

Red Rose Letters and Sounds Trajectory Expectations for Reception

Autumn 1 Phase 2 GPCs	Tricky Words and High Frequency Words		Overview
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/	High Frequency Words as is us his has linked to s pronounced /z/ the		Teach 12 GPCs Teach 1 Tricky Word
Autumn 2 Phase 2 GPCs	Tricky Words		Overview
ck e u r h b f f l ll ss Consolidate Phase 2	I to go no into		Teach 11 GPCs Teach 5 Tricky Words
Spring 1 Phase 3 GPCs	Tricky Words		Overview
j v w x y z/zz qu ch sh th/th ng Consolidate as required	he she we be me was my you they		Teach 13 GPCs Teach 9 Tricky Words
Spring 2 Phase 3 GPCs	Tricky Words		Overview
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required	her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)		Teach 8 GPCs Teach 8 Tricky Words
Summer 1 Phase 3 GPCs	Phase 4	Tricky Words	
Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV		come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)	
Summer 2 Phase 4	Tricky Words		Overview
CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.	Consolidate said so have like some come were there little do one when out what Teach it's		Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required

Red Rose Letters and Sounds Trajectory Expectations for Year 1

Autumn 1 Revisit Phase 4	Tricky Words and High Frequency Words	Overview
Phase 5 Further Graphemes for Reading and Writing Revisit Phase 4 CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Phase 5 Further Graphemes for Reading and Writing ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Revisit said so have like some come were there little do one when out what it's Mr Mrs people looked called asked oh their could	Revisit CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words Teach 13 GPCs Teach 9 Tricky Words
Autumn 2 Phase 5 Further Graphemes for Reading and Writing Phase 5 Alternative Pronunciations for Graphemes	Tricky Words and High Frequency Words	Overview
Phase 5 Further Graphemes for Reading and Writing oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube) Phase 5 Alternative Pronunciations for Graphemes i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)	<u>Tricky Words</u> water where who <u>High Frequency Words</u> again thought through work mouse many laughed because different any eyes friends once please	Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words
Spring 1 Phase 5 Alternative Spellings for Phonemes	High Frequency Words	Overview
/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key) /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit) /ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	I'm I'll let's small great before jumped stopped pulled gone we're Consolidate as required	Teach and Consolidate 26 GPCs Teach 11 High Frequency Words
Spring 2 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

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Summer 1 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/ear/ ear (clear) eer (cheer) ere (here) /air/ air (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 13 GPCs Revise/re-teach tricky words and high frequency words from above as needed.
Summer 2 Phase 5 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
Y1 Phonics Screening Check /n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ g (magic) ge (large) dge (fridge) /s/ c (place)/s/ se (house) ce (pence) sc (scent) st (listen) /sh/ ch (chef) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 23 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

Introduction to Phase 2 Red Rose Letters and Sounds

Children entering Phase 2 will continue to build on the foundations from Phase 1. They should have experienced a wealth of speaking and listening activities, including songs, stories and rhymes, alongside oral blending and segmenting. The purpose of Phase 2 is to teach 23 GPCs with single letter graphemes and some digraphs, with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing words and sentences. Children will also be taught how to read and spell 6 tricky words with automaticity of reading tricky words being essential.

From Week 3 onwards in Red Rose Letters and Sounds, children begin to be exposed to the concept of a sentence. Carefully considered sessions have been planned which have a focus on blending or segmenting. Later in Phase 2, these skills are combined. Where it suggests writing words or sentences, it is recommended that the role of the adult scaffolds this process. For example, if children are not developmentally ready with finger strength and letter formation, adults can model writing and/or magnetic letters can also be used to practise application.

Early in Phase 2, teaching can be organised into 2 x 10 minute sessions or a 20-25 minute session, daily. Additionally, it is suggested that practitioners plan for phonics to be provided in classroom provision with the support from a well-trained adult.

For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences.

Stretch and Challenge

Within this phase, opportunities for aiming high are included via multi-syllabic words, CVCC, CCVC and CCVCC words in the Phase 2 word bank. Consider using these words for reading or spelling during phonic sessions if appropriate. Some children may begin to read and write multi-syllabic words, CVCC, CCVC and CCVCC words using GPCs learned within Phase 2.

Assessment of Phase 2

At the end of this phase children should be able to:

- read VC and CVC words with the 23 GPCs learned
- spell VC and CVC words either using magnetic letters or by writing the letters on paper or on whiteboards with the 23 GPCs learned
- read captions and sentences
- read and write 6 'tricky' words
- read decodable texts with the 23 GPCs and 6 tricky words
- make phonetically plausible attempts with the emerging stages of spelling in their writing journey

Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach the
Week 6	Teach c k e u	Teach I to
Week 7	Teach r h b	Teach no go
Week 8	Consolidate o c k c k e u r h b	Teach into
Week 9	Teach f f l	Consolidate the I to no go into
Week 10	Teach ll ss	Consolidate the I to no go into
Week 11	Consolidate f f l ll ss	Consolidate the I to no go into
Week 12	Consolidate as required	Consolidate Phase 2 Tricky Words as required
		<i>High Frequency Words as is us his has s pronounced /z/</i>

Word Bank for Phase 2

Grapheme Phase 2	Progression in application of newly taught graphemes within words <i>italics – hfw decodable</i> bold - articulated differently	Interesting vocabulary	Stretch and challenge
sat	<i>a at sat as</i>		
p	pat tap		pats past taps
i	<i>it pit tip sit is</i>	pip sip	spit tips sips sits
n	<i>in an pin tin pan nit</i>	nip sin nap tan	spin span Stan naps nips nits pans pins
m	<i>am man mat Sam Tim Pam Tam</i>	map	stamp maps mist mast
d	<i>did dad dip Dan mad sad pad Sid</i>	din dim	stand <i>and</i> sand dips
g	pig tig dig tag gap	gas sag nag gag gig	stag egg
o	<i>on got not dog top pot dot pop God Mog</i>	tot mop	<i>stop</i> spot pond pots mops spots
c	<i>cat can cop cot</i>	cod cap	scan
k	kit Kim	kid	skin skim skid skip
ck	kick pick sick tick sock sack pack duck	mock dock rack	stick stack stock snack smack crack flock
e	<i>get bed pet net set ten pen men den peg met Meg Ken neck</i>	peck deck	ticket pocket step stem speck sped <i>end</i> nest pest send mend dent desk
u	<i>put us mum sun up duck mug cup mud suck</i>	sunset	stuck spun <i>must</i> dust pump
r	<i>ran red run rat rip Rick rock rug</i>	rim ram rag rid rack rot	strip rant ramp crop crust rucksack rocket
h	<i>had hot hat him his has hop hut hit hug</i>	hum	hand help hint

