

## Full Progression of Grapheme-Phoneme Correspondences (GPCs)

The GPCs are ordered in sets of four to match five weeks of teaching with revision built into the sixth week of each half term. This progression is an exact match to Ransom Reading Stars Phonics books and is aligned consistently and coherently across the reading scheme.

### Reception

<p><b>Autumn 1: Phase 2</b></p> <p>Oral blending and segmenting of VC and CVC words Blending for reading and segmenting for spelling VC and CVC words Introduce consonant digraphs</p> <p><b>Graphemes:</b></p> <p>Set 1: s      a      t      p Set 2: i      n      m      d Set 3: g      o      c      k Set 4: ck     e      u      r Set 5: h      b      f      ff</p>
<p><b>Autumn 2: Phase 2 and Start of Phase 3</b></p> <p>Oral blending and segmenting of VC, CV and CVC words Blending for reading and segmenting for spelling VC, CV and CVC words Read words that have ending -s as in gets and sits Read words with -ing endings, for example, ringing. Note: -ing is decodable at this stage Additional consonant digraphs Blending to read two-syllable words and segmenting to spell two-syllable words</p> <p><b>Graphemes:</b></p> <p>Set 5: l      ll      ss Set 6: j      v      w      x Set 7: y      z      zz      qu ch    sh    th (covers both voiced and non-voiced ) ng ai    ee    igh    oa</p>
<p><b>Spring 1: Phase Three</b></p> <p>Oral blending and segmenting of VC, CV and CVC words Blending for reading and segmenting for spelling VC, CV and CVC words Blending to read two-syllable words and segmenting to spell two-syllable words Revision of Phase 3</p> <p><b>Graphemes:</b></p> <p>oo (both long and short) ar, or, ur ow, oi, ear air , ure, er</p>
<p><b>Spring 2: Phase Four</b></p> <p>Oral blending and segmenting of VC, CV and CVC words Reading and spelling of CVCC, CCVC using Phase 2 graphemes Read words ending with suffixes: -ed, for example, hunted Read words with ending -ing Reading and spelling polysyllabic and compound words</p>
<p><b>Summer 1: Phase Four</b></p> <p>Reading and spelling of longer words using Phases 2 and 3 graphemes Reading and spelling of CVCC, CCVC, CCVCC words using Phase 3 graphemes</p>

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Reading and spelling of polysyllabic CVCC, CCVC, CCVCC and compound words  
Reading words starting with prefix: un-

**Summer 2: Phase 4**

Reading and spelling CVCC, CCVC, CCVCC, CCCVC, and CCCVCC words using Phases 2 and Phase 3 graphemes  
Reading words ending with suffix: -s, -es, -ing  
Reading words ending with suffix: -ed and -er  
Reading words ending with suffix: -est  
Read words with contractions - it's.  
Reading and spelling of polysyllabic and compound words.

**Year 1**

**Autumn 1: Phase 5 Revision of Phases 3 and 4**

**Revision:**

/ai/, /ee/, /igh/, /oa/, /oo/ /ar/, /or/, /ur/, /ow/, /oi/.

**New graphemes for reading:**

/ai/ ay crayon  
/ow/ ou mountain  
/igh/ ie tie  
/ee/ ea seat  
/oi/ oy boy  
/ur/ ir girl  
/oo/ (long) blue ue /yoo/ statue  
/or/ aw drawer  
/w/ wh wheel  
/f/ ph dolphin  
/oo/ long /oo/ ew crew /yoo/ stew  
/oa/ oe toe  
/or/ au author  
/ee/ ey monkey  
Teach new phoneme /zh/

**Autumn 2: Phase 5**

**Split vowel digraphs:**

/ai/ a-e cake, ai rain, ay crayon  
/ee/ e-e scene, feet  
/igh/ i-e lime igh light, ie tie  
/oa/ o-e stone, oa boat  
/oo/ u-e long oo flute, u-e yoo cube;

**Common alternative pronunciations of graphemes:**

**a** hat/what  
**e** bed/she  
**i** fin/find  
**o** hot/cold  
**u** but/put  
**ow** cow/blow  
**ie** tie/field  
**ea** eat/bread

**er farmer**/her  
**ou out**/shoulder, could/you  
**y yes**, by, crystal, very  
**ch chin**/school chef  
**c cat**/cent  
**g got**/giant  
**ey money**/they

