

Layton's Letters and Sounds Phonics Progression Map 2024 to 2025

This programme overview shows the progression of GPCs and tricky words that are taught stage by stage, week to week. The progression has been organised so that children are progressively taught the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. At the end of each stage, the children are assessed, and this information is saved to the child's Reading Assessment folder on Showbie.

All the graphemes taught are practised in words, sentences, and in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in different curriculum subjects, in order to move this knowledge into their long-term memory.

At Layton we recognise that children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn. Our expectations of progression are aspirational, yet achievable. Children who are not keeping up with their peers are targeted immediately via 'Precision Teaching' (refer to separate protocol).

Layton's Letters and Sounds Progression Timeline

Stage of Layton's Letters and Sounds	Duration	Home Reader
1	Children will access Stage 1 until they can listen and attend to sounds in the environment. These children are assessed by a Speech and Language therapist, who comes into school and, if necessary, targeted intervention planned.	Wordless books
2	7 weeks	Stage 2 phonetically decodable - matching sounds being learned in daily phonics lesson ORT Blending books - if can segment but stuck at blending sounds
3	12 weeks	Stage 3 phonetically decodable - matching sounds being learned in daily phonics lesson
4	10 weeks (Aspiration is to reach the end of Stage 4 by the end of Foundation Stage; some children accessing precision teaching if required)	Stage 4 phonetically decodable - matching sounds being learned in daily phonics lesson

Stage of Layton's Letters and Sounds	Duration	Home Reader
5	22 weeks (Aspiration is to reach the end of Stage 5 by June in Year 1, ready to progress onto Stage 6 following the Phonics Screening Check. Children that do not pass the PSC continue to access phonics at the stage they are at)	Stage 5 phonetically decodable - matching sounds being learned in daily phonics lesson
6	9 weeks	Stage 6 book and/or levelled book that matches their reading fluency (90% accuracy) Books will include words that have a range of suffixes and prefixes, plurals, -ing -ed -est -ly -ful -er -y endings.

Stage 1 Layton's Letters and Sounds

Week	Phonics Terminology to introduce	Main teaching focus
1	Sound, listen, volume, pitch, high, low, loud, quiet	General sound discrimination - Environmental Sounds Tune into the 's' sound Learn the 's' flashcard and cued articulation action for 's'
2	Rhythm, beat, phoneme, cued articulation	General sound discrimination - Instrumental Sounds Tune into the 'a' sound Learn the 'a' flashcard and cued articulation action for 'a' Revisit 's'
3	Rhythm, beat, rhyme, phoneme, cued articulation, percussion	General sound discrimination - Body Percussion Tune into the 't' sound Learn the 't' flashcard and cued articulation action for 't'

Week	Phonics Terminology to introduce	Main teaching focus
		Revisit 's' and 'a'
4	Rhythm, beat, rhyme, rhyming string, syllable(s). phoneme, cued articulation, percussion	Rhythm and Rhyme Tune into the 'p' sound Learn the 'p' flashcard and cued articulation action for 'p' Revisit 's', 'a' and 't'
5	As above + Alliteration, segment, blend	Alliteration Tune into the 'i' sound Learn the 'i' flashcard and cued articulation action for 'i' Revisit 's', 'a', 't' and 'p'
6	As above + Segment, blend, sound effect	Voice Sounds Tune into the 'n' sound Learn the 'n' flashcard and cued articulation action for 'n'
7	As above + Oral segmenting, oral blending	Oral Blending and Segmenting Revisit 's''a''t''p''i''n'
8	Assessment - Formatively assess if children are ready to access stage 2 Note: At Layton we believe this stage of phonology is intrinsically linked to how children listen and attend across all curriculum areas and is vital at all stages of LLS SSP.	

Stage 2 Layton's Letters and Sounds

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
1	letter, letter name, sound, syllable, sound button	N/a	s, a, t, p	Read and spell I
2	Oral blending	s,a,t,p	i,n,m,d	Read and spell no
3	Oral blending, oral segmenting	s, a, t, p, i, n, m, d	g,o,c,k	Read and spell to
4	Oral blending, oral segmenting	s, a, t, p, i, n, m, d, g, o, c, k a	ck (at the end/near the end of words) e, u, r	Read and spell go
5	Digraph, consonant digraph, letter name	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r	h, b, f, l	Read and spell the
6	Digraph, consonant digraph, letter name	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l	ff, ll, ss	Read and spell into
7	Assessment Week			

Stage 3 Layton's Letters and Sounds

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
1		Revisit all GPCs learned in Stage 2	j, v, w, x	l, no, to, go, the, into
2		Revisit all GPCs learned in Stage 2 j, v, w, x	y, z, zz, qu	Read and spell me, we

