

Layton's Letters and Sounds Phonics Progression Map 2026 to 2027

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 the Shine Speech and Language therapist and, if necessary, targeted intervention planned.	Wordless books
2	7 weeks	Phase 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	Phase 3 phonetically decodable - matching sounds being learned in daily phonics lesson
4	12 weeks (Aspiration is to reach the end of Stage 4 by the end of Foundation Stage; some children accessing precision teaching if required)	Phase 4 phonetically decodable - matching sounds being learned in daily phonics lesson
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)	Phase 5 phonetically decodable - matching sounds being learned in daily phonics lesson
6	9 weeks	Phase 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' 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	Practise reading: is, it, at, in
2	Oral blending	s,a,t,p	i,n,m,d	Practise reading: is, it, at, in
3	Oral blending, oral segmenting	s, a, t, p, i, n, m, d	g,o,c,k	Practise reading: and, is, it, at, in
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	Practise reading: the, to, and, is, it, at, in
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	Practise reading: I, go, to, no, the, into - within captions.
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	Revisit reading all tricky words
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	Practise writing: the, no, go, to, I
2		Revisit all GPCs learned in Stage 2 j, v, w, x	y, z, zz, qu	Teach reading the tricky words: he, she Practise reading and writing: he, she, no, go, to, the.

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, ng	Teach reading the tricky words: we, me, be Spell: I, no, go, to, the
4		Revisit all GPCs learned in Stage 2 v, x, y, z, zz, qu, ch, sh, th, ng	ai, ee, igh, oa	Teach reading the word: was Practise spelling tricky words: he, she, we, me, be
5	Alternative pronunciation of the same grapheme	Revisit: ch,sh,th,ng ai, ee, igh, oa	oo, oo, ar, or	Teach reading the tricky word: my Practise spelling tricky words: he, she, we, me, be
6	Trigraph	Revisit ch,sh,th,ng ai, ee, igh, oa oo, oo, ar, or	oar, ur, ow, oi	Teach reading the tricky word: you Practise spelling tricky words: was, my, you
7		Revisit all GPCs taught so far.	ear, air	Teach reading the tricky word: they Practise spelling tricky words: was, my, you, they
8		Revisit all GPCs taught so far	ure, er	Teach reading the tricky word: her Practise spelling tricky words: was, my, you, they, 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 Teach words with combinations of two stage 3 graphemes to revise and consolidate		Teach reading the tricky word: all Practise spelling tricky words: was, my, you, all

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
10		Practise all GPCs taught so far - both writing and reading the phonemes Use formative assessment strategies to identify specific needs of individual children Teach words with combinations of two stage 3 graphemes to revise and consolidate		Teach reading the tricky word: are Practise spelling tricky words: was, my, you, all, are
11		Practise all GPCs taught so far - both writing and reading the phonemes Use formative assessment strategies to identify specific needs of individual children Teach words with combinations of two stage 3 graphemes to revise and consolidate		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 phase 3 phonemes.	Introduce the flashcards with all consonant clusters. Teach difference between a consonant and a vowel. Teach children to add sound buttons to a consonant cluster Concentrate on VCC and CCV	Read and spell the tricky words: said
2		Revisit recall/ writing grapheme for stage 3 phonemes. Revisit learning about consonants and vowels.	Concentrate on CVCC Consonant cluster at the <u>end</u> of the word Short and Long vowel sounds nd, ft, nt, st, ct	Read and spell the tricky words: so do
3		Revisit recall/ writing grapheme for stage 3 phonemes. Revisit learning about consonants and vowels.	Concentrate on CVCC Consonant cluster at the <u>end</u> of the word Short and Long vowel sounds nk, mp, sk, lt, xt	Read and spell the tricky words: when

