|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn half-term 1 | Autumn half-term 2 | Spring half-term 1 | Spring half-term 2 | Summer half-term 1 | Summer half-term 2 |
| Nursery  | /m/ m/p/ p/b/ b/n/ n/t/ t/d/ dEnvironmental soundsInstrumental soundsBody percussion | /w/ w/h/ h/k/ c k /g/ g/f/ f/s/ sRhythm and rhymeAlliterationVoice sounds | /y/ y/ng/ ng/v/ v/l/ l/ch/ ch/sh/ shEnvironmental soundsInstrumental soundsBody percussion | /z/ z/r/ r/j/ j/th/ th/k+w/ qu/k+s/ xRhythm and rhymeAlliterationVoice sounds | /a/ a/i/ i/e/ e/o/ o/u/ u/ai/ aiEnvironmental soundsInstrumental soundsBody percussion | /ee/ ee/igh/ igh/oa/ oa/or/ or/oo/ oo/oo/ ooRhythm and rhymeAlliterationVoice sounds |
| Lilac Lift Off  | Lilac first Words | Lilac More Words  |
| Reception  | s a t i p n m d g o c kI the go to no into | ck e u r h b f ff l ll ssI the go to no into | j v w x y z zz quhe she we me be was my you her they all are | ch sh th ng ai ee igh oa oo oo he she we me be was my you her they all are | ar or ur ow oi ear air ure ersomeone said come do so were when have there out like little what  | wh ph /ai/ ay a-e a /ee/ e-e ie easome one said come do so were when have there out like little what  |
| Pink  | Red | Yellow | Blue |
| Year 1 | /igh/ i i-e ie y/oa/ o-e ow oe o /ee/ y ey some one said come do so were when have there out like little what  | /y+oo/ u u-e ue ewlong /oo/ u u-e ue ew/ur/ er irou oy oh their people Mr Mrs looked called asked could water where  | /or/ au aw al our ore oor augh/oa/ ou long /oo/ ou /ar/ a al /ur/ ear or /eer/ eer ere /air/ are ear ere who again thought through many laughed because any eyes friends once please | /s/ c se ce /j/ g dge ge /e/ ea /uh/ o /k/ ch /sh/ choh their people Mr Mrs looked called asked could water where  | le ed ed mb kn gn wr tch /zh/ s si ge oh their people Mr Mrs looked called asked could water where  | /ch+u/ ture /i/ y /s/ sc st /o/ a /sh/ ti ci ssiwho again thought through many laughed because any eyes friends once please |
| Blue | Green | Orange |
| Year 2 | /ai/ ai, ay, a-e, a, eigh, ei, ea, ey/ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y/oa/ oa, o-e, ow, oe, ohomophones and near-homophonessuffixes | /w/ w, wh /f/ f, ff, phlong /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ewshort /oo/ oo, u, oul /ar/ ar, a, alpossessive apostrophessuffixes | /or/ or, au, aw, al, a, ar/or/ our, ore, oor, augh/ur/ ur, er, ir, ear, or/ou/ ou, ow /oi/ oi, oycontractionssuffixes | /eer/ ear, eer, ere/air/ air, are, ear, ere/s/ s, ss, c, se, ce, sc, st/j/ j, g, dge, gehomophones and near-homophonessuffixes | /t/ t, tt, ed /d/ d, dd, ed/n/ n, nn, kn, gn /m/ m, mm, mb/k/ c, k, ck, ch /r/ r, rr, wr/l/ l, ll /ul/ le, il, al, elpossessive apostrophessuffixes | /i/ i, y /o/ o, (w)a (qu)a/e/ e, ea /zh/ s, si, ge/ch/ ch, tch /ch+u/ ture/sh/ sh, ch, ti, ci, ssicontractions suffixes |
| Turquoise | Purple | Gold | White |
| Blue | Green | Orange |

\*Colours Blue, Green and Orange are shown against Year 2 to enable dual aspect teaching. In Year 2 we revisit the alphabetic code but with a heavier emphasis on spelling and age-appropriate content. We teach in a very similar order to the Year 1 pathway which means that the Year 2 teacher can teach whole class lessons using the age-appropriate colour banding for Y2 (turquoise, purple, gold and white) but learners who might still lack confidence, fluency or decoding accuracy can read Target Practice Readers at Blue, Green and Orange that tie in with the teaching content. This approach enables lower attaining learners an opportunity to keep up with Year 2 teaching whilst closing the gap before KS2. It also supports mixed aged group teaching.