

ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/l/ <l> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

Reception/Primary 1 Spring 1: Phase 3-4*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /ow/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

* 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.

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/aɪ/ <ay> /aʊ/ <ou> /ɪgʰ/ <ie> /i: / <ea> -le	/ɔɪ/ <oy> /ɪr/ <ir> /(y)oo/ <ue> /ɔr/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oʊ/ <oe>	/ɔr/ <au> /eɪ/ <ey> /aɪ/ <a-e> /i: / <e-e>	Assess and review week R:14	/ɪgʰ/ <i-e> /oʊ/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /aɪ/ <ay> /aʊ/ <ou> /ɪgʰ/ <ie> /i: / <ea>	Revise: /ɔɪ/ <oy> /ɪr/ <ir> /(y)oo/ <ue> /ɔr/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oʊ/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /ɔr/ <au> /eɪ/ <ey> /aɪ/ <a-e> /i: / <e-e>	Revise: /ɪgʰ/ <i-e> /oʊ/ <o-e> /(y)oo/ <u-e> /s/ <c>	/eɪ/ <y> /ɔr/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/a/ -a- (acorn) /ai/ -ey- (they) /ai/ -ea- (great) /ai/ -igh- (weight) /ar/ -a- (father) /ee/ -e- (he) /igh/ -i- (find) /igh/ -y- (by)	/oa/ -o- (go) /o/ -a- (was) /oo/ -u- (push) /y/ + /oo/ -u- (music) /c/ -ch- (school) /sh/ -ch- (chef) /e/ -ea- (head)	/ur/ -or- (world) /ur/ -ear- (learn) /ool/ -ou- (soup) /oal/ -ou- (shoulder) /ee/ -ie- (brief) /v/ -ve- (have) /u/ -y- (gym)	Assess and review week Y1:9	/air/ -are- (care) /air/ -ere- (there) /air/ -ear- (pear) /ch/ -tch- (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ -o- (brother) Review week Y1:10	/j/ -g- (gem) /j/ -ge- (fringe) /j/ -dge- (bridge) /s/ -st- (listen)	/s/ -ce- (fence) /s/ -se- (house) /m/ -gn- (sign) /m/ -kn- (knee) /r/ -wr- (wrap) /m/ -mb- (lamb)	/z/ -se- (cheese) /z/ -ze- (freeze) /ear/ -eer- (cheer) /ear/ -ere- (here) /sh/ -ti- (patient) /sh/ -ti- -tion (station)	Assess and review week Y1:11	/ar/ -al- (half) /or/ -augh- (caught) /sh/ -ssi- (session) /zh/ -si- (vision) /sh/ -ti- -tious (scrumptious) /sh/ -ci- (delicious) -ous, -ion, -ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					