, trolley</p>	<p><b>/ai/ &lt;a-e&gt;</b> came, mate, pale, bane, made, game, cake, state, brake, rake, shave, slave, drake, skate, lake, same, blame, stale, flame</p>	<p><b>/ee/ &lt;e-e&gt;</b> Pete, Steve, delete, Eve, concrete, these, complete, compete, evening, athlete, extreme</p>	Review
	Week 2	any, many, again	<p><b>/igh/ &lt;i-e&gt;</b> dine, kite, ride, hive, bike, time, drive, swipe, smile, spine, glide, shine, fine, wife, slime, prize</p>	<p><b>/oa/ &lt;o-e&gt;</b> mole, dose, rope, stove, rode, robe, globe, note, stole, joke, spoke, bone, stone, nose, drove, envelope, strobe, hope, broke, phone</p>	<p><b>/oo/ /yoo/ &lt;u-e&gt;</b> rule, rude, flute, June, Luke, brute, plume, include, salute, use, cube, cute, tune, fume, accuse, refuse, amuse, tube</p>	<p><b>/s/ &lt;c&gt;</b> nice, mice, ice, cell, lace, pace, space, race, rice, excite, excited, circle</p>	Review
	Week 3	who, whole	<p><b>ee &lt;y&gt;</b> pharmacy, city, mercy, fancy, happy, sunny, funny, spiky, noisy, swirly, dummy, baby, crazy</p>	<p><b>/or/ &lt;al&gt;</b> walk, chalk, talk, stalk, almost, ball, tall, small, walking, call</p>	Review 1:4		
	Week 4	where, two	Review 1:5				
	Week 5 Assess		Review 1:6				
	Week 6		Review 1:7				

YEAR 1/PRIMARY 2 SPRING 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1		Review 1:8				
	Week 2		<p><b>/ai/ &lt;a&gt; (acorn)</b> able, table, ladle, cable, stable, Mavis</p> <p><b>/ai/ &lt;ey&gt; (they)</b> they, hey, prey, convey, obey, grey, survey, whey</p>	<p><b>/ai/ &lt;ea&gt; (great)</b> great, break, steak</p> <p><b>/ai/ &lt;eigh&gt; (weight)</b> eight, weight, sleigh, eighteen, eighty, weightless</p>	<p><b>/ar/ &lt;a&gt; (father)</b> father, dance, rather</p> <p><b>/ee/ &lt;e&gt; (he)</b> he, she, we, me, be</p>	<p><b>/igh/ &lt;i&gt; (find)</b> kind, wild, wind, child, blind, behind, find, mind, while, trial, bind</p> <p><b>/igh/ &lt;y&gt; (by)</b> by, cry, shy, sky, my, fly, pry, try</p>	Review
	Week 3	here, sugar, friend	<p><b>/oa/ &lt;o&gt; (go)</b> oval, hotel, total, yoga, no, ago, gecko, go, photo, photograph</p> <p><b>/o/ &lt;a&gt; was</b> was, want, wash, wand, swan, swap, wallet, squash, watch, swallow, swat</p>	<p><b>/oo/ &lt;u&gt; (push)</b> push, bush, circus, walrus, full, fulfil, pudding, put, awful, bull</p> <p><b>/y/+oo/ &lt;u&gt; (music)</b> music, cupid, uniform, unicorn, unit, student, dual, fuel, human, duel</p>	<p><b>/k/ &lt;ch&gt; (school)</b> school, ache, orchestra, architect, anchor, chemist, chorus, echo, monarch, orchid, scheme, chemistry, mechanic, technical</p> <p><b>/sh/ &lt;ch&gt; chef</b> chef, brochure, parachute, chute (mainly taken from French origin words)</p>	<p><b>/e/ &lt;ea&gt; (head)</b> heather, meadow, feather, weather, breakfast, deadly, deadlock, dread, displeasure, head, jealous, leather, sweat, thread, tread, wealth, ahead, sweater, instead, dreadful, already, bread, healthy, breath, stealth</p>	Review
	Week 4	because	<p><b>/ur/ &lt;or&gt; (world)</b> world, work, worm, worth, worst, attorney, artwork, beadwork, buzzword, casework, wordy, worker, worming</p> <p><b>/ur/ &lt;ear&gt; (learn)</b> earth, early, learn, rehearse, pearl, earn, earnings</p>	<p><b>/oo/ &lt;ou&gt; (soup)</b> soup, group, youth, youthful, coupon, acoustic, wound, goulash</p> <p><b>/oa/&lt;ou&gt; (shoulder)</b> boulder, shoulder, poultry, smoulder</p>	<p><b>/ee/ &lt;ie&gt; (brief)</b> brief, relief, yield, shield, wield, thief, chief, shriek</p> <p><b>/v/ &lt;ve&gt; (have)</b> have, solve, dissolve, resolve, serve, curve, swerve, give, forgive, captive, motive, believe</p>	<p><b>/i/ &lt;y&gt; (gym)</b> Sydney, cygnet, bicycle, gym</p>	Review
	Week 5 Assess		Review 1:9				
	Week 6		<p><b>/air/ &lt;are&gt; (care)</b> care, share, dare, bare, rare, flare, scare, snare, stare, spare, fare, ware, glare</p>	<p><b>/air/ &lt;ere&gt; (there)</b> there, where, comper</p>	<p><b>/air/ &lt;ear&gt; (pear)</b> pear, tear, bear, swear, wear</p>	<p><b>/ch/ &lt;tch&gt; (catch)</b> latch, catch, patch, match, satchel, matches, patches</p>	Review



ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1		<b>/u/ &lt;o&gt;</b> mother, brother, son, honey, money, monkey	Review 1:10			
	Week 2		<b>/j/ &lt;g&gt; (gem)</b> cage, stage, page, huge, giant, gentle, ginger, gym, technology	<b>/j/ &lt;ge&gt; (fringe)</b> large, merge, barge, fringe, change, strange, challenge, exchange, range, verge, hinge, twinge, plunge, charge	<b>/j/ &lt;dge&gt; (bridge)</b> edge, bridge, ledge, hedge, wedge, judge, fudge, sledge, dodge, partridge, cartridge	<b>/s/ &lt;st&gt; (listen)</b> castle, glisten, listen, bristle, bustle, Christmas, hustle, fasten, mistletoe, moisten, wrestle, whistle	Review
	Week 3		<b>/s/ &lt;ce&gt; (fence)</b> bounce, chance, pence, dance, fence, France, mince, niece, peace, prince, voice, entrance, distance, commence, glance, choice, Greece  <b>/s/ &lt;se&gt; (house)</b> mouse, house, louse, dense, geese, glimpse, goose, horse, moose, diverse, decrease, purse, expense	<b>/n/ &lt;gn&gt; (sign)</b> sign, align, resign, design, assign  <b>/n/ &lt;kn&gt; (knee)</b> knit, knitting, knowledge, knight, knot, know, knows, knowing, knead, known, knock, knife, kneel, kneecap, knobbly	<b>/r/ &lt;wr&gt; (wrap)</b> write, written, wrong, wren, wiggle, wrench, wreck, wrist, wrestle	<b>/m/ &lt;mb&gt; (lamb)</b> lamb, comb, climb, plumb, plumber, crumb, limb, numb, dumb	Review
	Week 4		<b>/z/ &lt;se&gt; (cheese)</b> pause, praise, cruise, raise, amuse, please, realise, noise, ease, choose, browse  <b>/z/ &lt;ze&gt; (freeze)</b> breeze, sneeze	<b>/ear/ &lt;eer&gt; (cheer)</b> cheer, cheerful, deer, sheer, peer, peers, eerie, steer, steering, engineer  <b>/ear/ &lt;ere&gt; (here)</b> here, mere, interfere, atmosphere, hemisphere, revere, adhere, severe, sincere, sincerely, cashmere	<b>/sh/ &lt;ti&gt; (patient)</b> option, action, nation, fiction, station, suction, patient, patiently, portion, mention, fraction, function	<b>/sh/ &lt;ti&gt; (station)</b> (-tion) relation, solution, petition, addition, subtraction, invention, collection, creation	Review

	<b>Week 5 Assess</b>		Review 1:11				
	<b>Week 6</b>	-ous, -ion, -ian	<b>/ar/ &lt;al&gt; (half)</b> half, calf, calm, balm, palm, qualm  <b>/or/ &lt;augh&gt; (caught)</b> caught, taught, fraught, daughter, naughty, naught, aught, distraught	<b>/sh/ &lt;ss&gt; (session)</b> session, pressure, expression  <b>/zh/ &lt;si&gt; (vision)</b> vision, confusion, decision, illusion, delusion, television, invasion	<b>/sh/ &lt;ti&gt; (scrumptious)</b> (-tious) scrumptious, ambitious, nutritious, cautious, infectious	<b>/sh/ &lt;ci&gt; (delicious)</b> magician, special, official, especially, tenacious, delicious, atrocious, luscious, physician, optician	Review