

# Reception Readers Phonics Coverage Chart

**Note:** Content shown in **green** represents new learning. The **Phonics Readers** can be used with the children after the daily phonics session on the day specified below.

| Phase Two   |                         |   |         |           |   |                |                                |
|-------------|-------------------------|---|---------|-----------|---|----------------|--------------------------------|
| Book Number | Title                   | Phonics focus   | Genre   | Book Band | GPCs  | Tricky words   | When can the children read it? |
| 1           | <b>Sam</b>              | Introduce Sets 1 and 2 letters  | Fiction | Pink A    | s, a, t, p, i, n, m, d                          |                | From Week 2, Friday            |
| 2           | <b>Sit</b>              | Practice  | Fiction | Pink A    | s, a, t, p, i, n, m, d                          |                | From Week 2, Friday            |
| 3           | <b>Tim</b>              | Practice  | Fiction | Pink A    | s, a, t, p, i, m, d                             |                | From Week 2, Friday            |
| 4           | <b>Dig It</b>           | Introduce 'g' and 'o'   | Fiction | Pink A    | s, a, t, p, i, d, g, o                          |                | From Week 3, Tuesday           |
| 5           | <b>Man and Dog</b>      | Introduce <b>and</b>  | Fiction | Pink A    | a, t, n, d, g, o                                |                | From Week 3, Wednesday         |
| 6           | <b>A Gap</b>            | Practice  | Fiction | Pink A    | s, a, t, p, i, n, m, d, g, o                    |                | From Week 3, Wednesday         |
| 7           | <b>Min and Sid</b>      | Practice<br><b>Note:</b> Sentence punctuation and capital letters introduced from this point. | Fiction | Pink A    | s, a, t, i, n, m, d, g, o                       |                | From Week 3, Wednesday         |
| 8           | <b>Cam and Kat</b>      | Introduce 'c' and 'k'   | Fiction | Pink A    | s, a, t, p, i, n, m, d, g, o, c, k              |                | From Week 3, Friday            |
| 9           | <b>Pip</b>              | Practice  | Fiction | Pink A    | s, a, t, p, i, n, m, d, g, o, c, k              |                | From Week 3, Friday            |
| 10          | <b>Pick and Pack</b>    | Introduce 'ck'  | Fiction | Pink A    | s, a, t, p, i, n, m, o, c, k, ck                |                | From Week 4, Monday            |
| 11          | <b>In the Net</b>       | Introduce 'e' and <b>the</b>  | Fiction | Pink A    | s, a, t, p, i, n, m, g, o, k, ck, e             | <b>the</b>     | From Week 4, Friday            |
| 12          | <b>The Kit</b>          | Introduce 'u' and <b>to</b>   | Fiction | Pink A    | s, a, t, p, i, n, m, d, g, o, c, k, e, u        | <b>to, the</b> | From Week 4, Friday            |
| 13          | <b>On the Red Rug</b>   | Introduce 'r'   | Fiction | Pink A    | s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r | <b>the</b>     | From Week 4, Friday            |
| 14          | <b>Peck, Peck, Peck</b> | Practice  | Fiction | Pink A    | s, a, t, p, i, n, m, d, g, o, c, ck, e, u, r    | <b>to</b>      | From Week 4, Friday            |
| 15          | <b>Top Hat</b>          | Introduce 'h'   | Fiction | Pink B    | s, a, t, p, i, n, d, g, o, c, ck, e, u, r, h    | <b>the</b>     | From Week 5, Monday            |

# Reception Readers Phonics Coverage Chart continued



**Note:** Content shown in **green** represents new learning. The **Phonics Readers** can be used with the children after the daily phonics session on the day specified below.

