



The Teach Hub Letters and Sounds Overview.



The Teach Hub Letters and Sounds Overview uses a systematic synthetic approach to teaching phonics. Each week shows the phonemes and graphemes to be taught alongside the high frequency words. Some of the high frequency words are 'tricky' words as stipulated in the 2007 Letters and Sounds document. The additional reading words are those the children will come across when reading the linked phonically decodable books (see additional book list). It is suggested that teachers try and complete the work within the time frames but to allow for deviations when necessary, according to recent assessments of the class. Some children may need to accelerate and complete the challenge activities to consolidate and strengthen their word use, whereas others may need intervention and additional lessons, games or activities to work within their own year group. It is expected that some children may need additional teaching at a slower rate and this is down to the professional judgement of each teacher.

The graphemes highlighted in grey show the reading graphemes. The children are not expected to spell these graphemes until a later stage in Key Stage One or Key Stage Two in line with the National Curriculum. The Year 2 will be completed by the Teach Hub as soon as possible.

The colours link to the book bands that are associated with the Collins Big Cats reading books and Lesley Clarke's Synthetic Phonics (Poems, Fantastic Facts and Riddles) at each stage, but other books from additional schemes can be easily slotted in when the graphemes and common exception words covered in each text are considered. Time should be given each half term to assess the children to help locate and close any learning gaps that may have appeared.

| Week | Year R Term 1 | Phase 2 | Pink | Read | Spell |
|-------------|---------------|---------|----------------------|--------------------|---|
| 1 | | | s a t p | | Begin to form VC and CVC words using the taught letters |
| 2 | | | i n m d | a, is | |
| 3 | | | g o c k | and, as | |
| 4 | | | ck e u r | to, the | |
| 5 | | | h b f ff | no, go, I, has | |
| 6 Assess | | | l ll ss | into, of, his | |
| Week | Year R Term 1 | Phase 3 | Red | Read | Spell |
| 1 | | | j v w x | her, was, you, put | a, is, and, as, to, the, no, go, I, has, into, of, his |
| 2 | | | y z zz qu | my, they, are | |
| 3 | | | ch sh th th ng nk | push, full, she | |
| 4 | ai ee igh oa | | Double letters tt nn | we, me, be, he | |
| 5 | oo oo ar or | | Double letters pp dd | all, pull, have | |
| 6 | ur ow oi ear | | Double letters bb gg | Revision | |
| 7 Assess | air ure er | | Double letters rr mm | | |



| Week | Year R Term 2 | Phase 3 | Red | Read | Spell |
|-------------|---|----------------------|-----|--|--|
| 1 | j v w x | | | a, is, and, as, to, the, no, go, I, has, into, of, his her, was, you, put my, they, are push, full, she we, me, be, he all, pull, have Revision | a, is, and, as, to, the, no, go, I, has, into, of, his |
| 2 | y z zz qu | | | | |
| 3 | ch sh th th ng | | | | |
| 4 | ai ee igh oa | Double letters tt nn | | | |
| 5 | oo oo ar or | Double letters pp dd | | | |
| 6 Assess | ur ow oi ear | Double letters bb gg | | | |
| Week | Year R Term 2 | Phase 3 | Red | Read | Spell |
| 1 | air ure er | Double letters rr mm | | a, is, and, as, to, the, no, go, I, has, into, of, his her, was, you, put my, they, are push, full, she we, me, be, he all, pull, have Revision | a, is, and, as, to, the, no, go, I, has, into, of, his |
| 2 | Revision of Phase 2 and 3 graphemes and revise 2 syllable words | | | | |
| 3 | Revision <u>CVC</u> as c v c, <u>cc</u> v c, c v <u>cc</u> | | | | |
| 4 | Revision <u>CVC</u> as c v c, <u>cc</u> v c, c v <u>cc</u> | | | | |
| 5 | Revision <u>CVC</u> as c <u>vv</u> c, <u>cc</u> v <u>cc</u> | | | | |
| 6 | Revision <u>CVC</u> as <u>cc</u> <u>vv</u> c | | | | |
| 7 Assess | Revision of all <u>CVC</u> | | | | |