Word Bank for Phase 2

b	<i>but big back bad</i> bet bag bed bug bun bus bat bit Ben Seb	cob hob nib cab tab dab	stub stab crab crib <i>best</i> bent bank bucket beckon
f	<i>if of fun</i> fit fin fat fan	fig fog	<i>from</i> frog flip flick fist <i>fast</i> font fond
ff	<i>off</i> puff huff	cuff muffin puffin	stuff sniff cliff bluff scoff staff
l	<i>let</i> leg lot log lip lit lock lick luck laptop	lad lap lack	slip clip flip slap slot black block <i>lots</i> <i>help last</i> list lost land lipstick
ll	<i>fell tell</i> bell sell till fill hill doll full pull Bill	dull mill pill	spill drill frill smell
ss	<i>miss</i> less mess Tess hiss kiss pass	mass loss fuss boss	dress grass cross class press glass fusspot crisscross

Introduction to Phase 3 Red Rose Letters and Sounds

Children entering Phase 3 will build on the learning from Phase 2. They should have secured recognition of 23 GPCs and 6 tricky words with application into reading of words and sentences, and decodable texts with VC and CVC words. They should also be applying known GPCs and tricky words from Phase 2 when writing on whiteboards, with pencil and paper, or using magnetic letters.

The purpose of Phase 3 is to teach 28 GPCs including single letter graphemes, digraphs and trigraphs, with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing of VC and CVC words. Letter names are used during this phase when teaching digraphs and trigraphs. Carefully considered sessions have been planned which have a focus on blending or segmenting, or both. For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences. The adult can scaffold the writing process if this is required.

Children will also be taught how to read and spell 11 Phase 3 tricky words, and be introduced to 15 Phase 4 tricky words with automaticity of reading tricky words being essential. They will apply this learning when reading decodable texts containing these tricky words.

From week 12 onwards in Red Rose Letters and Sounds, children begin to be exposed to pseudo words. One pseudo word is included linked to the GPC being revisited, taught or practised for reading in relevant lessons. All pseudo words provided are linked to the Phonics Screening Check Framework. Please note - children do not have to write pseudo words.

Stretch and Challenge

Within this phase, opportunities for aiming high are included via multi-syllabic words, CVCC, CCVC and CCVCC words in the Phase 3 word bank. Consider using these words for reading or spelling during phonic sessions if appropriate. Some children may begin to read and write multi-syllabic words, CVCC, CCVC and CCVCC words using GPCs learned from Phases 2 and 3.

Assessment of Phase 3

At the end of this phase children should be able to:

- read VC and CVC words with the 23 GPCs from Phase 2 and 28 GPCs from Phase 3
- read decodable texts with GPCs and tricky words learned in Phases 2 and 3
- spell VC and CVC words by writing the letters on paper or on whiteboards with the 23 GPCs from Phase 2 and 28 GPCs from Phase 3
- read and write captions and sentences with GPCs and tricky words learned in Phases 2 and 3
- read and write 6 tricky words from Phase 2, 11 tricky words from Phase 3 and some tricky words introduced from Phase 4
- make phonetically plausible attempts at spelling as part of their writing journey

Phase 3 Overview of GPCs and Tricky Words

Phase 3	GPCs	Tricky Words
Week 1	Teach j v w	Teach he she
Week 2	Teach x y z zz	Teach we be me
Week 3	Teach qu ch sh	Teach was my
Week 4	Teach th th ng	Teach you they
Week 5	Consolidate qu ch sh th th ng	Consolidate he she we be me was my you they
Week 6	Teach ai ee	Teach her all
Week 7	Teach igh oa Teach two-syllable words	Teach are like (Phase 4)
Week 8	Teach oo oo Teach two-syllable words	Teach said when
Week 9	Teach ar or Teach two-syllable words	Teach have one
Week 10	Consolidate ai ee igh oa oo oo ar or	Consolidate her all are like said when have one
Week 11	Teach ur ow	Teach come do
Week 12	Teach oi ear Introduce pseudo words	Teach so were
Week 13	Teach air ure er Introduce pseudo words	Teach some there
Week 14	Consolidate ur ow oi ear air ure er	Teach out little what
Week 15	Consolidate as required	Consolidate Phase 3/4 Tricky Words as required

Word Bank for Phase 3

Grapheme Phase 3	Progression in application of newly taught graphemes within words <i>italics – hfw decodable</i>	Interesting vocabulary	Stretch and challenge
j	jam jug Jill jog Jack Jen job jab	jet jot jig	<i>just</i> jump jumps
v	van vet Vic Viv Kevin Ravi Javid	visit	vest vast vent
w	<i>will well</i> win web wag	wig cobweb wigwam	<i>went</i> wind wilt wimp wept weld twin swim swing twist
x	<i>fox box</i> fix mix six taxi	wax tax exit	<i>next</i>
y	yes yet yum yum-yum	yell yap yuck yam yak	
z	zip Zack Liz Zidan	zap zig-zag	zest
zz	buzz fizz jazz		frizz
qu	quiz quick quack	quit liquid quill	quest
ch	<i>much</i> such chop chip chick chin check chicken	chat chug chill rich chum	champ chest chimp chomp bench punch chunk crunch lunchbox
sh	<i>fish wish</i> shop ship shed shot shell dish rush wish mash bush push cash Josh	shin shack shock posh dash bash lash mush	swish shift shelf fresh brush crash flash splash shrink
th	thick thin bath path Beth Seth	moth thud bathtub	<i>think</i> broth cloth tenth theft sixth thump thrill maths
th	<i>this than then that them with</i>		
ng	<i>long king thing going along</i> ring sing song wing sung rang sang bang hang	fang lung rung ping-pong longing	bring fling swing clang spring <i>things rings rungs sings</i> string strong
ai	<i>again</i> rain laid paid tail rail main wait nail Gail Faith Zain	pain maid pail fail mail aim wail hail sail bait chain faith	snail train trail brain grain plain frail stain faint waist paint afraid painting