| Phase Two   |                      |                            |         |           |   |                |                                |
|-------------|----------------------|----------------------------|---------|-----------|---|----------------|--------------------------------|
| Book Number | Title                | Phonics focus              | Genre   | Book Band | GPCs  | Tricky words   | When can the children read it? |
| 16          | <b>The Big Hug</b>   | Introduce 'b' and l        | Fiction | Pink B    | s, a, t, p, i, n, m, d, g, o, e, u, r, h, <b>b</b>                      | the, l         | From Week 5, Tuesday           |
| 17          | <b>It is Fun</b>     | Introduce 'f', 'ff' and go | Fiction | Pink B    | s, a, t, p, i, n, g, o, ck, e, u, b, f, <b>ff</b>                       | to, go         | From Week 5, Friday            |
| 18          | <b>Go Get Nan</b>    | Practice                   | Fiction | Pink B    | a, t, p, i, n, m, d, g, o, ck, e, u, r, h, b, f                         | to, the, l, go | From Week 5, Friday            |
| 19          | <b>On the Hill</b>   | Introduce 'l' and 'll'     | Fiction | Pink B    | s, a, t, i, n, m, d, g, o, e, u, h, b, f, <b>ff, l, ll</b>              | to, the        | From Week 5, Thursday          |
| 20          | <b>Run, Bug, Run</b> | Introduce no               | Fiction | Pink B    | s, a, t, p, n, m, d, g, o, c, ck, e, u, r, b, l                         | no, go         | From Week 5, Friday            |
| 21          | <b>The Big Pot</b>   | Introduce 'ss'             | Fiction | Pink B    | s, a, t, p, i, n, m, d, g, o, c, ck, e, u, r, h, b, f, l, ll, <b>ss</b> | the            | From Week 6, Monday            |
| 22          | <b>At the Till</b>   | Practice                   | Fiction | Pink B    | s, a, t, p, i, n, m, d, g, o, k, ck, e, u, b, f, ll, <b>ss</b>          | the, l, no     | From Week 6, Monday            |
| 23          | <b>The Pet</b>       | Practice                   | Fiction | Pink B    | s, a, t, p, i, n, m, d, g, o, e, u, r, h, b, f, l, <b>ss</b>            | the, no        | From Week 6, Monday            |
| 24          | <b>The Cup</b>       | Practice                   | Fiction | Pink B    | s, a, t, p, i, n, d, g, o, c, ck, e, u, r, h, b, f, <b>ff, ll</b>       | the            | From Week 6, Monday            |
| 25          | <b>The Mess</b>      | Practice                   | Fiction | Pink B    | s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, b, f, <b>ff, l, ss</b>    | to, the, go    | From Week 6, Monday            |

# Reception Readers Phonics Coverage Chart continued



**Note:** Content shown in **red** represents new learning. The **Phonics Readers** can be used with the children after the daily phonics session on the day specified below.