| Week | Year R Term 3 Phase 3 Red | Read | Spell |
|-------------|---|--|--|
| 1 | Revision VCC v c c | a, is, and, as, to, the, no, go, I, has, into, of, his her, was, you, put my, they, are push, full, she we, me, be, he all, pull, have Revision | a, is, and, as, to, the, no, go, I, has, into, of, his |
| 2 | Revision CVC as c <u>vv</u> c, <u>cc</u> v <u>cc</u> , | | |
| 3 | Revision CVC as <u>cc</u> <u>vv</u> c | | |
| 4 | Revise CVC words | | |
| 5 | Revise CVC words | | |
| 6 Assess | Revise CVC words | | |
| Week | Year R Term 3 Phase 4 Yellow and Blue | Read | Spell |
| 1 | CVCC and -ed words c v c c <u>cc</u> v c c c <u>v</u> v c c | like, so, little, ask, he's, we'll | her, was |
| 2 | CCVC and -ing words c c v c c c v <u>cc</u> <u>cc</u> <u>vv</u> c | do, some, come, there, didn't | you, put |
| 3 | CVCC CCVC and -ed and -ing words c v c <u>cc</u> <u>cc</u> v c c c <u>vv</u> c c c c v <u>cc</u> c c <u>vv</u> c <u>cc</u> c v c | house, one, were, out, I've | my, they |
| 4 | CVCC CCVC and -ed and -ing words c v c <u>cc</u> <u>cc</u> v c c c <u>vv</u> c c c c v <u>cc</u> c c <u>vv</u> c <u>cc</u> c v c | what, when, that, haven't | are, push |
| 5 | CCVCC c c <u>vv</u> c c | said, by, our, here, we've | full, she |
| 6 | CCCVC and -er and -est words c c c v c c c c v <u>cc</u> c c c <u>vv</u> c | love, your, ago, hasn't | we, me, be, he |
| 7 Assess | CCCVCC and word endings Revision c c v c <u>cc</u> c c c <u>vv</u> <u>cc</u> | become, school, animals, they've | all, pull, have |



| Week | Year 1 Term 1 | 5a | Blue | Alternative Graphemes | Read | Spell |
|-------------|---|----|------|---|-------------------------------|---|
| 1 | /ai/ as <ay> as in day /igh/ as <ie> as in pie | | | /ee/ as <ea> as in eat /oa/ as <oe> as in toe | their, Mr, Mrs, these | like, so, little, ask |
| 2 | /yoo/ as <ue> as in argue /ow/ as <ou> as in round /ur/ as <ir> as in bird | | | /oo/as <ue> as in blue /or/ as <aw> as in paw | people, friend, asked, houses | do, some, come, there |
| 3 | /w/ as <wh> as in wheel /oi/ as <oy> as in boy | | | /f/ as <ph> as in phone /or/ as <au> as in sauce | comes, oh, pulled, once | house, one, were, out |
| 4 | /ai / <a_e> as in make /igh/ as <i_e> as in like | | | /ee/ as <e_e> as in Steve /oa/ as <o_e> as in home | where, we're, also, today | what, when, that |
| 5 | /yoo/ as <u_e> as in tube /yoo/ as <ew> as in few | | | /oo/ as <u_e> as in June /oo/ as <ew> as in flew | Revision of 5a | said, by, our, here |
| 6 Assess | Revision of new graphemes for Phase 5 | | | | Revision of 5a | love, your, ago, become, school, animals |
| Week | Year 1 Term 1 | 5b | Blue | Alternative pronunciations | Read | Spell |
| 1 | <a> for /ai / as in baby <e> for /ee/ as in he <i> for /igh/ as in find | | | <a> for /o/ as in was <a> for /ar/ as in father | looked, called | like, so, little, ask |
| 2 | <o> for /oa/ as in go <u> for /yoo/ as in unicorn | | | <o> for /oo/ s in to <u> for /oo/ as in super | could, would, should | do, some, come, there |
| 3 | <ea> for /e/ as in bread <ou> as /oo/ as in soup | | | <ou> as /oa/ as in mould | says, water | house, one, were, out |
| 4 | <g> as /j/ as in magic <C> as /s/ as in circle | | | | because, break | what, when, that |
| 5 | <ie> as /ee/ as in field <y> as /ee/ as funny | | | | Revision of 5a and 5b | said, by, our, here |
| 6 Assess | <er> as /ur/ as in herb <n> as /ng/ as in think Revise new graphemes and alternative pronunciations | | | | | love, your, ago, become, school, animals |