Word Bank for Phase 3

ee	<i>see been need keep feet queen</i> bee Lee cheek sheet seen meet week deep keep jeep feed feel seem peel teeth sheep Eesa	peek meek seek keen weed peep seep weep sheet	<i>tree free three trees green steep</i> <i>sleep</i> creep creek bleep speed bleed street speech pondweed treetop
igh	<i>night right</i> high light sight fight	nightlight sunlight sigh tight might	bright flight fright tonight
oa	<i>boat</i> coat road soap toad goat foam moan Joan	oak moat foal coal load moan loaf coach poach soak boatman raincoat	float groan cloak bloat broach roast toast boast coast goats floating
oo (long)	<i>room soon food too</i> moon zoo boot pool zoom boom cool tooth shoot bedroom bathroom	fool loop mood loot doom hoof root noon hoot toot baboon rooftop	boost roost spoon scoot scoop snoop swoop droop shampoo moonlight toothbrush
oo (short)	<i>took good look book looking</i> hood foot cook wood wool hook cooking	shook cooling booking	<i>looks</i> books blood brook crook
ar	<i>car park dark hard</i> arm jar farm bar barn bark mark card shark chart cars Carl farmyard carpark	far cart tart harm dart harp arch sharp harsh march	scar star smart snarl spark start starlight
or	<i>or for morning</i> fork born horn short sort born torch	cord cork torn worn pork port lord north fort thorn	horns sorts sport organ snoring scoring
ur	fur burn turn curl hurt burp church	urn surf hurl lurk turnip churn	blur blurb slurp spurt burnt burst
ow	<i>now how town down</i> owl cow wow	bow row vow howl fowl gown	brow frown drown crown brown scowl crowd clown growl
oi	boil foil coin join soil	oil toil coil void tinfoil avoid	point hoist moist oink groin spoilt joint spoil
ear	ear near hear tear year dear beard	fear gear rear shear earwig	smear spear clear
air	<i>air</i> fair hair pair chair	lair airman	stair flair chairs stairs unfair hairbrush
ure	pure cure	lure secure manure mature	
er	<i>river</i> darker harder longer boxer higher lighter farmer singer shorter thicker tower shower power	<i>ever</i> waiter powder	<i>under</i> winter faster brighter helper Manchester thundering

Introduction to Phase 4 Red Rose Letters and Sounds

Children entering Phase 4 will build on the learning from Phases 2 and 3. They should have secured recognition of Phase 2 and 3 GPCs and tricky words with application into reading of words and sentences, and decodable texts. They should also be applying known GPCs, tricky words from Phase 2 and 3, and some tricky words from Phase 4 when writing on whiteboards and/or with pencil and paper.

The purpose of Phase 4 is to explicitly teach oral blending and segmenting, blending for reading and segmenting for spelling using adjacent consonants within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words containing Phase 2 and 3 graphemes. Children will apply this learning when reading decodable texts alongside writing words and sentences.

Carefully considered sessions have been planned which have a focus on blending or segmenting, or both. For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences. The adult can scaffold the writing process if this is required.

Children will also revisit reading and spelling 15 Phase 4 tricky words, introduced in Phase 3, with automaticity of reading tricky words being essential. They will apply this learning when reading decodable texts containing these tricky words.

Throughout Phase 4 in Red Rose Letters and Sounds, children are exposed to pseudo words. One pseudo word is included linked to the Phase 2 or 3 GPC being revisited, taught or practised for reading in relevant lessons. All pseudo words provided are linked to the Phonics Screening Check Framework. Please note - children do not have to write pseudo words.

Stretch and Challenge

Within this phase, opportunities for aiming high are included via carefully selected vocabulary using CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words containing Phase 2 and 3 graphemes. This vocabulary may require exploration via explicit teaching, discussion around known and new contexts in order that children can gain understanding and apply when reading and writing.

Assessment of Phase 4

At the end of this phase children should be able to:

- read words, sentences and decodable texts containing the 23 GPCs from Phase 2 and Phase 3 within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words
- spell words by writing the letters on paper or on whiteboards using GPCs from Phase 2 and Phase 3 and CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words
- read and write 6 tricky words from Phase 2, 11 tricky words from Phase 3 and 15 tricky words from Phase 4
- make phonetically plausible attempts at spelling as part of their writing journey

Phase 4 Overview and Tricky Words

Phase 4	Adjacent Consonants	Tricky Words
Week 1	Teach CVCC and CCV	Teach said so have like
Week 2	Teach CCVC and CCVCC	Teach some come were there
Week 3	Teach CCCVC and CCCVCC	Teach little do one when
Week 4	Teach Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants.	Teach out what it's

