



A Complete Systematic Synthetic Phonics (SSP) Programme for Primary Schools

Weekly Scope and Sequence

Reception and Year 1

The **Scope and Sequence** for Success for All Phonics provides a weekly overview of our **Systematic Synthetic Phonics (SSP) programme**, highlighting its alignment to **Letters and Sounds** (2007). Success for All Phonics is divided into **68 Steps**, each lasting one week, with opportunities for regular review and consolidation of learning. Each Step has a corresponding GPC(s)* and a fully decodable **Shared Reader** that the children will read. In the first term of Reception, children learn 3-4 GPCs per Step until vowel digraphs are introduced during Step 13, at which point they learn one GPC per week. For the first 12 Steps of the programme, the Shared Readers contain the previous week's GPCs. Starting in Step 13, the Shared Readers include the focus GPC for the week.

The Shared Readers include a range of genres that will appeal to all readers by including familiar characters, settings and topics relevant to children of all ages. Progression is built-in throughout the programme with an increase in the level of challenge in the skills taught in each phase. The lessons follow a review, teach, practise and apply cycle with regular opportunities for review and consolidation at a pace that ensures your children keep up. Where children need additional support there are a range of strategies to support them.

The Scope and Sequence also provides an overview of the reading and writing skills covered in Success for All Phonics with links to National Curriculum expectations for Year 1 and Early Learning Goals for Reception. Termly **Word Correct Per Minute** goals are listed at the start of each term, along with a list of **Common Exception Words** taught in each Step.**

* In Phase 4, no new GPCs are introduced. The aim of Steps 30-33 is to consolidate Phase 4 skills introduced during Reception Terms 2 & 3.

** Common Exception Words marked with an asterik* may/not be Tricky Words according to regional accent.

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	Text Level		
Phase 1	Reception Term 1			Words Correct Per Minute - End of Term Goal: 15			
	1			Oral Blending, Segmenting and Alphabet Chant			
	2						
Phase 2	3	s a t p	1i - 4i	Blend and Segment CVC words	Read words consistent with their phonic knowledge by sound-blending	Write recognisable letters, most of which are correctly formed	
	4	i n m d	5i - 8i				
	5	g o c k	1				
	6	ck e u r	2				
	7	Consolidation Week	3	Read Common Exception Words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words		
	8	h b f ff	4				
	9	l ll ss	5				
	10	j v w	6	Read CVC words with -s ending /s/ sound			
11	x y z	7	Read CVC words with -s ending /z/ sound				
12	Consolidation Week	8	Consolidate above skills				
Phase 3	Reception Term 2			Words Correct Per Minute - End of Term Goal: 25			
	13	zz qu ch	9	Read CCVC and two-syllable words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Spell words by identifying phonemes in them and representing them with graphemes	
	14	sh th ng	10	Read CVC and double-consonant words with -ing endings			
	15	Consolidation Week	11	Consolidate above skills			
	16	Consolidation Week	12				
	17	ai (train) (+ blend nk)	13	Read CVCC words and sentences including Yr1 CEWs			

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	18	ee (tree)	14	Read CVCC words and sentences including Yr1 CEWs	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Spell words by identifying phonemes in them and representing them with graphemes	my by
	19	igh (light)	15				ask* our
	20	oa (goat)	16				says they
	21	oo (zoo)	17				said was
	22	oo (book)	18				were put all
	23	ar (car)	19				there like
	24	Consolidation Week	20	Consolidate above skills			
	Reception Term 3						Words Correct Per Minute - End of Term Goal: 35
	25	or (corn) Common Alternatives: (/or/ ore; /s/ se)	21	Read CVCC words and sentences including Yr1 CEWs	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Write simple phrases and sentences that can be read by others	here where
	26	ur (purple)	22	Read CVC words with -es endings			today when what
	27	ow (cow) Common Alternatives: (/d/ ed; /t/ ed)	23	Read CVC words with -ed endings			come some
	28	oi (boil) Common Alternatives: (/z/ ze se)	24	Read sentences with contraction words			push pull
	29	ear (clear)	25	Consolidate above skills	Anticipate – where appropriate – key events in stories		friend school out
	30	Consolidation Week	26	Consolidate above skills			
	31	air (hair)	27	Consolidate above skills			one once
	32	ure (pure, picture) Common Alternatives: (/v/ ve)	28		your love		