| Week | Year 1 Term 2 5c Weeks 1-6 <u>Green</u> Revision and New Alternative Graphemes | Read | Spell |
|--------------|---|-------------------------|---------------------------------------|
| 1 | /ai/ as <ai> <ay> <a-e> <a> <ey> as in they, <ei> as in rein, <eigh> as in eight /ch/ as <ch> <tch> as in fetch, <t> as in picture | steak, great | oh, there, where |
| 2 | /ee/ as <ee> <ea> <ie> <e_e> <e> <y> <ey> as in donkey /z/ as <z> <zz> <s> as in dogs, <se> as in cheese /j/ as <j> <g> <ge> as in huge <dge> as in badge | any, many | people, looked, looking |
| 3 | /igh/ as <igh> <ie> <i-e> <i> <y> as in my /oo/ as <oo> <oul> as in should, <u> as in put /l/ as <l> <ll> <le> as in uncle (syllabic) | shoe, who | Mr, Mrs, called |
| 4 | /oa/ as <oa> <o-e> <o> <oe> <ou> <ow> as in row /k/ as <k> <c> <ck> <ch> as in stomach | half, move | ask, asked, asking, their |
| 5 | /oo/ as <oo> <o> <u-e> <ew> <ue> <ou> <ui> as in fruit /yoo/ as <ew> <u-e> <ue> <u> Revise double letters | eye, whole, again | could, would, should |
| 6 Assess | /or/ as <or> <aw> <au> <ore> as in more, <our> as in four, <oor> as in door <a> as in almost, <al> as in walk /ear/ as <ear> <ere> as in here, <eer> as in deer | Revision of 5a, b and c | today, says |
| Week | Year 1 Term 2 5c Weeks 7-12 <u>Green</u> - Revision and New Alternative Graphemes | Read | Spell |
| 7 | /u/ as <u> <o-e> as in some, <o> as in sons, <ou> as in young Revise /ure/ as <ure> /er/ as <er> <ure> as in picture Read new sound /zh/ as <s> as in treasure | beautiful, prove | once, our, are, friend |
| 8 | /ur/ as <ur> <ir> <er> <or> as in work, <ear> as in search /v/ as <v> <ve> as in have /i/ as <i> <y> as in gym | pretty, door | this, these, house, houses |
| 9 | Suffixes <s> <es> /air/ as <air> <are> as in care, <ear> as in bear, <ere> as in everywhere /n/as <n> <nn> <kn> as in knock, as <gn> as in sign, /m/ as <m> <mm> <mb> as in comb | poor, improve | come, comes, pull, pulled, pulling |
| 10 | /r/ as <r> <rr> <wr> as in wrap Three sounds of <ed> as in jumped, landed and banged | hour, busy | also, water |
| 11 | /sh/ as <sh> <ch> as in chef, <t> as in station, <s> as in mansion, <c> as in magician <ss> as in discussion Suffixes <ing> <ed> | anything, parents | because, push |
| 12 Assess | /s/ as <s> <c> <ce> <se> as in nice house, <st> as in listen, <sc> as in scissors Suffixes <er> <est> as in higher and highest Revise alternative graphemes | kind, children | Revision of 5a, b and c |



| Week | Year 1 Term 3 5c Weeks 13-18 <u>Orange</u> Revision of Alternative Graphemes | Read | Spell |
|--------------|--|---|--|
| 13 | Compound words | around, away, baby, bear, before, began | across, after, along, animals, best |
| 14 | Revise all long vowels /ai/ /ee/ /igh/ /oa/ /oo/ Prefix <un> | behind, birds, both, boy, child, climb | better, class, eggs, end |
| 15 | /ar/ as <a> <al> as in half Revise /or/ /ur/ /ow/ Read and spell one and once as /w/ /o/ | cold, cried, each, eat, even | ever, fast, gran, grandad |
| 16 | Revise /er/ schwa <a> as in again, away, across, another, about Revise /er/ schwa <e> as in the | find, first, found, gave, girl | grass, green, horse |
| 17 | Revise /oi/ /ear/ /air/ /ure/ | gold, grow, head, hold, home | last, lots, must |
| 18 Assess | Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ Revise the three sounds of – ed | Revision of 5 a b and c tricky words | Revision of Ph 4 and 5a tricky words |
| Week | Year 1 Term 3 5c Weeks 19-24 <u>Orange</u> Revision of Alternative Graphemes | Read | Spell |
| 19 | Phonic Screening Check estimated time Revise /d/ /g/ /o/ /k/ /e/ /u/ /r/ /h/ | I'll, inside, jumped, live, made | never, next, past |
| 20 | Revise /b/ /f/ /l/ /j/ /v/ as <f> (of), /w/ /x/ Read contractions | may, mind, more, most, mother | plant, plants, rabbit |
| 21 | Revise /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ Revise suffixes <ing> <ed> <s> and <es> | mouse, new, only, other, over | river, sleep, still, stop, thing, things |
| 22 | Revise days of the week, colours, months Revise /zh/ as in treasure <s> | play, round, sea, snow, take, tea | think, tree, trees |
| 23 | Revise /oo/ /yoo/ /ur/ or/ | use, way, which, white, wind, wild | three, under wind. |
| 24 Assess | Revise prefix <un> Revise double letters | Revision | Revision |