Word Bank for Phase 4

Word Type	Suggested Words <i>High Frequency Words</i>	Vocabulary for Stretch and Challenge
CVCC – best champ	<i>just help went think things must next lots still fast last best wind vest best last past chimp champ ramp sink sank bank wink paint sand lamp pink tent shelf soft golf jump pump ding dong damp gift milk hand mask mend bend list felt sails shorts forks</i>	vast ramp wimp gust fond tenth shift tuft fact rust wept tusk wilt hump waist faint moist point joint burnt burst boost roost corks
CCV – <i>tree</i> stair	<i>tree three star free stair clear</i>	spur scar glee flee brow smear flair spear
VCC - <i>eggs</i>	<i>eggs eats ant adds odds aims east oats oils oink arms owls</i> Note: these words are not included in the planning document. These can be taught if required.	
CCVC – flop train	<i>from stop gran sleep green trees flag slip frog plop stop drip skid spit drag blob drop flop slid plan swim drum plum slug plus scab glad club grab crab flat clap truck smell grass spell spot sting cross skin bright twig twin tram step crash flash smash trick prick black snail clown speech spoon sport float roast toast</i>	bled brag crop fled sled slab slam trim slim grub grim stub spun grill smug plot stun stern smog skim trash swish shrug squid shrub starch drown crowd frown growl flight bright plight slight creep bleed creek spoil slurp spurt droop swoop snoop groan boast
CCVCC – drink crunch	<i>plants plank drink drank frost stamp twist spend crust snacks slept skunk trunk</i>	slant thrift drift cramp plump clamp shrink trail frail shrunk stench clench spoilt
CCCVC – spring street	<i>spring string strung strap street splat split stress splash scrub</i>	scrap strum screen sprain scruff struck scrum scam spleen
CCCVCC – scrunch sprint	<i>scrunch sprint splits straps strings springs</i>	strand script scrubs scrim splint scraps screens spleens sprains strict
Polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants	<i>animals something garden grandad across rabbit dragon children helpdesk sandpit windmill melting handstand seventh fifteen desktop softest lightning paintbrush sundress shelving lunchbox shelter helper helpful carpet forget sleeping lasting crashing flashing planting scrunching twisting stamper snacking</i>	district pondweed inflict shrinking trailer drifting grilling shifting wilting helicopter sandstorm stringing chimpanzee Manchester

Introduction to Phase 5 Red Rose Letters and Sounds

Children entering Phase 5 will build on the learning from Phases 2, 3 and 4. They should have secured recognition of all GPCs, tricky words and high frequency words from these phases with application into reading of words and sentences, and decodable texts. They should also be applying known GPCs, tricky words and high frequency words when writing on whiteboards and with pencil and paper.

The purpose of Phase 5 is to teach 21 further graphemes for reading, 19 alternative pronunciations for graphemes and 95 alternative spellings for phonemes with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing. Letter names are used during this phase when teaching digraphs, trigraphs and four letter graphemes. Carefully considered sessions have been planned which have a focus on blending or segmenting, or both. For writing application, it is recommended that phonics journals are used so children can write with pencil and paper in order to practise GPCs, words and sentences. The adult can scaffold the writing process if this is required.

Children will also be taught how to read and spell 12 Phase 5 tricky words and 25 high frequency words with automaticity of reading being essential. They will apply this learning when reading decodable texts containing these words. Within Phase 5, there are many opportunities to revisit and embed reading and spelling of tricky words and high frequency words, and this can be tailored to meet the needs of the group and/or class.

Throughout Red Rose Letters and Sounds Phase 5, children are exposed to pseudo words. One pseudo word is included linked to the GPC being revisited, taught or practised for reading in relevant lessons. All pseudo words provided are linked to the Phonics Screening Check Framework. Please note - children do not write pseudo words.

Stretch and Challenge

Within this phase, opportunities for aiming high are included via carefully selected vocabulary linked to the progression of GPCs. This vocabulary will require exploration via explicit teaching, discussion around known and new contexts in order that children can gain understanding and apply when reading and writing. It is recommended that stretch and challenge vocabulary is included across phonics sessions where appropriate.

Assessment of Phase 5

At the end of this phase children should be able to:

- say the sound when shown any grapheme that has been taught
- read decodable texts with Phase 5 GPCs, tricky words and high frequency words
- spell words containing Phase 5 GPCs when writing on paper
- read and write all tricky words and high frequency words learned
- read and write sentences containing Phase 5 GPCs, tricky words and high frequency words
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- form each letter correctly

Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Further Graphemes for Reading and Writing		Tricky Words and High Frequency Words
Week 1	Teach ay (day) ou (about) ie (tie) ea (eat)	Teach Mr Mrs people
Week 2	Teach oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw)	Teach looked called asked
Week 3	Teach wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Teach oh their could
Week 4	Teach oe (toe) au (Paul) a-e (made) e-e (swede)	Teach water where who
Week 5	Teach i-e (time) o-e (stone) u-e (flute) u- e /y(oo)/ (cube)	Teach high frequency words again thought through
Alternative Pronunciations for Graphemes		High Frequency Words
Week 6	Teach i (find) o (both) o (other) c (cell) g (ginger)	Teach high frequency words work mouse many
Week 7	Teach u (music) ow (snow) ie (chief) ea (bread)	Teach high frequency words laughed because different
Week 8	Teach er (fern) ch (school) ch (chef) a (want) a (acorn)	Teach high frequency words any eyes friends
Week 9	Teach e (remind) y (try) y (baby) ou (group) ou (touch)	Teach high frequency words once please
Alternative Spellings for Phonemes		High Frequency Words
Week 10	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (theme) y (baby) e (remind) Teach ey (key)	Teach high frequency words I'm I'll let's
Week 11	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) ey (key) e (remind)	Teach high frequency words small great before

Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Alternative Spellings for Phonemes		High Frequency Words
Week 12	Consolidate /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) Teach ui (fruit)	Teach high frequency words jumped stopped pulled
Week 13	Consolidate /ai/ ai (train) ay (day) a-e (made) a (acorn) Teach ey (grey) eigh (neigh) ea (steak)	Teach high frequency words gone we're
Week 14	Consolidate /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 15	Consolidate /oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) Teach ol (cold) oul (shoulder)	
Week 16	Consolidate /ow/ ow (cow) ou (about) Teach ough (plough) Consolidate /oi/ oi (coin) oy (boy)	
Week 17	Consolidate /ar/ ar (farm) Teach a (father) al (half) Consolidate /u/ u (cup) oo (good) Teach oul (could)	
Week 18	Consolidate /or/ or (fork) aw (claw) au (Paul) Teach oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought)	
Week 19	Consolidate /ur/ ur (fur) ir (girl) er (germ) Teach or (work) ear (learn)	

Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Week 20	Consolidate /ear/ ear (clear) Teach eer (cheer) ere (here)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 21	Consolidate /air/ air (chair) Teach ear (bear) are (share) ere (where)	
Week 22	Teach /l/ le (uncle) al (medal) Teach /z/ se (cheese) ze (freeze) Teach /zh/ s (usual) si (vision)	
Week 23	Teach /n/ kn (knee) gn (sign) Teach /r/ wr (wrist)	
Week 24	Consolidate /j/ g (magic) Teach ge (large) dge (fridge) Consolidate /s/ c (place) Teach /s/ se (house) ce (pence) sc (scent) st (listen)	
Week 25	Consolidate /sh/ ch (chef) Teach ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean)	
Week 26	Teach /m/ mb (thumb) Teach /v/ ve (love) Teach /ch/ tch (catch) ture (picture)	
Week 27 +	Consolidate where necessary	

Graphemes highlighted in bold are included in the Y1 phonic screening check framework

Consider including consolidation lessons or weeks where necessary throughout Phase 5.

