

Phase 2

Foundation

| Phase Week | Letter Progression | Fiction | | | Non-Fiction | | |
|------------|--------------------|---|---|---|--|---|---|
| 1 | satp |  |  | |  |  | |
| 2 | inmd |  |  | |  |  | |
| 3 | gock |  |  | |  |  | |
| 4 | ckeur |  |  | |  |  | |
| 5 | hbfff |  |  |  |  |  |  |
| | | | | |  | | |
| 6 | llss |  |  |  |  |  |  |
| | |  |  | |  | | |

Readers can be introduced at the end of the phase week to ensure all graphemes have been taught. The plural -s is not explicitly taught as a suffix until Phase 6, but has been include to support comprehension as its use is decodable.

Phase 2

Foundation

| Phase Week | Letter Progression | Fiction | Non-Fiction |
|------------|-----------------------|---------|-------------|
| 7 | Revision a e i o u | | |
| 8 | Revision | | |

Pictured: JL381, BB106 and BB136

Pictured: JL387, BB112 and BB100

Phase 3

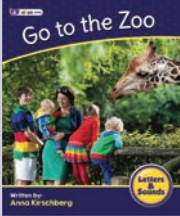
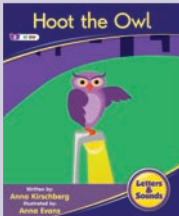

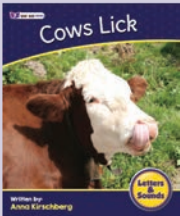
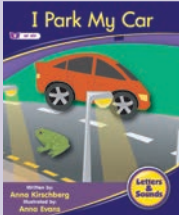


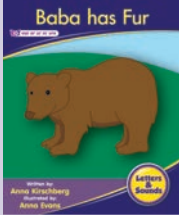

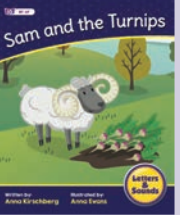

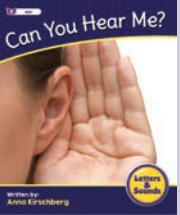









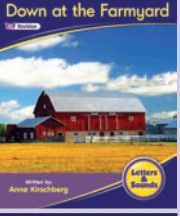
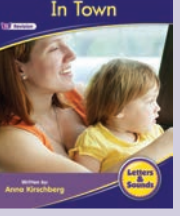


Foundation

| Phase Week | Letter Progression | Fiction | Non-Fiction |
|------------|------------------------------------|---|--|
| 1 | j v w x |   |   |
| 2 | y z zz |  | <p>Use previously taught decodable readers</p> |
| 3 | Upper Case (part 1) | <p>Use previously taught decodable readers</p> | <p>Use previously taught decodable readers</p> |
| 4 | Upper Case (part 2) | <p>Use previously taught decodable readers</p> | <p>Use previously taught decodable readers</p> |
| 5 | qu ch sh |   |    |
| 6 | th (voiced) th (unvoiced) ng |    |  |
| 7 | ai ee igh e/ee |   |  |
| 8 | oa oi oo (short) oo (long) |    |    |

Readers can be introduced at the end of the phase week to ensure all graphemes have been taught. The plural -s is not explicitly taught as a suffix until Phase 6, but has been include to support comprehension as its use is decodable.

Phase 3

Foundation

| Phase Week | Letter Progression | Fiction | Non-Fiction |
|------------|--------------------------------|---|--|
| 8 | oa oi oo(short) oo(long) | (continued) |  |
| 9 | ow (how) ow (low) ow/oa |   |  |
| 10 | ar air ai/air |   |  |
| 11 | ear er ur er/ur |    |    |
| 12 | or ure ur/ure |  |    |
| 13 | Syllables |    |      |

