



Success for All 
Phonics

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

Weekly Scope and Sequence

Reception and Year 1

The **Scope and Sequence** for Success for All Phonics provides a weekly overview of our **Systematic Synthetic Phonics (SSP) programme**, highlighting its alignment to **Letters and Sounds** (2007). Success for All Phonics is divided into **68 Steps**, each lasting one week, with opportunities for regular review and consolidation of learning. Each Step has a corresponding GPC(s)* and a fully decodable **Shared Reader** that the children will read. In the first term of Reception, children learn 3-4 GPCs per Step until vowel digraphs are introduced during Step 13, at which point they learn one GPC per week. For the first 12 Steps of the programme, the Shared Readers contain the previous week's GPCs. Starting in Step 13, the Shared Readers include the focus GPC for the week.

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. Progression is built-in throughout the programme with an increase in the level of challenge in the skills taught in each phase. The lessons follow a review, teach, practise and apply cycle with 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.

The Scope and Sequence also provides an overview of the reading and writing skills covered in Success for All Phonics with links to National Curriculum expectations for Year 1 and Early Learning Goals for Reception. Termly **Word Correct Per Minute** goals are listed at the start of each term, along with a list of **Common Exception Words** taught in each Step.**

* In Phase 4, no new GPCs are introduced. The aim of Steps 30-33 is to consolidate Phase 4 skills introduced during Reception Terms 2 & 3.

** 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 | | | | | | |
| | 3 | s a t p | 1i - 4i | Blend and Segment CVC words | Read words consistent with their phonic knowledge by sound-blending | Write recognisable letters, most of which are correctly formed | |
| | 4 | i n m d | 5i - 8i | | | | |
| | 5 | g o c k | 1 | | | | |
| | 6 | ck e u r | 2 | Read Common Exception Words | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words | | |
| | 7 | Consolidation Week | 3 | | | | |
| | 8 | h b f ff | 4 | | | | |
| 9 | l ll ss | 5 | | | he she is | | |
| 10 | j v w | 6 | Read CVC words with -s ending /s/ sound | | to go of as | | |
| Phase 3 | 11 | x y z | 7 | Read CVC words with -s ending /z/ sound | | we are you into | |
| | 12 | Consolidation Week | 8 | Consolidate above skills | | | |
| | Reception Term 2 | | | Words Correct Per Minute - End of Term Goal: 25 | | | |
| Phase 3 | 13 | zz qu ch | 9 | Read 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 by identifying phonemes in them and representing them with graphemes | be me his |
| | 14 | sh th ng | 10 | Read CVC and double-consonant words with -ing endings | | | no so has |
| | 15 | Consolidation Week | 11 | Consolidate above skills | | | |
| | 16 | Consolidation Week | 12 | | | | |
| | 17 | ai (train) (+ blend nk) | 13 | Read CVCC words and sentences including Yr1 CEWs | | | |