| Phase Three |                                |  |             |           |  |                        |                                |
|-------------|--------------------------------|--|-------------|-----------|--|------------------------|--------------------------------|
| Book Number | Title                          | Phonics focus                          | Genre       | Book Band | GPCs   | Tricky Words           | When can the children read it? |
| 1           | <b>The Jam Man</b>             | Introduce 'j' and 'v'                  | Non-fiction | Red       | <b>j, v</b>  |                        | From Week 1, Tuesday           |
| 2           | <b>The Mix-up</b>              | Introduce 'w' and 'x'                  | Fiction     | Red       | <b>j, v, w, x</b>  |                        | From Week 1, Thursday          |
| 3           | <b>Zak and His Set</b>         | Introduce y, z, zz                     | Fiction     | Red       | <b>j, w, x, y, z, zz</b>                                 |                        | From Week 2, Tuesday           |
| 4           | <b>The Big Quiz</b>            | Introduce 'qu' and <b>he, she</b>      | Fiction     | Red       | <b>w, x, y, z, zz, qu</b>                                | <b>he, she</b>         | From Week 2, Thursday          |
| 5           | <b>The Jazzman and His Dog</b> | Practice                               | Non-fiction | Red       | <b>j, w, x, y, zz, qu</b>                                | <b>he, she</b>         | From Week 2, Thursday          |
| 6           | <b>Rush, Rush, Rush!</b>       | Introduce sh, ch, th and <b>we, be</b> | Fiction     | Red       | <b>w, y, qu, ch, sh, th</b>                              | <b>we, be</b>          | From Week 3, Friday            |
| 7           | <b>The King and the Ring</b>   | Introduce 'ng' and <b>me</b>           | Fiction     | Red       | <b>j, w, zz, sh, ng</b>                                  | <b>he, she, me</b>     | From Week 3, Friday            |
| 8           | <b>At the Shop</b>             | Practice                               | Fiction     | Red       | <b>j, v, w, x, sh, th, ng</b>                            | <b>we, be</b>          | From Week 3, Friday            |
| 9           | <b>Chip Can Sit!</b>           | Introduce 'ai'                         | Fiction     | Red       | <b>w, y, ch, th, ai</b>                                  | <b>he, me</b>          | From Week 4, Monday            |
| 10          | <b>I Can See...</b>            | Introduce 'ee'                         | Fiction     | Red       | <b>w, zz, qu, ch, sh, th, ng, ai, ee</b>                 | <b>be, me</b>          | From Week 4, Tuesday           |
| 11          | <b>The Web</b>                 | Practice                               | Non-fiction | Red       | <b>w, th, ng, ai, ee</b>                                 |                        | From Week 4, Tuesday           |
| 12          | <b>The Right Gap</b>           | Introduce 'igh' and <b>was</b>         | Fiction     | Red       | <b>w, y, ch, th, ng, ai, ee, igh</b>                     | <b>we, be, was</b>     | From Week 4, Thursday          |
| 13          | <b>The Pet Goat</b>            | Introduce 'oa'                         | Fiction     | Red       | <b>w, sh, ee, oa</b>                                     | <b>she, be</b>         | From Week 4, Thursday          |
| 14          | <b>Cubs and Pups</b>           | Practice                               | Non-fiction | Red       | <b>w, x, th, ng, ai, igh, oa</b>                         | <b>was</b>             | From Week 4, Thursday          |
| 15          | <b>My Coat</b>                 | Introduce 'oo' (long) and <b>my</b>    | Fiction     | Red       | <b>y, ch, th, ng, ee, igh, oa, oo (long)</b>             | <b>be, me, was, my</b> | From Week 5, Friday            |
| 16          | <b>Dads and Mums</b>           | Introduce 'oo' (short)                 | Fiction     | Red       | <b>w, ch, th, oo (short)</b>                             | <b>I, me, my</b>       | From Week 5, Friday            |
| 17          | <b>The Farm</b>                | Introduce 'ar'                         | Fiction     | Red       | <b>w, sh, th, ee, igh, oa, oo (long), oo (short), ar</b> | <b>we, me, my</b>      | From Week 5, Friday            |

# Reception Readers Phonics Coverage Chart continued



**Note:** Content shown in **red** represents new learning. The **Phonics Readers** can be used with the children after the daily phonics session on the day specified below.

| Phase Three |                            |                                |             |           |  |                               |                                |
|-------------|----------------------------|--------------------------------|-------------|-----------|--|-------------------------------|--------------------------------|
| Book Number | Title                      | Phonics focus                  | Genre       | Book Band | GPCs   | Tricky Words                  | When can the children read it? |
| 18          | <b>This Boat</b>           | Introduce 'or'                 | Fiction     | Red       | j, w, th, oa, ar, <b>or</b>  | be, my                        | From Week 5, Friday            |
| 19          | <b>Boatman Toad</b>        | Practice                       | Fiction     | Red       | sh, th, ng, ai, igh, oa, oo (long), oo (short), ar, <b>or</b>                  | he, was                       | From Week 5, Thursday          |
| 20          | <b>It Will Be...</b>       | Introduce 'ur' and <b>you</b>  | Fiction     | Red       | w, x, th, ai, ee, oo (short), <b>ur</b>  | me, my, <b>you</b>            | From Week 6, Friday            |
| 21          | <b>Look Down</b>           | Introduce 'ow'                 | Fiction     | Red       | w, ch, sh, th, ee, igh, oa, oo (short), ar, <b>ow</b>                          | we, be                        | From Week 6, Wednesday         |
| 22          | <b>This Coin</b>           | Introduce 'oi'                 | Fiction     | Red       | j, w, x, th, ee, oo (short), ar, or, ow, <b>oi</b>                             | my                            | From Week 6, Thursday          |
| 23          | <b>In My Town</b>          | Introduce 'ear'                | Fiction     | Red       | v, y, z, sh, ng, oa, oo (long), ar, ow, <b>ear</b>                             | my                            | From Week 7, Monday            |
| 24          | <b>At the Zoo</b>          | Practice                       | Non-fiction | Red       | w, sh, th, ng, ai, ee, igh, oo (long), oo (short), ar, or, ur, ow, ear         | we                            | From Week 7, Monday            |
| 25          | <b>At My Nan and Pop's</b> | Introduce 'air'                | Fiction     | Red       | w, ch, th, ee, oo (long), or, <b>air</b>                                       | we, my, you                   | From Week 7, Tuesday           |
| 26          | <b>The Pet-Sitter</b>      | Introduce 'er' and <b>they</b> | Fiction     | Red       | j, ch, ng, oo (long), ear, air, <b>er</b>                                      | my, you, <b>they</b>          | From Week 7, Friday            |
| 27          | <b>Sal the Sow</b>         | Introduce <b>her</b>           | Fiction     | Red       | w, zz, ch, th, oo (long), ar, ow, ear, air, er                                 | you, they, <b>her</b>         | From Week 8, Friday            |
| 28          | <b>Hair</b>                | Introduce <b>all</b>           | Fiction     | Red       | j, v, w, y, z, ch, sh, th, ng, ai, oo (long), ar, or, ur, ow, oi, ear, air, er | he, she, was, her, <b>all</b> | From Week 9, Wednesday         |
| 29          | <b>A Good Job</b>          | Practice                       | Non-fiction | Red       | j, v, w, sh, th, ng, ai, ee, igh, oo (long), oo (short), ar, or, ow, er        | he, my, all                   | From Week 9, Wednesday         |
| 30          | <b>The Right Number</b>    | Introduce <b>are</b>           | Fiction     | Red       | j, w, z, sh, th, ng, ai, ee, igh, oo (long), or, ow, er                        | they, <b>are</b>              | From Week 10, Thursday         |

