**Essential Letters and Sounds Overview Phase 1 to Phase 5**

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| **Phase 1\*** | **Phase 2** | **Phase 3\*\*** |
|  **Nursery/Pre-School**Seven aspects:• Environmental sounds• Instrumental sounds• Body percussion• Rhythm and rhyme• Alliteration• Voice sounds• Oral blending |  **Reception Autumn 1**• Oral blending• Sounding out and blending with 23 new grapheme phoneme correspondences (GPCs)• 12 new harder to read and spell (HRS) words |  **Reception Autumn 2,** **Spring 1 and Spring 2**• Oral blending• Sounding out and blending with 29 new GPCs• 32 new HRS words• Revision of Phase 2 |
| **Phase 4\*\*** | **Phase 5** **(including alternativesand lesser-known GPCs)** | **Beyond Phase 5** |
|  **Reception Summer 1**• Oral blending• No new GPCs• No new HRS words• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc• Suffixes• Revision of Phase 2 and Phase 3 |  **Reception Summer 2**• Introduction to Phase 5 forreading• 20 new GPCs• 16 new HRS words **Year 1**  **Autumn 1 and 2**• Revision of previouslytaught Phase 5 GPCs• 2 new GPCs• 9 new HRS words **Year 1** **Spring 1 and 2**• Alternative spellings forpreviously taught sounds• 49 new GPCs• 4 new HRS words• Oral blending• Revision of Phase 2, Phase3 and Phase 4 |  **Year 1/ Summer, Year 2/ and Key Stage 2**• With ELS, phonics teachingdoes not stop at the endof Year 1, but continues aschildren move through theschool, with links beingmade between their GPCknowledge and spelling• Revision of all previouslytaught GPCs for reading and spelling• Wider reading, spelling and writing curriculum |

*\*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.*