Word Bank for Phase 5

Grapheme Phase 5	Progression in application of newly taught graphemes within words <i>italics – hfw decodable</i>	Interesting Vocabulary to Provide Stretch and Challenge
Further Graphemes for Reading and Writing		
/ai/ ay spray	<i>day say may way</i> May bay pay ray lay hay stray <i>play tray away</i> Sunday Thursday Saturday display holiday	motorway underpay straying laying played playing Amaya
/ow/ ou loud	out <i>our found</i> mouth pouch ouch south cloud crouch sound pound <i>round</i> <i>around</i> count <i>about shouted</i> trousers	noun hound mound bound voucher underground
/igh/ ie tries	pie tie lie die pied died lies lied <i>cried</i> fried tried dried tries fries skies	untie replied magpie applied satisfied
/ea/ ea treat	<i>sea eat tea seat each</i> cheap leaf tea meat teach reach mean beach leach real deal lead east stream dream clean cream peas	beast teal plead underneath treatment daydream season beaver
/oi/ oy toy	joy <i>boy soy</i> toy Roy annoy loyal royal joyful	coy employ destroy oyster annoying
/ur/ ir bird	fir sir <i>birds girl first</i> third firm stir dirt birth swirl twirl skirt shirt	thirst birthday smirk squirt confirm thirteen
/oo/ ue clue	Sue blue glue true clue cruel untrue	bluebell gruel gruesome bluebird
/y(oo)/ ue rescue	due cue fuel rescue value statue argue	duel venue residue overdue avenue
/or/ aw claw	law <i>saw raw jaw paw lawn yawn thaw shawl</i> draw claw straw crawl prawn jigsaw awful	dawn frogspawn squawk trawl awkward chainsaw withdraw
/w/ wh wheel	when whip <i>which</i> whizz whirl which wheel whisk whisper	what <i>white</i> while whiff whiskers whit whine whimper
/f/ ph phone	phew Phillip graph phonics dolphin alphabet elephant	phone trophy telephone microphone nephew orphan sphere pharmacy phantom photograph Christopher
/oo/ ew chew	chew flew grew blew threw drew screw Andrew	crew shrew cashew
/y(oo)/ ew new	<i>new</i> few dew stew newt newer	renew renewing newest pew nephew skewer Matthew
/oa/ oe toe	Joe toe hoe goes toenail tiptoe	doe echoed echoes aloe heroes potatoes tomatoes

Word Bank for Phase 5

/or/ au author	Paul author August launch haunt	haul taut maul cause daunt audio auburn autumn automatic astronaut
/ai/ a-e shake	ate shake <i>take</i> cake <i>make made came gave</i> rake date fake lake hate mate fate late rate grate grape flake skate plate slate grave pancake amaze mistake awake	tame glaze arcade remake surname inflate invade escape brigade ablaze showcase snowflake
/ee/ e-e these	Eve Pete <i>these</i> theme Steve swede <i>even</i> complete evening	delete compete athlete trapeze concrete extreme
/igh/ i-e time	<i>time live</i> bite <i>white</i> bike ride pike mine pine lime line wife nine vine time five ripe wipe dice dine nice like <i>liked</i> kite fire hire wide tide side swipe slide glide spike shine drive <i>inside</i>	chime hive stride pride whine divine grapevine outside sunrise
/oa/ o-e home	<i>home</i> bone phone poke rode cope nose coke woke cone joke robe vote hose role mole drone bloke broke alone throne awoke tadpole froze frozen	mode quote explode remote compose backbone episode awoke telescope trombone envelope
/oo/ u-e rude	rule rude flute brute prune include	crude plume conclude salute interlude
/y(oo)/ u-e cute	cute amuse refuse confuse excuse cube tune mute huge <i>use</i> used	fume dune volume fortune perfume distribute ridicule dispute
Alternative Pronunciations		
/igh/ i tiger	<i>find</i> kind child mind wild blind grind mild item final pilot silent tiger behind	iris idol crisis icon
/oa/ o go	go so no both <i>only over most</i> hotel robot total <i>going</i> tomato potato banjo piano	bonus focus omit <i>don't</i>
/u/ o mother	son won dozen worry <i>mother other coming another</i> wonder Monday honey money month front another nothing	monk comfort smother stomach London accomplish
/s/ c cell	ice ace cell acid rice dice face race lace mice city nice <i>place</i> stencil spice space twice princess	pace biceps advice entice cygnet disgrace reduce replace workplace decent
/j/ g giant	<i>magic</i> Gill gem gym Gem gent huge germ <i>giant</i> spongy ginger danger stranger	tragic gentle energy
/y(oo)/ u human	music human unit uniform unicorn	musical stupid union
/oa/ ow snow	bow sow tow low snow slow show <i>grow</i> flow gown blow show shown flown blown throw arrow borrow elbow follow pillow shadow <i>window</i> yellow	below narrow sorrow bungalow meadow tomorrow

