**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

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**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 onecommon words with tricky letter/sound correspondences. NB [consonant blends are 2 sounds](https://glowscotland.sharepoint.com/%3Aw%3A/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 & 2common words - with tricky letter/sound correspondences. NB [consonant blends are 2 sounds](https://glowscotland.sharepoint.com/%3Aw%3A/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** |