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
3		Revisit all GPCs learned in Stage 2 j, v, x, y, z, zz, qu	ch, sh, th,	Read and spell me, we, be
4		Revisit all GPCs learned in Stage 2 v, x, y, z, zz, qu, ch, sh, th	ai, ee, igh, oa	Read and spell we, be, he
5	Alternative pronunciation of the same grapheme	Revisit: ch,sh,th ai, ee, igh, oa	oo-short, oo-long, ar, or	Read and spell be, he, she
6	Trigraph	Revisit ch,sh,th ai, ee, igh, oa oo, oo, ar, or	Ur, ow – long, ow-short, oi	Read and spell he, she, you
7		Revisit all GPCs taught so far.	ear, air	Read and spell she, you, was
8		Revisit all GPCs taught so far	ure, er	Read and spell you, was, her
9		Practise all GPCs taught so far - both writing and reading the phonemes Use formative assessment strategies to identify specific needs of individual children		Read and spell was, her, all

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
		Teach words with combinations of two stage 3 graphemes to revise and consolidate		
10		<p>Practise all GPCs taught so far - both writing and reading the phonemes</p> <p>Use formative assessment strategies to identify specific needs of individual children</p> <p>Teach words with combinations of two stage 3 graphemes to revise and consolidate</p>		Read and spell was, her, all, they
11		<p>Practise all GPCs taught so far - both writing and reading the phonemes</p> <p>Use formative assessment strategies to identify specific needs of individual children</p> <p>Teach words with combinations of two stage 3 graphemes to revise and consolidate</p>		Practise spelling tricky words: he, she, we, me, be, was, my, you, they, her, all, are
12	Assessment Week - identify specific sounds that need to be revisited for individual children. Review Precision Teaching requirements.			

Stage 3 should be reached by the end of Spring Term for most of Foundation Stage children such that Stage 4 can be achieved during the Summer Term.

Stage 4 Layton's Letters and Sounds

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
1	Consonant, vowel, consonant cluster	Revisit recall/ writing grapheme for stage 3 phonemes.	Teach difference between a consonant and a vowel. Teach children to add sound buttons to a consonant cluster Concentrate on CCV/CVCC words -e.g.lost - Short vowel sounds	Read and spell Said, so, do
2		Revisit consonant clusters from last week. E,g, st, nd, nk, ft,	Concentrate on CCVC (e.g.: stop) and CVCC (e.g.: tree) -short vowel sounds	Read and spell like, little

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
3		Revisit consonant clusters and stage 3 phonemes.	Concentrate on CCVCC (e.g.: trust, shrink) CCCVC (e.g. strap) CCCVCC - Short vowel sounds	Read and spell What, when, were
4		Practise recall of consonant CCC clusters + writing stage 3 sounds	Concentrate on polysyllabic and compound words	Read and spell have, there
5		Practise recall of consonant CCC clusters + writing stage 3 sounds	CCVC/CCVCC etc root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	Read and spell One, out
6		Practise short vowel sounds CCVCC/ CCCVCC/CVCC/CCVC words	Stage 3 long vowel graphemes with adjacent consonants CVCC CCVC	Read and spell Some, come
7		Practise long vowel sounds CVCC CCVC	Stage 3 long vowel graphemes with adjacent consonants CCVC CCCVC CCV CCVCC	Read and spell all of the tricky words from previous weeks.
8		Practise long vowel sounds CCVC CCCVC CCV CCVCC	Stage 4 words ending -s /s/ Stage 4 words ending -s /z/ Stage 4 words ending -es longer words	Read and spell all of the tricky words from previous weeks.

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
9		Stage 4 words ending –s /s/ Stage 4 words ending –s /z/ Stage 4 words ending –es longer words	Stage 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, – ed /d/	Read and spell all of the tricky words from previous weeks.
10	<p style="text-align: center;">Assessment Week/ Consolidate areas identified Ensure children are ready to access Stage 5 decodable books (take two decodable books home if still require to practise consonant clusters) Review children accessing Precision Teaching</p>			

Stage 5 Layton's Letters and Sounds

It is expected that the children access Stage 5 as they start Year 1.

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Year 1 Common Exception words to learn
1	Vowel digraph consonant digraph Trigraph	Practise recognition and recall of stage 2, 3 and 4.	ay, ea/ey, ie, oe, ue	Read and spell Mr, Mrs, oh, people
2		Practise recognition and recall of: ay ea/ey ie oe ue	ou ir aw oy zh	Read and spell Called, looked, asked

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Year 1 Common Exception words to learn
3		Practise recognition and recall of stage 2, 3, 4 and ay,ea/ey,ie,oe, ue, le, wh, ph, ew, au	le wh ph ew au	Read and spell Could, their
4	Split digraph Short vowel sound Long vowel sound	Practise recognition and recall of stage 2, 3, 4 and ay,ea/ey,ie,oe, ue, le, wh, ph, ew, au, wh, ph, ew, au	a-e e-e i-e o-e u-e	Read and spell All of stage 5 tricky words
5	Split digraph Short vowel sound Long vowel sound alternative pronunciations of graphemes for reading	Practise recognition and recall of stage 2, 3, 4 and ay,ea/ey,ie,oe, ue, le, wh, ph, ew, au, wh, ph, ew, au, a-e, e-e, i-e, o-e, u-e	i o c g u	Read: are, our (incorrect context) Spell: put, push, pull, full
6		Practise recognition and recall of ay,ea/ey,ie,oe, ue, le, wh, ph, ew, au, wh, ph, ew, au, a-e, e-e, i-e, o-e, u-e And recognition of alternative words for "i, o, c, g, u from last week	ie ea a	Read: one, once Spell: are, our (in correct context)
7		Practise recognition and recall of ay,ea/ey,ie,oe, ue, le, wh, ph, ew, au, wh, ph, ew, au, a-e, e-e, i-e, o-e, u-e	y ch ou Ure	Read: is, his, has Spell: one, once

