

# ELS Term-by-term Progression

Reception 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/ <b> /f/ <f> <ff> /i/ <i> <ii>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception Autumn 2: Phase 3					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /x/ <x>	/y/ <y> /z/ <z> <zz> /ow/ <ou> /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 Spring 1: Phase 3-4*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo>	/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, tail	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 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 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 CCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

### Reception Summer 2: Phase 5 introduction

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

### Year 1 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> /ɪgʰt/ <ie> /eɪ/ <ea>	Revise: /aʊ/ <oy> /aʊ/ <ir> /i(j)ʊəl/ <ue> /o:əl/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /i(j)ʊəl/ <ew> /o:əl/ <oe>

### Year 1 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: aɪ/ <ou> /eɪ/ <ey> /aɪ/ <a-e> /eɪ/ <e-e>	Revise: /ɪgʰt/ <i-e> /o:əl/ <o-e> /i(j)ʊəl/ <u-e> /s/ <c>	/eɪ/ <y> /o:əl/ <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 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/aɪ/ <a> (acorn) /aɪ/ <ey> (they) /aɪ/ <ea> (great) /aɪ/ <eigh> (weight) /ɑː/ <a> (father) /eə/ <e> (he) /ɪŋh/ <i> (find) /ɪŋh/ <y> (by)	/oʊ/ <o> (go) /ɒ/ <a> (was) /u/ <u> (push) /j/ + /oʊ/ <ou> (music) /ɔː/ <ch> (school) /ʃh/ <ch> (chef) /eə/ <ea> (head) /eə/ <ie> (friend)	/ɜː/ <or> (world) /ɜː/ <ear> (learn) /oʊ/ <ou> (soup) /oʊ/ <ou> (shoulder) /eə/ <ie> (brief) /v/ <ve> (have) /j/ <y> (gym)	Assess and review week Y1:9	/aɪə/ <are> (care) /aɪə/ <ere> (there) /aɪə/ <ear> (pear) /tʃh/ <tch> (catch)
		here, sugar	because		

### Year 1 Spring 2: Phase 5

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

### Year 1 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).					