# Reception Readers Phonics Coverage Chart continued



**Note:** Content shown in **yellow** represents new learning. The **Phonics Readers** can be used with the children after the daily phonics session on the day specified below.

| Phase Four  |                              |  |             |           |   |                                |
|-------------|------------------------------|--|-------------|-----------|---|--------------------------------|
| Book Number | Title                        | Phonics focus                              | Genre       | Book Band | Tricky words  | When can the children read it? |
| 1           | <b>The Best Dog</b>          | Introduce CVCC words                       | Fiction     | Yellow    | <b>Revision of Phase Three GPCs</b>                                   | From Week 1 Monday             |
| 2           | <b>The Moon Landing</b>      | CVCC words and <b>so, said</b>             | Fiction     | Yellow    | <b>said, so</b>   | From Week 1, Thursday          |
| 3           | <b>Bumps in the Night</b>    | Practice                                   | Fiction     | Yellow    | <b>said, so</b>   | From Week 1 Thursday           |
| 4           | <b>The Trip</b>              | CVCC words and introduce CCVC words        | Fiction     | Yellow    | <b>said, so</b>   | From Week 2, Monday            |
| 5           | <b>The Big Jump</b>          | Practice                                   | Fiction     | Yellow    | <b>said, so</b>   | From Week 2, Monday            |
| 6           | <b>The Top Bunk</b>          | CVCC and CCVC words and <b>like</b>        | Fiction     | Yellow    | <b>said, so, like</b>   | From Week 2, Tuesday           |
| 7           | <b>Thank you, Green Man!</b> | CVCC and CCVC words and <b>some, come</b>  | Non-fiction | Yellow    | <b>said, so, like, some, come</b>                                     | From Week 2, Thursday          |
| 8           | <b>The Crown</b>             | CVCC and CCVC words and <b>have</b>        | Fiction     | Yellow    | <b>said, so, like, have</b>   | From Week 3, Wednesday         |
| 9           | <b>At the Swimming Pool</b>  | Practice                                   | Non-fiction | Yellow    | <b>so, some, come, have</b>   | From Week 3, Wednesday         |
| 10          | <b>The Dark Green Boots</b>  | Adjacent consonants and <b>there, were</b> | Fiction     | Yellow    | <b>said, some, come, there, were</b>                                  | From Week 4, Wednesday         |
| 11          | <b>Stop That Chimp!</b>      | Practice                                   | Fiction     | Yellow    | <b>said, some, come, there, were</b>                                  | From Week 4, Wednesday         |
| 12          | <b>The Little One</b>        | Adjacent consonants and <b>little, one</b> | Fiction     | Yellow    | <b>said, so, have, were, there, little, one</b>                       | From Week 4, Thursday          |
| 13          | <b>The Clown</b>             | Practice                                   | Fiction     | Yellow    | <b>said, so, have, were, there, little, one</b>                       | From Week 5, Monday            |
| 14          | <b>The Thunderstorm</b>      | Adjacent consonants and <b>out, do</b>     | Fiction     | Yellow    | <b>said, so, have, were, there, little, one, out, do</b>              | From Week 6, Wednesday         |
| 15          | <b>The Winning Street</b>    | Adjacent consonants and <b>when, what</b>  | Fiction     | Yellow    | <b>said, so, have, were, there, little, one, out, do, when, what</b>  | From Week 6, Thursday          |
| 16          | <b>The Gifts</b>             | Practice                                   | Fiction     | Yellow    | <b>said, so, like, some, have, were, there, little, one, do, when</b> | From Week 6, Thursday          |



