

**SECURE Phase 5**

*Reading phonically decodable two-syllable and three-syllable words. Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Spelling complex words using phonically plausible attempts.*

**SECURE Phase 4**

*Segmenting adjacent consonants in words and apply this in spelling.  
Blending adjacent consonants in words and applying this skill when reading unfamiliar texts*

**SECURE High Phase 3**

*Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.*

Graphemes:

ear, air, ure, er,  
ar, or, ur, ow, oi,  
ai, ee, igh, oa, oo

**SECURE Phase 3**

*Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.*

Consonant digraphs

ch, sh, th, ng

**SECURE Low Phase 3**

*Reading and spelling CVC words using letters and short vowels.*

Letter progression

Set 7: y, z, zz, qu

Set 6: j, v, w, x

**SECURE Phase 2**

*Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words.*

*Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.*

Letter progression:

Set 5: h, b, f, ff, l, ll, ss

Set 4: ck, e, u, r

Set 3: g, o, c, k

Set 2: i, n, m, d

Set 1: s, a, t, p

**SECURE Phase 1 (7 Aspects)**

*Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.*