Pictured: JL382 and BB107

Pictured: JL388 and BB113

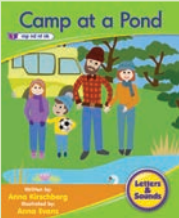



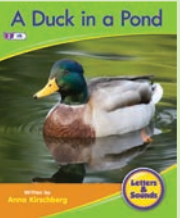





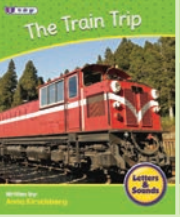


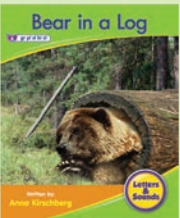
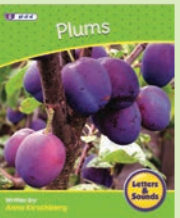



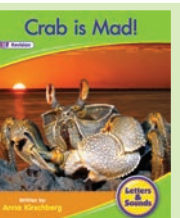
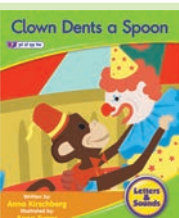

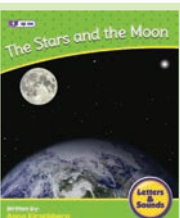
| Phase Week | Letter Progression | Fiction | Non-Fiction |
|------------|-----------------------|---------|-------------|
| 14 | Revision & Assessment | | |

Pictured: BB137

Pictured: BB101

Phase 4

Foundation






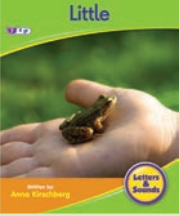







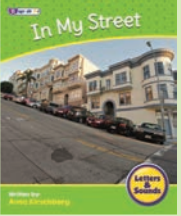




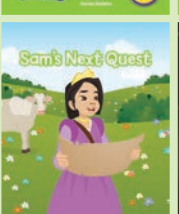
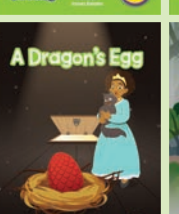



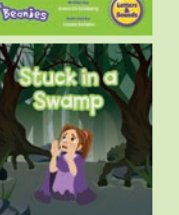











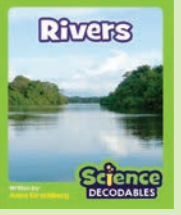

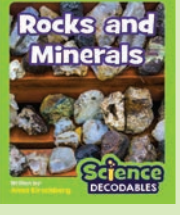
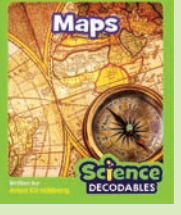
| Phase Week | Letter Progression | Fiction | Non-Fiction |
|------------|--|---|--|
| 1 | CVCC (np mp nt nk st ft lk sk) |      |        |
| 2 | CCVC (fr br cr tr gr dr pr) |       | |
| 3 | CCVC (pl bl gl sl fl cl st sp sn sm sw) |     | |
| 4 | CCVCC (short vowels) |     |    |
| 5 | CVCC CCVC CCVCC (long vowels) |     | |

Readers can be introduced at the end of the phase week to ensure all graphemes have been taught.

The plural -s is not explicitly taught as a suffix until Phase 6, but has been include to support comprehension as its use is decodable.

Phase 4

Foundation

| Phase Week | Letter Progression | Fiction | Non-Fiction |
|------------|-------------------------|--|--|
| 6 | Two Syllable Words |   |     |
| 7 | ccvc/ cvcc |      |     |
| 1 to 6 | Revision and Assessment |             |             |

Pictured: JL383, BB108 and BB138

Pictured: JL389, BB114 and BB102

Phase 5 Decodables Tracker

Year 1

| Phase Week | Letter Progression | Fiction | Non-Fiction |
|------------|-------------------------------|---|---|
| 1 | ay ou ie ea |   |    |
| 2 | oy ir ue (oo) ue (y-oo) |  |  |
| 3 | aw wh ph oe |    |     |
| 4 | ew (oo) ew (y-oo) au ey |    |    |
| 5 | a-e e-e i-e |  |    |
| 6 | o-e u-e (oo) u-e (y-oo) |   |  |


Pictured: JL384 and BB109

Pictured: JL390 and BB115

Readers can be introduced at the end of the phase week to ensure all graphemes have been taught. The plural -s is not explicitly taught as a suffix until Phase 6, but has been include to support comprehension as its use is decodable.