*TTH Spelling Requirement linked to HFW

| Week | Year 2 Term 1 Phase 5 and 6 Weeks 1-6 R or Y1 Reading and Spelling Y2 Reading Y2 Spelling | HFW/CEW Read (Ph 4 revision) | HFW/CEW Spell |
|-----------|---|--|--|
| 1 | Revise short vowels rules Read and Spell /j/ as <j> <g> before e, i and y and /j/ as <dge> <ge> | like, so, little, ask, some, come, do | have, like, so, little, ask, some, come, do |
| 2 | Read and Spell /s/ as <s> <ss> <c> before e, i and y Read /s/ as <ce> <se> <sc> <st> | there, house, one, were, out, what | there, house, one, were, out, what |
| 3 | Read and Spell /n/ as <n> <nn> <kn> <gn> Read and Spell /m/ as <m> <mm> Read /m/ as <mb> | when, that, said, by, our, here | when, that, said, by, our, here |
| 4 | Read and Spell /r/ as <r> <rr> <wr> Read and Spell /ai/ as <ai> <ay> <a_e> <ey> <a> <ea> Read /ai/ as <ei> <eigh> | love, your, ago, become, school, animals | they, break, steak, great |
| 5 | Read and Spell /sh/ as <sh> <t(i)> Read and Spell /h/ as <h> Read /sh/ as <ch> <s(i)> <c(i)> <ss(i)> Read /h/ as <wh> | he's, we'll, didn't, I've | sure, sugar, who, whole |
| 6 Assess | Read and Spell /zh/ as <s(i)> Read and Spell /k/ as <k> <ç> <ck> Read /k/ as <ch> <que> | haven't, we've, hasn't they've | Revise and assess |
| Week | Year 2 Term 1 Phase 5 and 6 Weeks 7-12 | HFW/CEW Read (Phase 4/5a revision) | HFW/CEW Spell |
| 7 | Homophones Read and Spell /ee/ as <ee> <e-e> <e> <ea> <ie> <y> <ey> <eo>* | their, Mr, Mrs, these, people, friend | even, people, please, really, very, key, before |
| 8 | Homophones Read and Spell /igh/ as <igh> <i-e> <ie> <i> <y> | asked, houses, comes, pulled, oh, once | child, (children), behind, climb, wild, eye, fly, wind |
| 9 | Suffix <es> to words ending in <y> Revise the three sounds of <ed> Read and spell /ure/ as <ure> Read /ure/ as <our>* | where, we're, also, today, about, around | find, kind, mind, hour, our |
| 10 | Suffixes <ed> and <ing> to words ending in <y> with a consonant before it. Read and Spell /oa/ as <oa> <o> <ou> <o-e> <ow> <oe> | away, birds, boy, came, cried | old, gold, hold, old, only, window |
| 11 | Suffixes <er>, <est> to words ending in <y> with a consonant before it, and suffix <y> Read and Spell /ow/ as <ow> <ou> | day, found, girl, round, use | most, both, told, clothes, don't |
| 12 Assess | Read and Spell /oo/ as <oo> <u-e> <ew> <ue> <ou> <o> Read and Spell /yoo/ as <ew> <u-e> <ue> <u> Read /oo/ as <ui>* Read /yoo/ as <eau>* | way, which, white | move, prove, improve, two, through, beautiful Revise and assess |