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
4		Revisit recall/ writing grapheme for stage 3 phonemes. Revisit learning about consonants and vowels.	Concentrate on CVCC Consonant cluster at the <u>end</u> of the word Short and Long vowel sounds lf, lk, pt, ng, lp	Read and spell the tricky words: have
5		Revisit recall/ writing grapheme for stage 3 phonemes. Revisit learning about consonants and vowels.	Concentrate on CCVC Consonant cluster at the <u>start</u> of the word Short and Long vowel sounds sk, bl, st, pl, sn	Read and spell the tricky words: one
6		Revisit recall/ writing grapheme for stage 3 phonemes. Revisit learning about consonants and vowels.	Concentrate on CCVC Consonant cluster at the <u>start</u> of the word Short and Long vowel sounds tr, br, sp, fr, tw	Read and spell the tricky words: some come

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
7		Revisit recall/ writing grapheme for stage 3 phonemes. Revisit learning about consonants and vowels.	Concentrate on CCVC Consonant cluster at the <u>start</u> of the word Short and Long vowel sounds sm, cr, sl , gl, pr	Read and spell the tricky words: what
8		Revisit recall/ writing grapheme for stage 3 phonemes. Revisit learning about consonants and vowels.	Concentrate on CCVC Consonant cluster at the <u>start</u> of the word Short and Long vowel sounds fl, cl, dr, <u>sw</u>, gr	Read and spell the tricky words: were
9		Revisit recall/ writing grapheme for stage 3 phonemes. Revisit learning about consonants and vowels.	Concentrate on CCVCC Consonant cluster at the <u>start</u> and <u>end</u> of the word Short and Long vowel sounds	Read and spell the tricky words: little

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn
10		Revisit recall/ writing grapheme for stage 3 phonemes. Revisit learning about consonants and vowels.	Concentrate on CCVC CVCC CCVC Consonant cluster at the <u>start</u> and <u>end</u> of the word Short and Long vowel sounds thr, <u>spr</u>, shr, str, scr	Read and spell the tricky words: out
11		Revisit recall/ writing grapheme for stage 3 phonemes. Revisit learning about consonants and vowels.	Concentrate on CCVC CVCC CCVC Consonant cluster at the <u>start</u> and <u>end</u> of the word Short and Long vowel sounds nch, nth , spl	Read and spell the tricky words: like
12	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			

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: the , they , there , here , of , off Spell: so , of , off some , come ,
2		Practise recognition and recall of: ay ea/ey ie oe ue	ou ir aw oy zh	Read: was , were Spell: the , they , there , here
3		Practise recognition and recall of phase 2, 3, 4 and ay,ea/ey,ie,oe, ue, le, wh, ph, ew, au	le wh ph ew au	Read: where , want, what Spell: was , were
4	Split digraph Short vowel sound Long vowel sound	Practise recognition and recall of phase 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: put , push , pull , full Spell: where, want, what
5	Split digraph Short vowel sound Long vowel sound alternative pronunciations of graphemes for reading	Practise recognition and recall of phase 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

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Year 1 Common Exception words to learn
6		Practise recognition and recall of ay,ea/ey,ie,oe, ue, ie, 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	ow ie ea a	Read: one, once Spell: are, our (in correct context)
7		Practise recognition and recall of ay,ea/ey,ie,oe, ue, ie, 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	y ch ou	Read: is, his, has, ask, a Spell: one, once
8	alternative pronunciations of graphemes for encoding/ spelling	Practise recognition of phase 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, ask, a
9		igh ie - tie i-e - pile i - find y - sky	High, sigh, sight, night, bright Tie, pie, cried, tried Pile, smile, like, time, nice Mind, find, wild, pint Sky, try, fly, reply	Read: said, says Spell: door, floor, poor
10		Practise recognition of phase 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 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 phase 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 phase 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 phase 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 phase 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 phase 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 phase 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 phase 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 phase 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 phase 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 phase 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, house Spell: I'm, don't,
21		Practise recognition of phase 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, house
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 Phase 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

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn to read and encode
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
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

Week	Phonics Terminology to introduce/consolidate	GPCs to revisit	GPCs to learn	Tricky words to learn to read and encode
8		Revisit reading/encoding Year 1 CEW	Focus on spelling of CEW	After, hour, who, whole, water, clothes, even Move, prove, improve,
8	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			