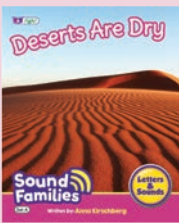
















Phase 5 Decodables Tracker; Revision

Year 1

| Phase Week | Letter Progression | Fiction | | | Non-Fiction | | |
|------------|--------------------|---|---|---|--|---|---|
| | |  |  |  |  |  |  |
| | |  |  | |  | | |
| | |  |  |  |  |  |  |
| | |  |  | |  | | |
| 7 | Revision |  |  |  |  |  |  |
| | |  |  |  |  |  |  |
| | |  |  |  |  |  |  |
| | |  |  |  |  |  |  |

Phase 5.5 Decodables Tracker

Year 1

| Phase Week | Letter Progression | Fiction | | Non-Fiction | |
|------------|-----------------------------------|---|---|--|---|
| 1 | /ai/ (revise ai ay a-e) a ey |  |  |  |  |
| 2 | /ee/ (revise ee ea e-e ey) e y ie |  |  |  |  |
| 3 | /igh/ (revise igh ie i-e) i y |  |  |  |  |
| 4 | /oa/ (revise oa ow oe o-e) o ou |  |  |  |  |
| 5 | /oo/ (revise oo ue ew u-e) ou |  |  |  |  |
| 6 | /y-oo/ (revise ue ew u-e) u |  |  |  |  |
| 7.1 | /r/ wr |  | |  | |
| 7.2 | /n/ kn gn |  | |  | |

Pictured: BB142 and BB143

Pictured: BB146 and BB147

Phase 5.5 Decodables Tracker

Year 1

























| Phase Week | Letter Progression | Fiction | Non-Fiction |
|------------|---------------------|---|--|
| 7.3 | /m/ mb |  |  |
| 8.1 | /ch/ tch |  |  |
| 8.2 | /k/ ch |  |  |
| 9 | /sh/ ch ci ti ss |  |  |
| 10.1 | /j/ g dg |  |  |
| 10.2 | /v/ ve |  |  |
| 11.1 | /u/ o |  |  |
| 11.2 | /e/ ea |  |  |
| 11.3 | /i/ y |  |  |
| 12 | /s/ c se st |  |  |

Pictured: BB143

Pictured: BB147

Phase 5.5 Decodables Tracker

Year 1

| Phase Week | Letter Progression | Fiction | | Non-Fiction | |
|------------|------------------------------------|---|---|--|---|
| 13.1 | /zh/ s ss |  | |  | |
| 13.2 | /z/ se |  | |  | |
| 14 | /ar/ a al |  |  |  |  |
| 15 | /or/ (revise or aw au) al our ough |  |  |  |  |
| 16 | /ur/ ear or |  |  |  |  |
| 17 | /air/ ear are |  |  |  |  |
| 18 | /ear/ eer ere |  |  |  |  |

Pictured: BB144

Pictured: BB148

Readers can be introduced at the end of the phase week to ensure all graphemes have been taught.

Phase 6 Decodables Tracker

Year 1

| Phase Week | Letter Progression | Fiction | | Non-Fiction | |
|------------|---------------------|---------|--|-------------|--|
| 1 | suffixes -s and -es | | | | |
| 2 | suffix -ing | | | | |
| 3 | suffix -ed | | | | |
| 4 | suffix -er | | | | |
| 5 | suffix -est | | | | |
| 6 | prefix un- | | | | |

Pictured: BB145

Pictured: BB149

Readers can be introduced at the end of the phase week to ensure all graphemes have been taught.

Phase 5 Decodables Tracker; Revision

Year 1

| Phase Week | Letter Progression | Fiction | Non-Fiction |
|------------|--------------------|---------|-------------|
| 1 to 6 | Revision | | |
| | | | |

Pictured: JL384, BB109 and BB139

Pictured: JL390, BB115 and BB103