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				Word Level	Text Level				
Phase 4	33	er (batter)	29	Read nouns and adjectives with -er ending	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Write simple phrases and sentences that can be read by others	house full little		
	34	Consolidation Week	30	Read CCVCC words and sentences including Yr1 CEWs			Consolidate Y1 CEWs		
	35	Consolidation Week	31	Read CCCVC words and sentences including Yr1 CEWs			Consolidate Y1 CEWs		
	36	Consolidation Week	32	Read CCCVCC words and sentences including Yr1 CEWs			Consolidate Y1 CEWs		
	Year 1 Term 1			Words Correct Per Minute - End of Term Goal: 45					
	1	Consolidation Week	33	Consolidate above skills	Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher	Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'	Y2 CEWs		
	Phase 5	2	ay (play) Common Alternatives: (/ai/ a)	34			Read words with prefix un- Read nonsense words	Check that the text makes sense to them as they read and correct inaccurate reading	Begin to punctuate sentences using an exclamation mark
3		ou (cloud) Common Alternatives: (/l/ le, el; /s/ st)	35	Read and spell words with ou / ow			poor money thought should		
4		ie (dried) Common Alternatives: (/l/ al, il)	36	Read and spell words with ie / igh	Discuss the significance of the title and events	Begin to punctuate sentences using a question mark	class* Mr Mrs work can't		
5		ea (cream) Common Alternatives: (/ee/ e)	37	Read and spell words with ea / ee / e			Join words and clauses using the conjunction 'and'	pass* fast* climb path* don't	
6		oy (boy) Common Alternatives: (/igh/ i)	38	Read and spell words with oy / oi	Identify nouns and verbs in a sentence and use them accurately in writing	people after* great break			
7		Consolidation Week	39	Consolidate above skills					

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	8	ir (girl) Common Alternatives: (/w/ wh)	40	Read and spell words with ir / ur / er	Discuss the significance of the title and events	Identify nouns and verbs in a sentence and use them accurately in writing	<u>any</u> <u>many</u> <u>who</u> <u>could</u>
	9	ue (blue/cue) Common Alternatives: (/oa/ o)	41	Read and spell words with ue /oo	Discuss the significance of the title and events	Use adjectives to describe nouns	<u>because</u> <u>water</u> <u>past*</u> <u>bath*</u>
	10	aw (jaw) Common Alternatives: (/or/ au)	42	Read and spell words with aw / or / ore / au	Make inferences on the basis of what is being said and done	Use ‘-ing’ for verbs where no change in spelling is needed in root words	<u>hour</u> <u>two</u> <u>door</u> <u>different</u>
	11	ew (blew/new)	43	Read and spell words with ew / ue / oo		Use ‘-est’ where no change in spelling is needed in root words	<u>Christmas</u> <u>would</u> <u>through</u> <u>beautiful</u>
	12	Consolidation Week	44	Consolidate above skills		Use adjectives to describe nouns	
	Year 1 Term 2			Words Correct Per Minute - End of Term Goal: 55			
	13	a_e (cake) Common Alternatives: (/ai/ ey, ei, eigh)	45	Read endings on split digraph words Read and spell words with a_e / ay / ai / a / ey / ei / eigh	Predict what might happen on the basis of what has been read so far	Join words and clauses using the conjunction ‘because’	<u>plant*</u> <u>floor</u>
	14	e_e (delete) Common Alternatives: (/ee/ ie)	46	Read and spell words with e_e / ea / ee / e / ie			<u>every</u> <u>whole</u>
	15	i_e (crocodile) Common Alternatives: (/or/ a, al)	47	Read and spell words with i_e / ie / igh / i	Participate in discussion about what is read to them, taking turns and listening to what others say	Use a definite article (the), an adjective and a noun to write an expanded noun phrase	<u>only</u> <u>move</u>
	16	o_e (bone) Common Alternatives: (/oa/ ou)	48	Read and spell words with o_e / oa / o / ou		Use an indefinite article (a), an adjective and a noun to write an expanded noun phrase	<u>father</u> <u>grass*</u>
	17	u_e (flute/cute) Common Alternatives: (/oo/ ui, ou; /yoo/ u)	49	Read and spell words with u_e / ew / ue / oo / ui / ou	Explain clearly their understanding of what is read to them	Use the spelling rule of adding the ‘s’ marker for plurals	<u>eye</u>