Word Bank for Phase 5

/ee/ ie shield	shield field shriek thief brief belief chief Barbie priest cookie	bodies brownies diesel hobbies handkerchief Abie
/e/ ea head	<i>head</i> dread sweat deaf dead bread breakfast heather leather meant leapt feather weather	dealt threat ready steady heavy breadth weapon meadow heaven headband
/uh/ er (schwa) river	<i>river better after never other mother another</i>	
/ur/ er fern	perm germ fern <i>her</i> herb kerb term perch every	stern herself permanent German merchant <i>everyone</i>
/c/ ch school	echo <i>school</i> chaos anchor chemist chorus character Christmas Chris	ache chord scheme orchid monarch stomach architect technical technology mechanic
/sh/ ch chef	chef chute parachute	quiche chic chaise chalet machine chiffon brochure chandelier pistachio Charlotte
/o/ a want	quad <i>want wanted</i> swap swan wand wasp wash squash wander	watch squad scald swab wallet wallaby quality
/ai/ a paper	acorn paper April radio alien bacon	Amy angel apricot crater <i>narrator</i> alligator
/ee/ e he	he we she be me delay <i>began</i> belong decide remind retake secret equal female genius Venus deliver	delete frequent reside prehistoric detect <i>he's</i> refund refresh venue dandelion beneath defeat
/igh/ y fly	try <i>fly why by</i> sky my shy dry July reply	ply sly sty apply comply supply defy imply magnify identify multiply
/ee/ y funny	army body party <i>baby</i> empty copy carry hairy holly lolly merry mummy daddy berry happy <i>very really</i> funny silly Molly family Billy angry entry spooky floppy penny <i>every everyone</i>	itchy duty dainty funky memory penalty injury laundry <i>suddenly</i> crunchy clumsy
/u/ ou young	young touch cousin country Douglas jealous	couple double trouble nourish courage carousel (Consider exploring 'gh' making /f/) enough tough rough
/oo/ ou soup	you soup youth group coupon	mousse coup wound toucan caribou cougar

Word Bank for Phase 5

Alternative Spellings for Phonemes		
/ee/ ee sheep	see been need keep feet queen bee cheek sheet beet seen meet week deep keep jeep seep feed weed seem peel teeth sheep peek meek seek keen weep sheet . tree free three green steep sleep creep creek bleep speed bleed street trees speech	pondweed treetop between chimpanzee
/ea/ ea treat	steamy dream dreaming cleaner creamy teacher leader teaspoon beast	teal plead underneath treatment daydream season ordeal reaching
/ee/ e-e these	Eve Pete these theme Steve swede even complete evening	delete compete athlete trapeze concrete concede extreme these
/ee/ ie shield	shield field shriek thief brief belief chief Barbie priest cookie handkerchief tier Katie Hattie	bodies brownies diesel hobbies movie shielding piece retrieve Neil
/ee/ y funny	army body party baby empty copy carry hairy holly lolly merry happy very really funny silly Molly family Billy angry crunchy clumsy entry spooky floppy penny lightly quickly every everyone sadly envy fancy	itchy duty dainty funky memory penalty injury laundry suddenly fantasy
/ee/ e he	he we she be me delay began belong decide remind retake secret equal female genius Venus deliver medium fever retake refund demand behave predict return relax	he's delete frequent reside prehistoric detect he's refund refresh dandelion detective vegan reheat cedar eclipse
/ee/ ey donkey	key alley donkey turkey trolley chimney jockey hockey Mickey kidney	dopey valley honey money curtsey medley paisley chutney
/oo/ oo moon	room soon food too moon zoo boot pool zoom boom cool tooth shoot bedroom bathroom fool loop mood loot doom hoof root noon hoot toot baboon rooftop boost spoon scoot scoop snoop swoop droop shampoo toothbrush cartoon afternoon	roost drool moonlight monsoon broomstick smoothie rooster Cooper
/oo/ ew chew	chew flew grew blew brew threw drew screw Andrew crew shrew	cashew jewel jewellery
/oo/ u-e rude	rule rude flute brute prune include	crude plume conclude salute Grute
/y(oo)/ u-e cute	cute amuse refuse confuse excuse cube tune mute huge use used	fume dune volume fortune distribute ridicule dispute perfume
/oo/ ue clue	Sue blue glue true clue cruel untrue	bluebell gruel gruesome bluebird
/y(oo)/ ue rescue	due cue fuel rescue value statue argue	duel venue residue overdue avenue
/oo/ ui fruit	suit fruit fruity juice suitcase swimsuit	bruise cruise recruit pursuit juiced suited

Word Bank for Phase 5

/ai/ ai rain	<i>again</i> rain laid paid tail rail main wait nail Gail Faith Zain pain maid pail fail mail aim wail hail sail bait chain faith snail train trail brain grain plain frail stain faint waist paint painted painting rainbow	afraid training trained sailed sailing railing fainted waited waiter remain chainmail rainfall complain painful raindrop Abigail
/ai/ ay spray	<i>day</i> say <i>may</i> way May bay pay ray lay hay stray <i>play</i> tray gray <i>away</i> jay Sunday Thursday Friday Saturday holiday display motorway okay crayon	delay underpay portray x-ray decay relay yesterday hurray
/ai/ a-e shake	ate shake <i>take</i> <i>cake</i> make <i>made</i> <i>came</i> <i>gave</i> rake date fake lake hate mate fate late rate grate grape flake skate plate slate grave pancake amaze mistake awake cupcake	tame glaze arcade remake surname inflate invade escape brigade ablaze
/ai/ a paper	acorn paper April radio alien bacon	Amy angel apricot crater narrator alligator vacant fragrant Jacob
/ai/ ey grey	hey they grey prey	whey obey survey heyday surveyor disobey convey Freya
/ai/ eigh eight	eight neigh weigh eighth sleigh eighteen eighty neighbour	freight weighty reweigh airfreight heavyweight paperweight neighbourhood
/ai/ ea steak	steak break great	Eamonn
/igh/ igh	<i>night</i> <i>right</i> high light sight fight nightlight sunlight sigh tight might bright flight fright thigh	fighters brighter lighter higher tonight spotlight highlighter midnight delight delighted tightly
/igh/ ie tries	pie tie lie die pied died lies lied <i>cried</i> fried tried dried tries fries skies untie magpie	replied applied satisfied
/igh/ i-e time	<i>time</i> <i>live</i> bite <i>white</i> bike ride pike mine pine lime line wife nine vine time five ripe wipe dice dine nice like <i>liked</i> kite fire hire wide tide side swipe slide glide spike shine drive bride crime <i>inside</i> <i>shine</i>	chime dime hive stride pride whine divine grapevine sunshine
/igh/ y fly	try <i>fly</i> <i>why</i> <i>by</i> sky my shy dry July reply	ply sly sty apply comply supply defy imply magnify identify multiply
/igh/ i tiger	<i>find</i> kind child mind wild blind grind mild item final pilot silent tiger behind	iris idol crisis icon
/oa/ oa boat	<i>boat</i> coat road soap toad goat goats foam moan Joan oak moat foal coal load float moan loaf coach roast toast poach soak boatman raincoat cupboard keyboard	groan cloak bloat broach boast coast hoax koala stoat abroad upload floating groaning soaking soaked poaching poached toasted roasted goalkeeper goalpost lifeboat bloated coaster roaring loaded railroad uncoated
/oa/ ow snow	bow sow tow low <i>snow</i> slow show <i>grow</i> flow gown blow show shown flown blown throw arrow borrow elbow follow pillow shadow <i>window</i> yellow below	narrow sorrow bungalow meadow tomorrow