# Reception Readers Phonics Coverage Chart continued



**Note:** Content shown in **yellow** represents new learning. The **Phonics Readers** can be used with the children after the daily phonics session on the day specified below.

| Phase Four  |                            |               |             |           |  |                                |
|-------------|----------------------------|---------------|-------------|-----------|--|--------------------------------|
| Book Number | Title                      | Phonics focus | Genre       | Book Band | Tricky words                                     | When can the children read it? |
| 17          | <b>What Am I?</b>          | Practice      | Non-fiction | Yellow    | like, some, come, have, one, out, do, when, what | From Week 6, Thursday          |
| 18          | <b>The Tent</b>            | Practice      | Fiction     | Yellow    | said, so, like, some, there, out, do, what       | From Week 6, Thursday          |
| 19          | <b>The Missing Hamster</b> | Practice      | Fiction     | Yellow    | said, so, like, some, there, out, do, what       | From Week 6, Thursday          |
| 20          | <b>Spook Night!</b>        | Practice      | Non-fiction | Yellow    | said, so, like, some, there, out, do, what       | From Week 6, Thursday          |

# Year 1 Readers Phonics Coverage Charts

**Note:** For Phase Five, the *new* GPCs and tricky words introduced in each of the **Phonics Readers** are shown below. Once a GPC or tricky word has been introduced, it is included in subsequent books for revision and consolidation. The **Phonics Readers** can be used with the children after the daily phonics session on the day specified below.

| Phase Five, Term 1 |                          |   |                           |           |   |                                |
|--------------------|--------------------------|---|---------------------------|-----------|---|--------------------------------|
| Book Number        | Title                    | Phonics focus   | Genre                     | Book Band | Tricky words                                | When can the children read it? |
| 1                  | <b>Waiting for Mum</b>   | Review of Phase Three graphemes   | Fiction                   | Blue      | Review of Phase Three tricky words          | From Week 1, Monday            |
| 2                  | <b>The Garden</b>        | Review of Phase Three graphemes   | Narrative non-fiction     | Blue      | Review of Phase Four tricky words           | From Week 2, Monday            |
| 3                  | <b>Let's Have Lunch!</b> | Review of Phase Three graphemes<br>Review of reading longer words, including compound and multi-syllable words<br>Reading contractions with apostrophes | Information non-fiction   | Blue      | Review of Phase Four tricky words<br>love   | From Week 3, Friday            |
| 4                  | <b>The Twins</b>         | Review of Phase Three graphemes<br>Reading words ending in suffixes -s, -est, -ed   | Fiction                   | Blue      | Review of Phase Four tricky words<br>looked | From Week 4, Friday            |
| 5                  | <b>Scout the Stray</b>   | ay for /ai/ sound<br>ou for /ow/ sound<br>ie for /igh/ sound  | Fiction                   | Blue      | oh, people                                  | From Week 5, Friday            |
| 6                  | <b>The Compost Heap</b>  | ea for /ee/ sound<br>oy for /oi/ sound<br>ir for /ur/ sound   | Instructional non-fiction | Blue      | their, your                                 | From Week 6, Friday            |
| 7                  | <b>The New Teacher</b>   | aw for /or/ sound<br>ue for /oo/ and /yoo/ sounds<br>ew for /oo/ and /yoo/ sounds   | Fiction                   | Blue      | Mr, Mrs                                     | From Week 7, Friday            |

