

	Autumn half-term 1	Autumn half-term 2	Spring half-term 1	Spring half-term 2	Summer half-term 1	Summer half-term 2
Nursery	/m/ m /p/ p /b/ b /n/ n /t/ t /d/ d Environmental sounds Instrumental sounds Body percussion	/w/ w /h/ h /k/ c k /g/ g /f/ f /s/ s Rhythm and rhyme Alliteration Voice sounds	/y/ y /ng/ ng /v/ v /l/ l /ch/ ch /sh/ sh Environmental sounds Instrumental sounds Body percussion	/z/ z /r/ r /j/ j /th/ th /k+w/ qu /k+s/ x Rhythm and rhyme Alliteration Voice sounds	/a/ a /i/ i /e/ e /o/ o /u/ u /ai/ ai Environmental sounds Instrumental sounds Body percussion	/ee/ ee /igh/ igh /oa/ oa /or/ or /oo/ oo /oo/ oo Rhythm and rhyme Alliteration Voice sounds
	Lilac Lift Off		Lilac first Words		Lilac More Words	
Reception	s a t i p n m d g o c k I the go to no into	ck e u r h b f ff l ll ss I the go to no into	j v w x y z zz qu he she we me be was my you her they all are	ch sh th ng ai ee igh oa oo oo he she we me be was my you her they all are	ar or ur ow oi ear air ure er someone said come do so were when have there out like little what	wh ph /ai/ ay a-e a /ee/ e-e ie ea some one said come do so were when have there out like little what
	Pink		Red		Yellow	Blue

Year 1	/igh/ i i-e ie y /oa/ o-e ow oe o /ee/ y ey	/y+oo/ u u-e ue ew long /oo/ u u-e ue ew /ur/ er ir ou oy	/or/ au aw al our ore oor augh /oa/ ou long /oo/ ou /ar/ a al /ur/ ear or /eer/ eer ere /air/ are ear ere	/s/ c se ce /j/ g dge ge /e/ ea /uh/ o /k/ ch /sh/ ch	le ed ed mb kn gn wr tch /zh/ s si ge	/ch+u/ ture /i/ y /s/ sc st /o/ a /sh/ ti ci ssi
	some one said come do so were when have there out like little what	oh their people Mr Mrs looked called asked could water where	who again thought through many laughed because any eyes friends once please	oh their people Mr Mrs looked called asked could water where	oh their people Mr Mrs looked called asked could water where	who again thought through many laughed because any eyes friends once please
	Blue	Green		Orange		
Year 2	/ai/ ai, ay, a-e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o	/w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /ar/ ar, a, al	/or/ or, au, aw, al, a, ar /or/ our, ore, oor, augh /ur/ ur, er, ir, ear, or /ou/ ou, ow /oi/ oi, oy	/eer/ ear, eer, ere /air/ air, are, ear, ere /s/ s, ss, c, se, ce, sc, st /j/ j, g, dge, ge	/t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /k/ c, k, ck, ch /r/ r, rr, wr /l/ l, ll /ul/ le, il, al, el	/i/ i, y /o/ o, (w)a (qu)a /e/ e, ea /zh/ s, si, ge /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti, ci, ssi
	homophones and near-homophones suffixes	possessive apostrophes suffixes	contractions suffixes	homophones and near-homophones suffixes	possessive apostrophes suffixes	contractions suffixes
	Turquoise	Purple		Gold	White	
Blue	Green		Orange			

*Colours Blue, Green and Orange are shown against Year 2 to enable dual aspect teaching. In Year 2 we revisit the alphabetic code but with a heavier emphasis on spelling and age-appropriate content. We teach in a very similar order to the Year 1 pathway which means that the Year 2 teacher can teach whole class lessons using the age-appropriate colour banding for Y2 (turquoise, purple, gold and white) but learners who might still lack confidence, fluency or decoding accuracy can read Target Practice Readers at Blue, Green and Orange that tie in with the teaching content. This approach enables lower attaining learners an opportunity to keep up with Year 2 teaching whilst closing the gap before KS2. It also supports mixed aged group teaching.