Word Bank for Phase 5

/oa/ oe toe	Joe toe hoe goes toenail tiptoe heroes	doe echoed echoes aloe potatoes tomatoes
/oa/ o-e home	<i>home</i> bone phone poke rode cope nose coke woke cone joke robe vote hose role mole drone bloke broke alone throne awoke tadpole	mode quote explode remote compose backbone episode awoke telescope trombone envelope notebook
/oa/ o	go no so both don't only most over going	bonus focus Joseph Nicola
/o/ ol cold	<i>told old cold</i> bold gold fold sold	older bolder colder folding golden
/o/ oul shoulder	shoulder boulder mould	moulding poultry smoulder
/ow/ ow cow	<i>now how town down</i> owl cow wow bow row vow howl fowl gown brow frown drown crown brown scowl crowd clown growl	crowned crowded clowning browning scowling growling frowning howling
/ow/ ou loud	out <i>our</i> loud <i>found</i> mouth pouch ouch south cloud crouch sound pound <i>round around</i> count sprout <i>about</i> shouted trousers cloudy	noun louder hound mound bound voucher underground
/ow/ ough plough	plough bough	drought ploughing
/oi/ oi foil	boil foil coin join soil oil toil coil void tinfoil avoid joining spoiling	point hoist moist oink groin spoilt joint spoil
/oi/ oy toy	joy <i>boy boys</i> soy toy toys Roy annoy loyal royal joyful cowboy enjoy ahoy	coy employ destroy oyster annoying enjoying loyalty
/ar/ ar farm	<i>car park dark hard</i> arm jar farm bar barn bark mark star card shark chart cars Carl farmyard carpark far cart start tart harm dart harp arch sharp harsh yards march	scar smart snarl spark starlight charming Martin
/ar/ a father*	<i>can't</i> father rather	lather (bath path for southern accents)
/ar/ al half	calf half balm calm palm	almond psalm balmy qualm
/u/ u	but shut stuck spun must plug ugly dust pump stung crust sunset under butter button shutter umbrella lunchbox tantrum pumpkin	buttering trumpet strung shutting thankful understand unhappy unclean
/u/ oo cook	<i>took good look book looking</i> hood foot cook <i>looks</i> books blood brook shook crook wood wool hook cooking	booking booklet hooded wooden
/u/ oul could	could <i>would</i> should	<i>couldn't</i> wouldn't shouldn't
/or/ or	<i>or for morning</i> fork born horn short sort born torch cord corn torn worn pork port lord north fort thorn horns sorts sport organ torch storm short forget order forty	snoring scoring sorting sorted fortnight sword tornado stormy shorter portrait
/or/ aw claw	law <i>saw</i> raw jaw paw lawn yawn thaw shawl draw claw straw crawl prawn jigsaw awful	dawn frogspawn squawk trawl awkward chainsaw withdraw

Word Bank for Phase 5

/or/ au author	Paul author August launch haunt	haul taut maul cause daunt audio auburn autumn automatic astronaut
/or/ oor floor	<i>door</i> poor floor poorer indoor outdoor doorbell doormat doorstep doormat outdoors backdoor	trapdoor poorest doorbell moor moorhen moorland tandoori
/or/ ore more	<i>more</i> shore swore store ore bore core bored score store snore before	pore gore chore spore adore ignore galore pinafore superstore carnivore herbivore omnivore bookstore
/or/ al walk	all walk talk chalk tall <i>small</i> ball call hall fall stalk also almost always alright already stall smaller taller called talking	beanstalk calling recall overall basketball
/or/ our court	for <i>your</i> court four pour tour fourth fourteen	tournament velour poured pouring toured touring
/or/ oar roar	oar boar board roar soar cardboard keyboard surfboard chalkboard blackboard skateboard	cupboard soared scoreboard hoard coarse hoarse uproar
/or/ augh taught	caught taught naughty daughter granddaughter	fraught distraught stepdaughter
/or/ ough bought	bought thought brought	though although sought
/ur/ ur burn	fur burn turn curl hurt burp church urn surf	blur blurb slurp spurt burnt burst churn hurl lurk turnip
/ur/ ir bird	fir sir <i>birds girl first</i> third firm stir dirt birth swirl twirl skirt shirt dirty thirst thirsty thirteen birthday	chirp smirk squirt confirm thirty quirky circus squirm whirl
/ur/ er germ	perm germ fern <i>her</i> herb herbs kerb term perch every serve person stern herself perfume	verb permanent German merchant expert overalls lottery western exercise general eastern termly mercy concert perfect servant perky
/ur/ or world	worm word words <i>work</i> world worst worth worker workshop homework	worthy worship artwork bookworm worldwide
/ur/ ear learn	earn learn pearl earth heard search early pearly early	earl hearse unearth unheard research earnest earthworm rehearsal
/ear/ ear clear	ear near hear tear tears year dear beard fear gear gears rear spear clear earring appear nearer clearly	smear shear yearly gearstick hearing earwig unclear teardrop disappear dreary
/ear/ eer cheer	deer beer cheer sneer steer meerkat cheery	reindeer volunteer eerie veneer puppeteer engineer peer sneering steering career pioneer
/ear/ ere here	<i>here</i> sphere severe	cashmere atmosphere interfere hemisphere persevere Windermere sincere
/air/ air chair	<i>air</i> fair hair pair pairs stair stairs chair chairs stairs unfair hairbrush haircut airport fairy hairy wheelchair unfair	lair flair airship repair dairy éclair fairground staircase despair midair impair Claire