# Year 1 Readers Phonics Coverage Charts continued

| Phase Five, Term 1 |                               |   |                         |           |                      |                                |
|--------------------|-------------------------------|---|-------------------------|-----------|----------------------|--------------------------------|
| Book Number        | Title                         | Phonics focus   | Genre                   | Book Band | Tricky words         | When can the children read it? |
| 8                  | <b>Farmers Are Fantastic!</b> | oe for /oa/ sound<br>au for /or/ sound<br>i-e for /igh/ sound   | Narrative non-fiction   | Blue      | asked*, called       | From Week 8, Friday            |
| 9                  | <b>The Car Boot Sale</b>      | a-e for /ai/ sound<br>o-e for /oa/ sound<br>u-e for /oo/ and /yoo/ sounds   | Fiction                 | Blue      | could, would, should | From Week 9, Friday            |
| 10                 | <b>The Light-up Skates</b>    | e-e for /ee/ sound<br>wh for /w/ sound<br>ph for /f/ sound  | Fiction                 | Blue      | our, here            | From Week 10, Friday           |
| 11                 | <b>Games in the Rain</b>      | Review of GPCs in phoneme families:<br>/ai/ ai, ay, a-e<br>/ee/ ee, ea, e-e<br>/igh/ igh, ie, i-e<br>/ur/ ur, ir<br>/or/ or, aw, au | Narrative non-fiction   | Blue      |                      | From Week 11, Friday           |
| 12                 | <b>The Nest Box</b>           | Review of GPCs in phoneme families:<br>/oa/ oa, oe, o-e<br>/oo/ and /yoo/ oo, ue, ew, u-e<br>/ow/ ow, ou<br>/oi/ oi, oy             | Information non-fiction | Blue      | house, mouse         | From Week 12, Friday           |

\*The word 'asked' may not be tricky in some regional pronunciations.



# Year 1 Readers Phonics Coverage Charts continued

| Phase Five, Term 2 |                                   |   |                           |           |                    |                                |
|--------------------|-----------------------------------|---|---------------------------|-----------|--------------------|--------------------------------|
| Book Number        | Title                             | Phonics focus   | Genre                     | Book Band | Tricky words       | When can the children read it? |
| 13                 | <b>How to Spot a Tiger</b>        | i /igh/ sound<br>o /oa/ sound<br>a /ai/ sound                     | Instructional non-fiction | Green     | water, want        | From Week 1, Friday            |
| 14                 | <b>The Sleepover</b>              | u /yoo/ sound<br>u /oo/ (short) sound (e.g. put*)<br>e /ee/ sound | Fiction                   | Green     | who, whole, where  | From Week 2, Friday            |
| 15                 | <b>The Rainbow Unicorn</b>        | ow /oa/ sound<br>ie /ee/ sound<br>ea /e/ sound                    | Fiction                   | Green     | any, many, two     | From Week 3, Friday            |
| 16                 | <b>Your Amazing Body</b>          | er /ur/ sound<br>y /ee/ sound<br>y /igh/ sound                    | Information non-fiction   | Green     | school, work       | From Week 4, Friday            |
| 17                 | <b>Cousins in the Countryside</b> | ou /oa/ sound<br>ou /oo/ sound<br>ou /u/ sound                    | Narrative non-fiction     | Green     | different, thought | From Week 5, Friday            |
| 18                 | <b>The Messy Chef</b>             | a /o/ sound<br>ch /c/ sound<br>ch /sh/ sound                      | Fiction                   | Green     | friend, through    | From Week 6, Friday            |
| 19                 | <b>The Magic Show</b>             | g /j/ sound<br>c /s/ sound  | Narrative non-fiction     | Green     | once, eyes         | From Week 7, Friday            |



# Year 1 Readers Phonics Coverage Charts continued

| Phase Five, Term 2 |                         |  |                         |           |                  |                                |
|--------------------|-------------------------|--|-------------------------|-----------|------------------|--------------------------------|
| Book Number        | Title                   | Phonics focus  | Genre                   | Book Band | Tricky words     | When can the children read it? |
| 20                 | <b>The Doll's House</b> | ve for /v/<br>le for /l/ or /ul/<br>se and ce for /s/<br>ze and se for /z/ | Fiction                 | Green     | laughed, because | From Week 8, Friday            |
| 21                 | <b>The Badge</b>        | al and el for /l/ or /ul/<br>tch for /ch/<br>dge and ge for /j/            | Fiction                 | Green     |                  | From Week 9, Wednesday         |
| 22                 | <b>How Do They Fly?</b> | o and o-e for /u/<br>ey for /ee/<br>ui for /oo/ (long)                     | Information non-fiction | Green     |                  | From Week 10, Wednesday        |

\* /u/ may not be pronounced in this way in some regional pronunciations. Teaching should reflect the regional pronunciation of 'u' in words such as 'put' and 'push'.