### Spring 1: Phase 5

**Alternative spelling for each phoneme, building on prior learning of long vowels.**

/ai/ ai, ay, a-e, eigh, ey, ei, a rain, play, make, weigh, they, veil, paper,  
 /ee/ ee, ea, e-e, e, ie, y, ey, eo feet, read, theme, she, brief, funny, money  
 people  
 /igh/ igh, y, ie, i-e, i light, my, pie, lime, find  
 /oa/ oa, ow, oe, o-e, o, ou boat, snow, foe, stone, go, shoulder  
 /oo/ oo, ew, ue, ui, ou, u-e, o boot, grew, blue, juice, group, rule  
 /oo/ oo, u look, put  
 /yoo/ ue, u-e, ew, u cue, cute, few, unicorn  
 \*\*/ar/ ar, a, al farm, bath, calm  
 /or/ or, aw, au, al, a, our, ore fork, dawn, Paul, talk, hall, four, more  
 /ur/ ur, ir, er, or (after w), ear turn, whirl, her, worm, learn  
 /ow/ ow, ou cow, loud  
 /oi/ oi, oy coin, toy  
 /ear / ear, eer, ere dear, cheer, here  
 /air/ air, are, ear, ere fair, stare, pear, there  
 /ure/ ure manure  
 /ə/ – corner, the ‘schwa’ – an unstressed vowel sound which is close to /u/  
 better, under, summer, winter, sister. There are many different graphemes for this  
 phoneme. In GES Simply Letters and Sounds this phoneme is aligned with National  
 Curriculum statutory requirements for spelling.

### Spring 2: Phase 5

**The teaching of grapheme-phoneme correspondences in GES Simply Letters and Sounds ends in the Spring term.**

**Alternative spelling for each phoneme, building on prior learning.**

/k/ c, k, ck cat, kit, duck  
 /ch/ ch, tch, ture chip, catch, creature  
 /s/ s, ss, c, sc, se, ce, st sun, miss, cell, scent, mouse, pence, castle  
 /z/ z, s, se zip, is, tease  
 /f/ f, ff, ph fan, huff, photo  
 /j/j, g, dge, ge jet, giant, badge, large  
 /m/ m, mm, mb map, hammer, lamb  
 /n/ n, nn, kn, gn net, funny, knock, gnat  
 /ng/ ng, n(k) ring, pink  
 /r/ r, rr, wr rat, carrot, wrap  
 /sh/ sh, ch, ti (before on and al) ssi (before on,) ss (before ure)

**sh**op, **ch**ef, ment**ti**on, part**ti**al pass**ssi**on, a**ss**ure; **si** (before on and s before ure) pen**si**on, **su**re; **ci** (before on, ous, al), susp**ic**ion, del**ic**ious, **so**cial  
**/zh/ s** (before -ure) treas**u**re and **si** (before -on) vis**io**n ge- be**ig**e  
**/v/ v, ve** van, live  
**/w/ w, wh** wig, **wh**en  
**/e/ e, ea** egg, **hea**d  
**/i/ i, y** in, gym  
**/o/ o, a** (after w) on, was  
 \* **/u/ u, o** up, son  
 \*/u/ is not generally used in North of England.  
 \*\* South of England accent. Words should be read accordingly.

### Summer 1

No new GPCs are taught. Structured revision takes place this half term.

### Summer 2: Additional The National Curriculum Content/ Revision

#### Reading/ spelling:

- Revision of alternative spellings
- Continue reading and spelling the 100 high frequency words.
- Read and spell words containing taught GPCs and adding -s, -es, -ing, -ed, -er and -est endings
- Read and spell polysyllabic words
- Read and spell words with the prefix -un
- Read words with contractions, for example I'm, I'll, we'll, and understand that the apostrophe represents omitted letter(s).

## Year Two – Phase 5 revision and Programme of Study for Word Reading and Spelling Year 1 below is matched to The National Curriculum

### Autumn 1

#### Reading/ spelling:

- Alternative pronunciations and spellings
- Read and spell words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read and spell polysyllabic words
- Read and spell words with the prefix -un
- Read words with contractions, for example, I'm, I'll, we'll, and understand that the apostrophe represents omitted letters.

### Autumn 2

- Phase 5 revision for pupils who need to undertake the Phonics Screening Check again at the end of Year 2.