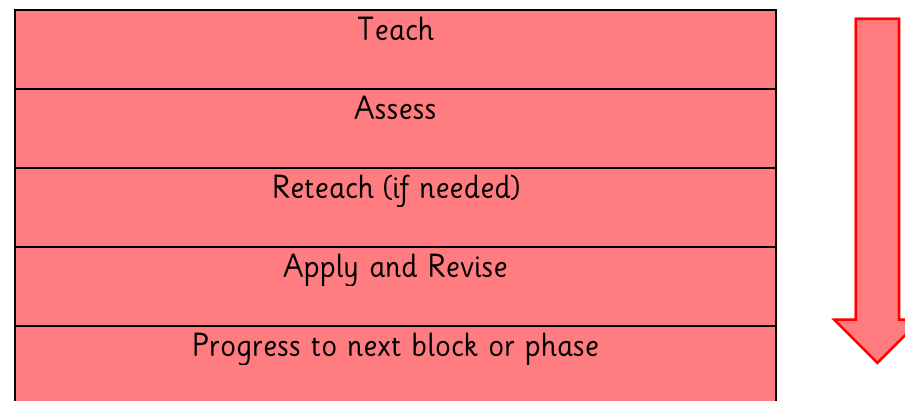


ALS Phonics: Letters and Sounds – Suggested progression and pace overview for phonic phase teaching

The following timeline is a suggested progression and pace for the delivery of phonic phases.

This is approximate guidance as timings may vary slightly depending on the requirements of the individual class based on assessment for learning. Teachers should adhere to the cycle of teaching within the programme to ensure children have enough time and opportunity to both acquire and apply their learning of the GPCs and words containing them as well as be appropriately assessed. Teachers should also keep in mind the children attain end of year milestones and this may mean that they might have to accelerate learning especially in light of the last two years. This can be achieved by adding in extra phonic whole class/group sessions or adding in a short revision session daily.

A reminder of the cycle per block can be found below:



*Please note that Nursery Phase 1 has been included in the table to serve as an illustration, if schools contain a Nursery facility prior to children starting Reception.

ALS Phonics: Letters and Sounds – Suggested progression and pace overview for phonic phase teaching

Term	*Nursery/Foundation 1– Phase 1	Reception/ Foundation Stage 2 – Phase 2 and 3	Year 1 – Phase 4 and 5	Year 2 – Phase 5
Autumn 1	Environmental Sounds, Instrumental Sounds, Voice Sounds, Body Percussion, Rhythm	For children new to the school: Environmental Sounds/ Instrumental Sounds, Voice Sounds/Body Percussion, Rhythm/Rhyme, Alliteration Oral Blending and Segmenting	Phase 4	Phase 5 –(alternative pronunciation and spelling) - embed, consolidate and develop breadth and depth
Autumn 2		Phase 2	Phase 4 (revise and consolidate) Begin Phase 5 (appropriate/in accordance with assessment)	Phase 5 –(alternative pronunciation and spelling) -embed, consolidate and develop breadth and depth
Spring 1	Environmental Sounds/ Instrumental Sounds, Voice Sounds, Body Percussion, Rhythm, Alliteration	Phase 2 and Phase 3 (j to ng)	Phase 5	
Spring 2		Phase 3	Phase 5	
Summer 1	Environmental Sounds/ Instrumental Sounds, Voice Sounds/Body Percussion, Rhythm/Rhyme, Alliteration - begin Oral Blending and Segmenting	Phase 3 long vowels	Phase 5	
Summer 2		Phase 3 long vowels	Phase 5 (alternative pronunciation and spelling)	