




Success for All 
Phonics

A Complete Systematic Synthetic Phonics (SSP) Programme for Primary Schools

Weekly Scope and Sequence - Reception

This **Summary Scope and Sequence** for Success for All Phonics provides an overview of our **Systematic Synthetic Phonics (SSP) programme**, highlighting its alignment to **Letters and Sounds**. Children learn to read and make progress through **Six Phases**. They read decodable **Shared Readers** from Phase 2 where the teaching of GPCs in phonics lessons is aligned with the Shared Reader. The Shared Readers include a range of genres that will appeal to all readers by including familiar characters, settings and topics relevant to children of all ages. Phase 6 provides lessons to consolidate spelling skills and includes less-common GPCs. Progression is built-in throughout the programme with an increase in the level of challenge in the skills taught in each phase. Our lessons follow a review, teach, practise and apply cycle. There are regular opportunities for review and consolidation at a pace that ensures your children keep up. Where children need additional support there are a range of strategies to support them.

For the first 14 weeks of the programme, the **Shared Readers** contain the previous week's GPCs. Starting in week 17, the **Shared Readers** include the focus GPC for the week.

Common Exception Words marked with an asterik* may/not be Tricky Words according to regional accent.

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	Text Level		
Phase 1	Reception Term 1			Words Correct Per Minute - End of Term Goal: 15			
	1			Oral Blending, Segmenting and Alphabet Chant			
Phase 2	2			Oral Blending, Segmenting and Alphabet Chant			
	3	s a t p	1i - 4i	Blend and Segment CVC words	Read words consistent with their phonic knowledge by sound-blending.	Write new and previously learnt GPCs in upper and lower case	
	4	i n m d	5i - 8i				
	5	g o c k	1	Blend and Segment CVC words	Read words consistent with their phonic knowledge by sound-blending.		
	6	ck e u r	2				
	7	Consolidation Week	3	Consolidate above skills			
	8	h b f ff	4	Read Common Exception Words	Read words consistent with their phonic knowledge by sound-blending.	Write new and previously learnt GPCs in upper and lower case with more being formed correctly.	
	9	l ll ss	5		Read words consistent with their phonic knowledge by sound-blending.		
10	j v w	6	Read CVC words with -s ending /s/ sound	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.			
11	x y z	7	Read CVC words with -s ending /z/ sound				
12	Consolidation Week	8	Consolidate above skills				
Phase 3	Reception Term 2			Words Correct Per Minute - End of Term Goal: 25			
	13	zz qu ch	9	Read some CCVC and two-syllable words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Spell words with new and previously taught GPCs by identifying sounds in them.	be me his
	14	sh th ng	10	Read CVC and double-consonant words with -ing endings		Spell words and write short sentences with new and previously taught GPCs	no so has
	15	Consolidation Week	11	Consolidate above skills			
	16	Consolidation Week	12	Consolidate above skills			
	17	ai (train) (+ blend nk)	13	Read CVCC words and sentences including Yr1 CEWs	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	do her

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	Text Level		
Reception Term 3	18	ee (tree)	14	Consolidate above skills		Consolidate above skills	my by
	19	igh (light)	15				ask* our
	20	oa (goat)	16				says they
	21	oo (zoo)	17				said was
	22	oo (book)	18				were put all
	23	ar (car)	19				there like
	24	Consolidation Week	20				Consolidate above skills
	Reception Term 3				Words Correct Per Minute - End of Term Goal: 35		
	25	or (corn) Common Alternatives: (/or/ ore; /s/ se)	21	Consolidate above skills	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop that can be read by others.	here where
	26	ur (purple)	22	Read CVC words with -es endings			today when what
	27	ow (cow) Common Alternatives: (/d/ ed; /t/ ed)	23	Read CVC words with -ed endings			come some
	28	oi (boil) Common Alternatives: (/z/ ze se)	24	Read sentences with contraction words			push pull
	29	ear (clear)	25	Consolidate above skills			friend school out
	30	Consolidation Week	26	Consolidate above skills			
31	air (hair)	27	Consolidate above skills	Anticipate – where appropriate – key events in stories.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop that can be read by others.	one once	
32	ure (pure, picture) Common Alternatives: (/v/ ve)	28				your love	

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	Text Level		
	33	er (batter)	29	Read nouns and adjectives with -er ending	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		house full little
Phase 4	34	Consolidation Week	30	Review and consolidate all Reception level content			Consolidate Y1 CEWs
	35	Consolidation Week	31				Consolidate Y1 CEWs
	36	Consolidation Week	32				Consolidate Y1 CEWs