# ELS Term-by-term Progression

| Reception/Primary 1 Autumn 1: Phase 2 | | | | | |
|---|---|---|---|---|---|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| /s/ <s><br>/a/ <a><br>/t/ <t><br>/p/ <p> | /i/ <i><br>/n/ <n><br>/m/ <m><br>/d/ <d> | /g/ <g><br>/o/ <o><br>/c/ <c> <k> | /k/ <ck><br>/e/ <e><br>/u/ <u><br>/r/ <r> | /s/ <ss><br>Assess and review week R:1 | /h/ <h><br>/b/ <b><br>/f/ <f> <ff><br>/l/ <l> <ll> |
| | I, the, no | put, of, is | to, go, into | pull | as, his |

| Reception/Primary 1 Autumn 2: Phase 3 | | | | | |
|---|---|---|---|---|---|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| /j/ <j><br>/v/ <v><br>/w/ <w><br>/ks/ <x> | /y/ <y><br>/z/ <z> <zz><br>/kw/ <qu><br>/ch/ <ch> | /sh/ <sh><br>/th/ <th><br>(voiced and unvoiced)<br>/ng/ <ng><br>/nk/ <nk> | /ai/ <ai><br>/ee/ <ee><br>/igh/ <igh><br>/oa/ <oa> | –es (where there is no change to the root word)<br>Assess and review week R:2 | Review week R:3 |
| he, she, buses | we, me, be | push | was, her | | my, you |

| Reception/Primary 1 Spring 1: Phase 3-4* | | | | | |
|---|---|---|---|---|---|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Review week R:4<br>/oo/ <oo> (book) | /ar/ <ar><br>/ur/ <ur><br>/oo/ <oo> (food)<br>/or/ <or> | /ow/ <ow><br>/oi/ <oi><br>/ear/ <ear><br>/air/ <air> | /ure/ <ure><br>/er/ <er><br>/oa/ <ow> | Assess and review week R:5 | Review week R:6 |
| | they, all, are | | ball, tall | 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/Primary 1 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 | |

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| Reception/Primary 1 Summer 1: Phase 4 | | | | | |
|---|---|---|---|---|---|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Phase 4:1<br>CVCC<br>–ed /ed/ | Phase 4:2<br>CCVC<br>–ed /t/ | Phase 4:3<br>CCVCC<br>–ed /d/ | Phase 4:4<br>CCCVC | Assess and review week R:13 | Phase 4:5<br>CCCVCC<br>–er –est |

| Reception/Primary 1 Summer 2: Phase 5 introduction | | | | | |
|---|---|---|---|---|---|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| /ai/ <ay><br>/ow/ <ou><br>/igh/ <ie><br>/ee/ <ea><br>–le | /oi/ <oy><br>/ur/ <ir><br>/(y)oo/ <ue><br>/or/ <aw> | /w/ <wh><br>/f/ <ph><br>/(y)oo/ <ew><br>/oa/ <oe> | /or/ <au><br>/ee/ <ey><br>/ai/ <a–e><br>/ee/ <e–e> | Assess and review week R:14 | /igh/ <i–e><br>/oa/ <o–e><br>/(y)oo/ <u–e><br>/s/ <c> |
| oh, their | people, Mr, Mrs | your, ask, should | would, could, asked | house, mouse, water | want, very |

| Year 1/Primary 2 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:<br>/ai/ <ay><br>/ow/ <ou><br>/igh/ <ie><br>/ee/ <ea> | Revise:<br>/oi/ <oy><br>/ur/ <ir><br>/(y)oo/ <ue><br>/or/ <aw> | Assess and review week Y1:3 | Revise:<br>/w/ <wh><br>/f/ <ph><br>/(y)oo/ <ew><br>/oa/ <oe> |

| Year 1/Primary 2 Autumn 2: Phase 5 | | | | | |
|---|---|---|---|---|---|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Revise:<br>/or/ <au><br>/ee/ <ey><br>/ai/ <a–e><br>/ee/ <e–e> | Revise:<br>/igh/ <i–e><br>/oa/ <o–e><br>/(y)oo/ <u–e><br>/s/ <c> | /ee/ <y><br>/or/ <al><br>(walk)<br>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 | | |

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| Year 1/Primary 2 Spring 1: Phase 5 | | | | | |
|---|---|---|---|---|---|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Review week Y1:8 | /ai/ <a> (acorn)<br>/ai/ <ey> (they)<br>/ai/ <ea> (great)<br>/ai/ <eigh> (weight)<br>/ar/ <a> (father)<br>/ee/ <e> (he)<br>/igh/ <i> (find)<br>/igh/ <y> (by) | /oa/ <o> (go)<br>/o/ <a> (was)<br>/*oo*/ <u> (push)<br>/y/+/oo/ <u> (music)<br>/c/ <ch> (school)<br>/sh/ <ch> (chef)<br>/e/ <ea> (head) | /ur/ <or> (world)<br>/ur/ <ear> (learn)<br>/oo/ <ou> (soup)<br>/oa/ <ou> (shoulder)<br>/ee/ <ie> (brief)<br>/v/ <ve> (have)<br>/i/ <y> (gym) | Assess and review week Y1:9 | /air/ <are> (care)<br>/air/ <ere> (there)<br>/air/ <ear> (pear)<br>/ch/ <tch> (catch) |
| | | here, sugar, friend | because | | |

| Year 1/Primary 2 Spring 2: Phase 5 | | | | | |
|---|---|---|---|---|---|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| /u/ <o> (brother)<br>Review week Y1:10 | /j/ <g> (gem)<br>/j/ <ge>(fringe)<br>/j/ <dge> (bridge)<br>/s/ <st> (listen) | /s/ <ce> (fence)<br>/s/ <se> (house)<br>/n/ <gn> (sign)<br>/n/ <kn> (knee)<br>/r/ <wr> (wrap)<br>/m/ <mb> (lamb) | /z/ <se> (cheese)<br>/z/ <ze> (freeze)<br>/ear/ <eer> (cheer)<br>/ear/ <ere> (here)<br>/sh/ <ti> (patient)<br>/sh/ <ti> –tion (station) | Assess and review week Y1:11 | /ar/ <al> (half)<br>/or/ <augh> (caught)<br>/sh/ <ssi> (session)<br>/zh/ <si> (vision)<br>/sh/ <ti> –tious (scrumptious)<br>/sh/ <ci> (delicious)<br>–ous, –ion, –ian |

| Year 1/Primary 2 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). | | | | | |

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