| 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 | 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 | Spell words by identifying phonemes in them and representing them with graphemes | 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 | Read CVCC words and sentences including Yr1 CEWs | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | Write simple phrases and sentences 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 | Anticipate – where appropriate – key events in stories | push pull | | |
| | 29 | ear (clear) | 25 | Consolidate above skills | | friend school out | | |
| | 30 | Consolidation Week | 26 | Consolidate above skills | | | | |
| | 31 | air (hair) | 27 | | | one once | | |
| | 32 | ure (pure, picture) Common Alternatives: (/v/ ve) | 28 | Consolidate above skills | | 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 | | | |
| Phase 4 | 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 | Write simple phrases and sentences that can be read by others | house full little | |
| | 34 | Consolidation Week | 30 | Read CCVCC words and sentences including Yr1 CEWs | | | Consolidate Y1 CEWs | |
| | 35 | Consolidation Week | 31 | Read CCCVC words and sentences including Yr1 CEWs | | | Consolidate Y1 CEWs | |
| | 36 | Consolidation Week | 32 | Read CCCVCC words and sentences including Yr1 CEWs | | | Consolidate Y1 CEWs | |
| | Year 1 Term 1 | | | Words Correct Per Minute - End of Term Goal: 45 | | | | |
| | 1 | Consolidation Week | 33 | Consolidate above skills | | | Y2 CEWs | |
| Phase 5 | 2 | ay (play) Common Alternatives: (/ai/ a) | 34 | Read words with prefix un- Read nonsense words | Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher | Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' | again oh their last* | |
| | 3 | ou (cloud) Common Alternatives: (/l/ le, el; /s/ st) | 35 | Read and spell words with ou / ow | | | poor money thought should | |
| | 4 | ie (dried) Common Alternatives: (/l/ al, il) | 36 | Read and spell words with ie / igh | Check that the text makes sense to them as they read and correct inaccurate reading | Begin to punctuate sentences using an exclamation mark | class* Mr Mrs work can't | |
| | 5 | ea (cream) Common Alternatives: (/ee/ e) | 37 | Read and spell words with ea / ee / e | | | Join words and clauses using the conjunction 'and' | pass* fast* climb path* don't |
| | 6 | oy (boy) Common Alternatives: (/igh/ i) | 38 | Read and spell words with oy / oi | | | Discuss the significance of the title and events | Begin to punctuate sentences using a question mark |
| | 7 | Consolidation Week | 39 | Consolidate above skills | Identify nouns and verbs in a sentence and use them accurately in writing | | | |

| 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 | | |
| | 8 | ir (girl) Common Alternatives: (/w/ wh) | 40 | Read and spell words with ir / ur / er | Discuss the significance of the title and events | Identify nouns and verbs in a sentence and use them accurately in writing | any many who could |
| | 9 | ue (blue/cue) Common Alternatives: (/oa/ o) | 41 | Read and spell words with ue /oo | Discuss the significance of the title and events | Use adjectives to describe nouns | because water past* bath* |
| | 10 | aw (jaw) Common Alternatives: (/or/ au) | 42 | Read and spell words with aw / or / ore / au | Make inferences on the basis of what is being said and done | Use '-ing' for verbs where no change in spelling is needed in root words | hour two door different |
| | 11 | ew (blew/new) | 43 | Read and spell words with ew / ue / oo | | Use '-est' where no change in spelling is needed in root words | Christmas would through beautiful |
| | 12 | Consolidation Week | 44 | Consolidate above skills | | Use adjectives to describe nouns | |
| Year 1 Term 2 | | | Words Correct Per Minute - End of Term Goal: 55 | | | | |
| | 13 | a_e (cake) Common Alternatives: (/ai/ ey, ei, eigh) | 45 | Read endings on split digraph words Read and spell words with a_e / ay / ai / a / ey / ei / eigh | Predict what might happen on the basis of what has been read so far | Join words and clauses using the conjunction 'because' | plant* floor |
| | 14 | e_e (delete) Common Alternatives: (/ee/ ie) | 46 | Read and spell words with e_e / ea / ee / e / ie | | | every whole |
| | 15 | i_e (crocodile) Common Alternatives: (/or/ a, al) | 47 | Read and spell words with i_e / ie / igh / i | Participate in discussion about what is read to them, taking turns and listening to what others say | Use a definite article (the), an adjective and a noun to write an expanded noun phrase | only move |
| | 16 | o_e (bone) Common Alternatives: (/oa/ ou) | 48 | Read and spell words with o_e / oa / o / ou | | Use an indefinite article (a), an adjective and a noun to write an expanded noun phrase | father grass* |
| | 17 | u_e (flute/cute) Common Alternatives: (/oo/ ui, ou; /yoo/ u) | 49 | Read and spell words with u_e / ew / ue / oo / ui / ou | Explain clearly their understanding of what is read to them | Use the spelling rule of adding the 's' marker for plurals | eye |

