Order in which phonemes are introduced in ‘Letters and Sounds’ C. Birt.

**Phase 1**
Seven Aspects: Three strands in each 1) tuning in to sounds 2) listening and remembering sounds 3) talking about sounds
Oral segmenting and blending introduced in Aspect 7
Continues through all Phases

**Phase 2**
19 grapheme-phoneme correspondences
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 l, ll ss

**Phase 3**
25 more grapheme-phoneme correspondences
Set 6: j v w x
Set 7: y z, zz qu
Phase 3 two and three letter graphemes:
ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

**Phase 4**
No new graphemes
Consolidation of above to read and spell words containing adjacent consonants and to read and spell polysyllabic words-segmenting to spell, blending to read

**Phase 5**
New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes
**New graphemes:**
ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw)
wh (when) ph (photo) ew (new) oe (toe) au (Paul)
Split digraphs
a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

**New pronunciations for known graphemes:**
i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread),
er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you)

**Alternative spellings for phonemes:**
See page 144 ‘Letters and Sounds’-Teaching alternative spellings for phonemes
See page 154 ‘Letters and Sounds’-Bank of words and other materials/activities for Phase 5.

**Phase 6 (see also Y2/3 Spelling Programme and Spelling Bank)**
Consolidation of all of above
Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers.
Past tense words
Adding Suffixes/prefixes to make longer words
Tricky ‘bits’ in words and use of memory strategies-