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	18	Consolidation Week	50	Consolidate above skills	Explain clearly their understanding of what is read to them	Use the spelling rule of adding the 's' marker for plurals	
	19	-y (happy) Common Alternatives: (/ee/ ey)	51	Read and spell words with -y / e_e / ea / ee / ie / e / ey		Use '-y' endings to create adjectives from nouns	busy pretty
	20	-y (fly) Common Alternatives: (/oo/ u, oul)	52	Read and spell words with -y / i_e / ie / igh / i	Discuss word meanings, linking new meanings to those already known	Use the suffix '-ed' for the past tense of verbs	half
	21	ow (snow) Common Alternatives: (/r/ wr; /or/ oor, our)	53	Read and spell words with ow / o_e / oa / ou / o	Discuss word meanings, linking new meanings to those already known	Use the words who/what/where/when/why/how to ask questions	parents everybody
	22	soft c (ice) Common Alternatives: (/s/ sc, ce)	54	Read words with suffix -ly Read and spell words with c / s / sc / ce	Being encouraged to link what they read or hear read to their own experiences	Use '-ly' suffix to form adverbs	sugar
	23	soft g (gem) Common Alternatives: (/e/ ea)	55	Read and spell words with g / ge / dge / j		Use an apostrophe for 'it's' as a contraction of 'it is'	prove improve
	24	Consolidation Week	56	Consolidate above skills		Use the suffix '-er' and the words 'more' or 'most' for comparison	
	Year 1 Term 3			Words Correct Per Minute - End of Term Goal: 65			
	25	ire (fire) Common Alternatives: (/ear/ eer, ere; /er/)	57	Read and spell words with ire	Draw on what they already know or on background information and vocabulary provided by the teacher	Use an apostrophe to show possession	Consolidate all Year 1 and 2 CEW
	26	are (care) Common Alternatives: (/air/ ear, ere; /or/ ar; /u/ o) /m/ me; /n/ ne	58	Read and spell words with are / air /ear / ere	Make inferences on the basis of what is being said and done	Use an apostrophe for 'I'm' as a contraction of 'I am'	
	27	tch (watch) Common Alternatives: (/o/ a; /c/ ch; /i/ y; /er/ or)	59	Read words with suffix -less Read and spell words with tch / ch / t	Check that the text makes sense to them as they read and correcting inaccurate reading	Write sentences using the suffix 'less'	

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	28	oe (toe) Common Alternatives: (/sh/ ch, ti, ci, ssi; /oo/ou; /u/ ou)	60	Read and spell words with oe / o_e / ow / oa / ou / o	Discuss the significance of the title and events	Write expanded noun phrases using the words my/his/her/their, an adjective and a noun	Consolidate all Year 1 and 2 CEW
	29	ph (phone) Common Alternatives: (/n/ gn, kn; /m/ mb; /c/ que; /zh/ s, si)	61	Read words with suffix –ment Read and spell words with ph / f	Predict what might happen on the basis of what has been read so far		
	30	Consolidation Week	62	Consolidate above skills	Discuss word meanings, linking new meanings to those already known	Write sentences using co-ordinating conjunction ‘but’ to join clauses	
Phase 6	31	Comparing long /a/ GPCs	63	Consolidate all Year 1 skills	Participate in discussion about what they read, taking turns and listening to what others say	Write sentences using subordinating conjunction ‘when’ to join clauses	
	32	Comparing long /i/ GPCs	64		Discuss word meanings, linking new meanings to those already known	Write sentences using subordinating conjunction ‘because’ to join clauses	
	33	Comparing long /o/ GPCs	65		Being encouraged to link what they read or hear read to their own experiences	Write sentences using ‘and’ to join two noun phrases	
	34	Comparing long /u/ GPCs	66		Check that the text makes sense to them as they read and correcting inaccurate reading	Write sentences using ‘if’ to introduce the first idea	
	35	Comparing long /ur/ GPCs	67		Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics	Write a sentence using more than one noun phrase	
	36	Comparing long /e/ GPCs	68		Explain clearly their understanding of what is read to them		