| Week | Year 2 Term 2 Phase 6 Weeks 1-6 Purple R or Y1 Reading and Spelling Y2 Reading Y2 Spelling | HFW/CEW Read (Phase 5b revision) | HFW/CEW Spell |
|-----------|--|----------------------------------|---|
| 1 | Suffixes <ed>, <ing> <er> to words ending in <e> with a consonant letter before it. | looked, called, says | lived, coming, pulled, asked, looked, jumped |
| 2 | Suffixes <est> and <y> to words ending in <e> with a consonant letter before it. | could, would, should | wanted, shouted, bath, path, pass, class, grass, plant |
| 3 | Suffixes <ed>, <ing>, <er> to words with one syllable, single consonant and single vowel letter. | water, because, break | stopped, clapped, patting, humming |
| 4 | Suffixes <est> and <y> to words with one syllable, single consonant and single vowel letter | baby, began, behind | began, other, mother, the, even, after |
| 5 | Read and Spell /e/ as <e> <ea> <ai>* Read and Spell /i/ as <i> | both, can't, child | any, anything, many, pretty, busy |
| 6 Assess | Read and Spell /ar/ as <ar> <a>* <al>* Read and Spell /er/ as <er> | clothes, couldn't, don't | father, can't, **after, **fast, **last, **past, half Revise and assess |
| Week | Year 2 Term 2 Phase 6 Weeks 7-12 | HFW/CEW Read (Phase 5b revision) | HFW/CEW Spell |
| 7 | Contractions Read and Spell /ear/ as <ear> <ere> <eer> Read and Spell /air/ as <air> <are> <ear> <ere>* <ar>* | every, everybody, everyone | there, where, parents, bear |
| 8 | Possessive apostrophe Read and Spell /or/ as <or> <au> <aw> <ore> <ar> <a> <al> <oor>* | father, find, giant | water, walk, four, door, floor, poor, more, small |
| 9 | Read and Spell /u/ as <u> <o> <o_e>* Read and Spell /oo/ as <oo> <oul>* <u>* | gold, head, hold, magic | money, some, something, come, could, should, would, dragon |
| 10 | Read and Spell /o/ as <o> and as <a> after <w>(was) or <qu> (squash) Read /o/ as <au>* (because) Read and Spell /ur/ as <ur> <er> <ir> <or> <ear>* | mind, most, old, only | gone, because, want, wanted, work |
| 11 | Read and Spell /l/ as <lb> <ll> <le> <el> <il> <al> (Syllabic schwa spelling /ul/) | over, really, suddenly, told | animals, after, Christmas, every, everybody, everyone |
| 12 Assess | Compound Words Suffixes <-ment > <-ness> <-ful > | very, want, wild, wind | Revise and assess |

*TTH Spelling Requirement linked to HFW. ** Regional dialect differences may occur here



| Week | Year 2 Term 3 Phase 6 Weeks 1-6 Gold/White R or Y1 Reading and Spelling Y2 Reading Y2 Spelling | HFW/CEW Read (Phase 5c revision) | HFW/CEW Spell |
|--------------|---|--|---|
| 1 | Suffixes <-less> <-ly > | steak, great, any, many, shoe | Mr, Mrs, called, laugh, laughed, suddenly |
| 2 | Homophones Revise: Read and Spell suffixes <-ed> <-ing> <-er> | who, half, move, eye, whole | liked, looked, asked, lived, loved, worked |
| 3 | Homophones Revise: Read and Spell /v/ Revise: Read and Spell /w/ Revise: Read and Spell /z / | again, beautiful, prove, pretty, door | because, thought, why, when, went |
| 4 | Revise: Read and Spell suffixes <est> and <y> Revise: Read and Spell /e/ | poor, improve, hour, busy, anything | said, says, friend, friendly, was, what |
| 5 | Revise: Read and Spell suffixes <es> to words ending in <y> Revise: Read and Spell /ai/ /ee/ /igh/ /oa/ | parents, kind, children, another, bear | narrator, could, would, should, snow, grow, over |
| 6 Assess | Revise: Read and Spell suffixes <-ment> <-ness> <-ful> <-less> and <-ly> Revise: Read and Spell /oo/ /yoo/ /oo/ /ar/ /or/ | before, Christmas, climb, coming, didn't, dragon | Revise and assess |
| Week | Year 2 Term 3 Phase 6 Weeks 7-12 | Read (Phase 5c revision) | Spell |
| 7 | Revise: Read and Spell contractions and the three sounds of <-ed> Revise: schwa /er/ | floor, fly, gone, grow, he's, jumped | their, there, where, busy |
| 8 | Revise: Read and Spell possessive apostrophe Revise: Read and Spell /ur/ /ow/ /oi/ /zh/ /ear/ /air/ /ure/ | key, know, liked, live, lived, money | your, bought, know, colour |
| 9 | Revise: Read and Spell compound words Revise: Read and Spell /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /e/ /u/ /r/ /h/ | more, mother, mouse, other, place, please | four, eight, world, work, autumn, head |
| 10 | Revise: Read and Spell homophones Revise: Read and Spell /b/ /f/ /l/ /j/ /v/ /w/ /x/ /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ | pretty, shouted, small, snow, something, sugar | whole, listen, build, earth, school, giant, magic |
| 11 | Read and Spell any areas of weakness | sure, wanted why, window, work | fruit, pretty, group, country |
| 12 Assess | Read and Spell any areas of weakness | laugh, laughed, narrator, through, thought, two | Revise and assess |

Please see the additional assessment tracker to support the half termly assessments.