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Year 1 Common Exception words to learn
		And recognition of alternative words for “i, o, c, g, u from last week		
8	alternative pronunciations of graphemes for encoding/spelling	Practise recognition of stage 2, 3, 5 graphemes plus alternative pronunciations of graphemes for reading.	ai ay - day ai - rain a-e - pale a-acorn igh - eight ey - grey ei - vein	Read: door, floor, poor Spell: is , his , has
9		Practise recognition of stage and 5 graphemes as they are learned. Recap stage 4 clusters that are applicable to this weeks new sounds.	igh ie - tie i-e - pile i - find y - sky	Read: said , says Spell: door, floor, poor
10		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	ee ea - bead e-e - these ie - field y - Ruby ey - key eo - people e - began ine - routine	Read: do , to , today Spell: said , says

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Year 1 Common Exception words to learn
11		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	oa oe - toe o-e - bone o - no ow - snow	Read: school, friend, Spell: do, to, today
12		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	oo ue - blue u-e - mule ew - new ui - suit ou - soup	Read: Mr, Mrs Spell: school, friend,
13		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	oo u - put oul- could, would, should	Read: by, my Spell: Mr, Mrs
14		Practise recognition of stage 2,3 and 5 graphemes as they are learned	sh Ch - chef t(ion) - station ss - emission, pressure, s - precision, sure c - suspicion, precious, commercial	Read: I, you, your Spell: by, my
15		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	c K- kit Ck - pack Ch - school qu - quoit n Kn - know gn - gnome ne - gone	Read: called, looked, asked Spell: I, you, your

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Year 1 Common Exception words to learn
16		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	ch tch - stitch, ditch, hutch, f ph - photo j g - giant dge - nudge	Read: make, made, came, Spell: called, looked, asked
17		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	m mb - thumb s c - city sc - scent se - horse v ve - have	Read: could, would, should (year 2 CE words) Spell: make, made, came
18		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	w Wh - when e (makes short e sound) i y - rhythm, pyramid, gym, mystery	Read there, their (in context) Spell: make, made, came
19		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	o a- was u o - done r wr - wren	Read I'm, don't, Spell: there, their (in context)

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Year 1 Common Exception words to learn
20		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	air are - share ear - bear ear ere - here eer - beer ea - really	Read: oh, old, love Spell: I'm, don't,
21		Practise recognition of stage 2,3 and 5 graphemes as they are learned.	or/oar au - Paul aw - raw al - talk our - tour ough - ought oor - door ore - more	Read: Year 1 common exception words Spell: oh, old, love
22	Assessment Week/ Consolidate areas identified Assess: reading and writing of Year 1 common exception words and identify focus words to target Ensure children are ready to access stage 5 decodable books (take tow books home if still require to practise consonant clusters)			

Stage 6 Layton's Letters and Sounds

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn to read and encode
1	Consonant Long Vowel Short vowel Digraph Trigraph Suffix	All stage 3 and 5 graphemes plus alternative pronunciations	Plural suffixes -s or -es	Long 'i' sound in common exception words. Mind, kind, find, wild, behind, child, children, climb
2	Consonant Long Vowel Short vowel Digraph Trigraph Suffix	All stage 3 and 5 graphemes plus alternative pronunciations	Suffixes -est -ed -er	Old, cold, gold, hold, told Fast, last, past Most, both, clothes
3		All stage 5 graphemes plus alternative pronunciations	Suffixes -y -ly -ing	Move, prove, improve The long 'ar' sound spelt 'a' Path, bath, half, plant, father
4		All stage 5 graphemes plus alternative pronunciations	Suffixes -ful -ment -ness	Could, should, would Break, great, steak
5	Prefix	All stage 5 graphemes plus alternative pronunciations	Prefixes un- re- dis-	Door, floor, poor Class, pass, grass Sugar, sure

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn to read and encode
6	Past tense Present tense Regular Irregular	All stage 5 graphemes plus alternative pronunciations	Regular and irregular past tense	End in 'y' making an 'ee' Any, busy, every, everybody, many, money, only, pretty
7		All stage 5 graphemes plus alternative pronunciations	Consolidation of all suffixes and prefixes taught	Again, beautiful, because, Christmas, eye, hour, people, parents
8		Revisit reading/encoding Year 1 CEW	Focus on spelling of CEW	After, hour, who, whole, water, clothes, even Move, prove, improve,
9	Assessment Week/ Consolidate areas identified Assess: reading and writing of Year 2 common exception words and identify focus words to target Ensure children are ready to access levelled books			