Word Bank for Phase 5

/air/ ear bear	<i>bear</i> pear tear wear wears swear tearing wearing	menswear pearshaped sleepwear
/air/ are share	hare care bare share dare share spare stare flare scare stare square	mare rare scared glare fare snare blare welfare nightmare compare beware prepare declare hardware
/air/ ere there	<i>where</i> there somewhere everywhere nowhere	<i>there's</i> premiere werewolf anywhere
/l/ le apple	uncle table maple staple circle noodle jungle apple simple dimple candle needle bundle sniffle shuffle temple people purple tackle crinkle freckle pickle sprinkle buckle puzzle drizzle	ladle frazzle scrabble example ramble article stifle miracle obstacle tentacle
/l/ al metal	metal medal pedal final petal signal animal general material local	verbal central formal personal practical symmetrical classical diagonal finally
/z/ se cheese	<i>please</i> use raise noise cheese choose confuse pause praise	ease cause phase clause braise browse pleased
/z/ ze freeze	ooze breeze freeze bronze sneeze tweeze snooze squeeze	frieze gauze maize
/zh/ s treasure	usual closure measure pleasure treasure	visual casual casualty usually unusual composure enclosure exposure
/zh/ si vision	vision confusion decision division revision television	fusion version diversion erosion exclusion illusion occasion
/n/ kn knee	<i>know</i> knee kneel knelt knife knit knife knock knot know known knickers	knack knead knuckle knick-knack
/n/ gn gnaw	gnaw gnat gnome sign design signpost signing	gnarl gnash assign resign campaign reign
/r/ wr wrist	wrap wreck wreath write writes wrong wrote unwrap wrinkle wrinkly writer wriggle	wren wreak wrench wright written writing
/j/ ge large	large urge whinge change range orange fringe strange	bulge barge beige verge binge tinge gouge siege hinge lunge marge oblige enrage plunge arrange indulge enlarge challenge
/j/ dge bridge	edge wedge badge dodge hedge judge nudge ledge fudge lodge budge bridge smudge sledge dodge fridge porridge dodgems	stodge grudge trudge partridge cartridge drawbridge knowledge acknowledge
/s/ c cell	ice ace cell acid rice dice face race lace mice city nice <i>place</i> stencil spice space twice princess	pace biceps advice entice cygnet disgrace reduce replace workplace decent
/s/ se mouse	<i>horse mouse house</i> sense rinse tense nurse grease crease tortoise because geese goose loose lighthouse playhouse promise	dense glimpse browse grouse universe disperse converse increase applause release

Word Bank for Phase 5

/s/ ce dance	fence dance voice force juice pence since mince prince police niece sauce balance sentence France fleece fierce	cement entrance source defence absence offence distance announce commence importance
/s/ sc science	scent muscle scene science scissors scenery	ascend crescent abscess descend fascinate scenario
/s/ st whistle	castle whistle wrestle listen rustle fasten glisten Christmas wrestler	jostle hustle nestle trestle bristle gristle christen thistle
/sh/ ch	chef chute parachute machine	quiche chic chaise chalet chiffon brochure chandelier pistachio Charlotte
/sh/ ti potion	potion lotion action mention section option fiction suction patient description station fraction attention initials direction information caption	essential cautious infection affection infectious completion accommodation creation
/sh/ ssi mission	mission session passion discussion permission expression	compassion admission profession impression obsession possession percussion
/sh/ si mansion	mansion tension comprehension	extension suspension dimension expansion
/sh/ ci delicious	facial social special precious optician vicious delicious mathematician	ancient official gracious efficient beneficial atrocious artificial efficient ferocious mathematician
/sh/ s sugar	sure sugar	sugary
/sh/ ss tissue	pressure tissue issue	assure reassure
/sh/ ce ocean	ocean	crustacean
/m/ mb thumb	lamb bomb thumb comb crumb climb breadcrumb	limb numb climber climbing plumber plumbing tomb honeycomb
/v/ve give	<i>I've give live lived</i> love leave solve nerve serve curve nerve glove active massive detective positive expensive	relative sensitive captive native attractive extensive aggressive
/ch/ tch match	itch match pitch patch catch witch watch snatch twitch stretch hatch ditch fetch scratch kitchen butcher ketchup matchstick	etch hitch latch notch clutch snitch sketch sketchpad sketchbook dispatch pitchfork switched switching snatching catching watched watching scratched scratching Mitchell
/ch/ ture adventure	nature picture mixture creature capture furniture adventure future nature	feature rupture culture moisture puncture fracture sculpture feature signature departure fixture

Red Rose Letters and Sounds

Formation Phrase Handwriting Patter

It is recommended that when teaching letter formation, a phrase is used in order to embed the directionality. All adults who teach letter formation are encouraged to use the same approach as children learn effectively through repetition.

This chart provides an overview of the formation phrases linked to the Red Rose Letters and Sounds Planning Programme.

a	Round the anchor and down the rope.	n	Down the nose and over the nostril.
b	Down the bat and round the ball.	o	Back around the octopus.
c	Curl round the cat.	p	Down the path, up the path and round the pond.
d	Back round the dog's body, up to his ears and down to his tail.	q	Quick! Back round the pond, down and splash.
e	Across the shelf and over the elf.	r	Rain down to the ground and over the rainbow.
f	Follow down the flamingo and fly.	s	Slip down the slide.
g	Go round the gorilla and swing from the vine.	t	Down the tree and across the branch.
h	Down the hill and over the hedge.	u	Down under the sea, up for breath and down again.
i	Down the insect and don't forget his cap.	v	Down the vase and up the vase.
j	Jump off the jetty and don't forget your cap.	w	Down the wave and up the wave. Down the wave and up the wave.
k	Down the koala's body, arm and leg.	x	Cross the box and cross the box.
l	Down the long ladder.	y	Down the yo-yo, up the yo-yo and swing.
m	Down the mound and over the moles.	z	Zip, zap, zoom!