**EA Literacy: Stage One Phonics and Spelling Programme**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group  (a suggested teaching order) | Common words (suggested order) | |
| Decodable \* | **Graphical user interface  Description automatically generated**with a tricky part |
|  | a t | a at | the |
|  | s i | it in | I |
|  | p n | an | is |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | r m | am |  |
|  | d e | did and | are |
|  | c k ck | can ask |  |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | g l | get let |  |
|  | f o | for on | of |
|  | b u | but up | be me |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | h w | went had | we he |
|  | j v | us | have |
|  | y z |  | you was |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | q(u) x | him | to do |
|  | **consolidation** |  | so go no |
|  | **consolidation/assessment** | **consolidation/assessment** | |
|  | sh | her | she said |

**\*** these words are included in the phoneme word lists

**Graphical user interface

Description automatically generated**

**EA Literacy: Stage One Phonics and Spelling Programme** (cont.)

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | th *(as in thin)* | with | my by |
|  | th *(as in the/that)\** | this that then |  |
|  | ch | much them |  |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ng | from | his they |
|  | wh | when | what |
|  | ph |  | one |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ee | see keep | |
|  | oo | look | come some |
|  | ck | got | if came |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ai | off | into like |
|  | oy |  | all |
|  | oa | here there were | |
|  | **consolidation** | **consolidation** | |
|  | **consolidation/assessment** | **consolidation/assessment** | |
| Assessment should include:   * **knowledge of the sound/letter correspondences** taught; * ability to **blend sounds** to read VC and CVC words (CCVC/CVCC may be introduced); * ability to **segment sounds** in spoken words to spell VC and CVC words (CCVC/CVCC may be introduced) * reading of HFW and spelling of HFW. There are dictated sentences which can be used. | | | |

\* /th/ added in earlier because there are so many HFW that use this grapheme

**EA Literacy: Stage Two Phonics and Spelling Programme**

|  |  |  |
| --- | --- | --- |
| If this is the start of a new session, then revise these digraphs (and all single letter sounds) at this point | Letter Group  (a suggested teaching order) | Common words  (suggested order) |
| © | sh, ch, th, ng | Assess then reinforce stage one  common words with tricky letter/sound correspondences. NB [consonant blends are 2 sounds](https://glowscotland.sharepoint.com/:w:/r/sites/EastAyrshire/eaglowcentralsitemain2019/easacglowcentralmain2019/easacactivelitresourcesmain2019/Shared%20Documents/ALL%20ALP%20Phonics%20and%20Spelling%20Resources/Tools%20for%20all%20Stages/Teach%20Blending%20not%20Blends.docx?d=w9e0bd3cfb1a14820bd90b050c68243a8&csf=1&web=1&e=FhJ5Qc), but care needs to be taken to ensure children can ‘hear’ the sounds e.g. b-l, c-l, p-l, b-r, t-r, s-t-r |
| © | wh ph ee oo |
| © | ck, ai, oy, oa, |
| © = consolidation | **consolidation** |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ay | play away | put |
|  | ea (leaf) | eat | as has |
|  | y (/ee/ or /ay/  depending on accent) | funny very | any only |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ss |  | I’m |
|  | ll | well tell will | call small |
|  | ff | going | old |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ow (owl) | how now down | your |
|  | ou | our out about | |
|  | oi |  | walk want |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | igh | right | don’t can’t |
|  | y (/ie/sound in fly) | fly try why | |
|  | i - e | time | |
|  | **consolidation/assessment** | **consolidation/assessment** | |

**EA Literacy: Stage Two Phonics and Spelling Programme (contd.)**

|  |  |  |
| --- | --- | --- |
| Date: | Letter Group | Common words |
|  | o - e | home more open |
|  | a - e | make made take gave |
|  | e - e | these much |
|  | **consolidation** | **consolidation** |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | u - e | use | could would |
|  | ew | new | who friend |
|  | ue | best better | where |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ow (snow) | own three | one two |
|  | mb | five six | four |
|  | kn | knew know |  |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | aw | saw | again |
|  | au |  | little because |
|  | i (kind) | kind find |  |
|  | **consolidation** | **consolidation** | |
|  | **consolidation/assessment** | **consolidation/assessment** | |
| Assessment should include **knowledge of the sound/letter correspondences** taught;  ability to **blend sounds** to read VC and CVC words (and CCVC/CVCC);  ability to **segment sounds** in spoken words to spell VC and CVC (and CCVC/CVCC) words;  recognition of HFW and spelling of HFW. There are dictated sentences which can be used. | | | |

**EA Literacy: Stage Three Phonics and Spelling Programme**

|  |  |  |
| --- | --- | --- |
| : If this is the start of a new session, then revise these digraphs /trigraphs) at this point | Letter Group  (a suggested teaching order) | Common words  (suggested order) |
| © | ay, ea (tea) y (funny) | Assess then reinforce stages 1 & 2  common words - with tricky letter/sound correspondences. NB [consonant blends are 2 sounds](https://glowscotland.sharepoint.com/:w:/r/sites/EastAyrshire/eaglowcentralsitemain2019/easacglowcentralmain2019/easacactivelitresourcesmain2019/Shared%20Documents/ALL%20ALP%20Phonics%20and%20Spelling%20Resources/Tools%20for%20all%20Stages/Teach%20Blending%20not%20Blends.docx?d=w9e0bd3cfb1a14820bd90b050c68243a8&csf=1&web=1&e=FhJ5Qc), but care needs to be taken to ensure children can ‘hear’ the sounds e.g. b-l, c-l, p-l, b-r, t-r, s-t-r. |
| © | -ss, -ll, -ff, ow (owl), ou |
| © | igh, y, i-e, mb, kn |
| © | o – e, ow (snow) a – e, e - e |
| © | u – e, ue, ew, au, aw |

**© = consolidation**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | wr | write kept | those |
|  | \* wa | walk seven | eight |
|  | a (/ŏ/ sound in all) | call fall talk also | |
|  | **consolidation** | **consolidation** | |

\*‘wa’ is not digraph so should not be a green ‘joined phoneme’! However, it is a common spelling pattern that is helpful to teach

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ea (bread) | head | pretty another |
|  | ie (tried) | together | buy eye |
|  | u (oo) + (yoo) | push full pull | |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | tch | watch |  |
|  | se | please | first girl bird |
|  | ve (have) | give live have | love |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | c (city) | place upon | once |
|  | g (gem) |  | didn’t |
|  | **consolidation** | **consolidation** | |
|  | **consolidation/assessment** | **consolidation/assessment** | |

**EA Literacy: Stage Three Phonics and Spelling Programme**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ea (break) | carry | always |
|  | ey (/ae/) | they | \* |
|  | ie (field) | looked | \* |
|  | **consolidation** | **consolidation** | |

\*revise any HFW common tricky words that are causing problems

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ou (/oa/ sound in pour) |  | most |
|  | oe (toe) | goes | does both |
|  | ou (you) /oul/ (could) | should yourself | |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ch (chorus) | school | done gone |
|  | y (gym) | morning | |
|  | gn (sign) | begin began before | |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | t (/ch/ sound in <ture>) | picture | their |
|  | dge | myself family | people |
|  | o (some) | month other work | |
|  | **consolidation** | **consolidation** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Letter Group | Common words | |
|  | ough (thought/plough/through/dough) | thought through | |
|  | ch (chef) | animal | laugh |
|  | ti (tion) | which | *where who* |
|  | **consolidation** | **consolidation** | |
|  | **consolidation/assessment** | **consolidation/assessment** | |