# Year 1 Readers Phonics Coverage Charts continued

| Phase Five, Term 3 |                              |   |                         |           |                 |                                |
|--------------------|------------------------------|---|-------------------------|-----------|-----------------|--------------------------------|
| Book Number        | Title                        | Phonics focus   | Genre                   | Book Band | Tricky words    | When can the children read it? |
| 23                 | <b>Time Travel with Gran</b> | Review of GPCs in phoneme families:<br>/oa/ oa, oe, o-e, ow, o, ou<br><br>/igh/ igh, ie, i-e, i, y<br><br>Reading words with contractions | Narrative non-fiction   | Orange    |                 | From Week 1, Wednesday         |
| 24                 | <b>When Dinosaurs Walked</b> | Review of GPCs in /or/ phoneme family:<br>or, aw, au<br><br>aur for /or/<br><br>oor and ore for /or/<br><br>a and al for /or/             | Information non-fiction | Orange    |                 | From Week 2, Wednesday         |
| 25                 | <b>The Walkie-talkies</b>    | Review of GPCs in /ur/ phoneme family:<br>ur, ir, er<br><br>(w)or for /ur/<br><br>ear for /ur/  | Fiction                 | Orange    | busy, pretty    | From Week 3, Friday            |
| 26                 | <b>The Lonely Bear</b>       | eer and ere for /ear/<br><br>are for /air/<br><br>ear and ere for /air/   | Fiction                 | Orange    |                 | From Week 4, Wednesday         |
| 27                 | <b>Beautiful Bees</b>        | /ure/ for ure<br><br>t(ure) for /ch/<br><br>a for /ar/ (e.g. father*)<br><br>al for /ar/  | Information non-fiction | Orange    | beautiful, hour | From Week 5, Friday            |

# Year 1 Readers Phonics Coverage Charts continued

| Phase Five, Term 3 |                                |  |                           |           |                      |                                |
|--------------------|--------------------------------|--|---------------------------|-----------|----------------------|--------------------------------|
| Book Number        | Title                          | Phonics focus  | Genre                     | Book Band | Tricky words         | When can the children read it? |
| 28                 | <b>The Lucky Card</b>          | Unstressed /er/ at the end of words for or, ar<br><br>Unstressed /er/ in the middle of longer words for er (and other vowels depending on pronunciation) | Fiction                   | Orange    |                      | From Week 6, Wednesday         |
| 29                 | <b>Grans and Grandads</b>      | /n/ for kn, gn<br><br>/r/ for wr<br><br>/m/ for mb   | Information non-fiction   | Orange    | (grand)parents, shoe | From Week 7, Friday            |
| 30                 | <b>Let's Make Slime!</b>       | /s/ for st, sc<br><br>/i/ for y<br><br>/or/ for our, oar, augh   | Instructional non-fiction | Orange    |                      | From Week 8, Wednesday         |
| 31                 | <b>Gymnastics Club</b>         | /ai/ for eigh, aigh<br><br>/ai/ for ey, ea   | Narrative non-fiction     | Orange    | move, improve        | From Week 9, Friday            |
| 32                 | <b>Eat the Rainbow</b>         | /sh/ for s<br><br>/sh/ for ti(on)<br><br>/sh/ for ci, ssi, si  | Fiction                   | Orange    |                      | From Week 10, Wednesday        |
| 33                 | <b>Treasures Under the Sea</b> | /zh/ for su, si<br><br>Reading words with suffix -ly<br><br>Reading words with prefix un-  | Information non-fiction   | Orange    |                      | From Week 11, Friday           |
| 34                 | <b>Furry Heroes</b>            | Reading words ending with suffix -ful  | Fiction                   | Orange    |                      | From Week 12, Friday           |
| 35                 | <b>TBC</b>                     | Review of Phase Five GPCs  | Fiction                   | Orange    |                      | From Week 12, Friday           |

\*'a' may not be pronounced in this way in words such as 'bath' in some regional pronunciations.