| 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 | | |
| | 18 | Consolidation Week | 50 | Consolidate above skills | Explain clearly their understanding of what is read to them | Use the spelling rule of adding the 's' marker for plurals | |
| | 19 | -y (happy) Common Alternatives: (/ee/ ey) | 51 | Read and spell words with -y / e_e / ea / ee / ie / e / ey | | Use '-y' endings to create adjectives from nouns | busy pretty |
| | 20 | -y (fly) Common Alternatives: (/oo/ u, oul) | 52 | Read and spell words with -y / i_e / ie / igh / i | Discuss word meanings, linking new meanings to those already known | Use the suffix '-ed' for the past tense of verbs | half |
| | 21 | ow (snow) Common Alternatives: (/r/ wr; /or/ oor, our) | 53 | Read and spell words with ow / o_e / oa / ou / o | Discuss word meanings, linking new meanings to those already known | Use the words who/what/where/when/why/how to ask questions | parents everybody |
| | 22 | soft c (ice) Common Alternatives: (/s/ sc, ce) | 54 | Read words with suffix -ly Read and spell words with c / s / sc / ce | Being encouraged to link what they read or hear read to their own experiences | Use '-ly' suffix to form adverbs | sugar |
| | 23 | soft g (gem) Common Alternatives: (/e/ ea) | 55 | Read and spell words with g / ge / dge / j | | Use an apostrophe for 'it's' as a contraction of 'it is' | prove improve |
| | 24 | Consolidation Week | 56 | Consolidate above skills | | Use the suffix '-er' and the words 'more' or 'most' for comparison | |
| Year 1 Term 3 | | | Words Correct Per Minute - End of Term Goal: 65 | | | | |
| | 25 | ire (fire) Common Alternatives: (/ear/ eer, ere; /er/) | 57 | Read and spell words with ire | Draw on what they already know or on background information and vocabulary provided by the teacher | Use an apostrophe to show possession | Consolidate all Year 1 and 2 CEW |
| | 26 | are (care) Common Alternatives: (/air/ ear, ere; /or/ ar; /u/ o) /m/ me; /n/ ne | 58 | Read and spell words with are / air / ear / ere | Make inferences on the basis of what is being said and done | Use an apostrophe for 'I'm' as a contraction of 'I am' | |
| | 27 | tch (watch) Common Alternatives: (/o/ a; /c/ ch; /i/ y; /er/ or) | 59 | Read words with suffix -less Read and spell words with tch / ch / t | Check that the text makes sense to them as they read and correcting inaccurate reading | Write sentences using the suffix 'less' | |

| 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 | | |
| | 28 | oe (toe) Common Alternatives: (/sh/ ch, ti, ci, ssi; /oo/ou; /u/ ou) | 60 | Read and spell words with oe / o_e / ow / oa / ou / o | Discuss the significance of the title and events | Write expanded noun phrases using the words my/his/her/their, an adjective and a noun | Consolidate all Year 1 and 2 CEW |
| | 29 | ph (phone) Common Alternatives: (/n/ gn, kn; /m/ mb; /c/ que; /zh/ s, si) | 61 | Read words with suffix -ment Read and spell words with ph / f | Predict what might happen on the basis of what has been read so far | | |
| | 30 | Consolidation Week | 62 | Consolidate above skills | Discuss word meanings, linking new meanings to those already known | Write sentences using co-ordinating conjunction 'but' to join clauses | |
| Phase 6 | 31 | Comparing long /a/ GPCs | 63 | Consolidate all Year 1 skills | Participate in discussion about what they read, taking turns and listening to what others say | Write sentences using subordinating conjunction 'when' to join clauses | |
| | 32 | Comparing long /i/ GPCs | 64 | | Discuss word meanings, linking new meanings to those already known | Write sentences using subordinating conjunction 'because' to join clauses | |
| | 33 | Comparing long /o/ GPCs | 65 | | Being encouraged to link what they read or hear read to their own experiences | Write sentences using 'and' to join two noun phrases | |
| | 34 | Comparing long /u/ GPCs | 66 | | Check that the text makes sense to them as they read and correcting inaccurate reading | Write sentences using 'if' to introduce the first idea | |
| | 35 | Comparing long /ur/ GPCs | 67 | | Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics | Write a sentence using more than one noun phrase | |
| 36 | Comparing long /e/ GPCs | 68 | Explain clearly their understanding of what is read to them | | | | |