

Subscription to the Lancashire English and Maths website

Included in the website subscription are a range of documents to support the teaching and learning of English. These include:

- Key Learning for Reading and Writing – age-related expectation statements - Y1-Y6
- KLIPs – assessment tool for Reading and Writing – summative assessment grids for Y1-Y6
- Learning and Progression Steps for Reading and Writing to meet age-related expectations – planning for progression grids and guided group grids - Y1-Y6
- Learning and Progression Steps: child-friendly targets for Reading and Writing - Y1-Y6
- EYFS Key Learning document for planning
- EYFS guided group grids for Reading and Writing for guided sessions
- Assessment and Progression in Phonics grid linked to Letters and Sounds Phases 2-6; planning and assessment tool
- Sentence Exemplification progression document linked to Key Learning for Y1-Y6
- Suggested units for Y1-Y6 for narrative, non-fiction and poetry
- Unit summaries for every unit (narrative, non-fiction and poetry) to support planning units of work – Y1-Y6
- KS1 and KS2 Reading Domain Question prompts to support quality questioning in shared and guided reading linked to end of Key Stage Test Frameworks

The following pages contain explanations and samples of some of these documents.

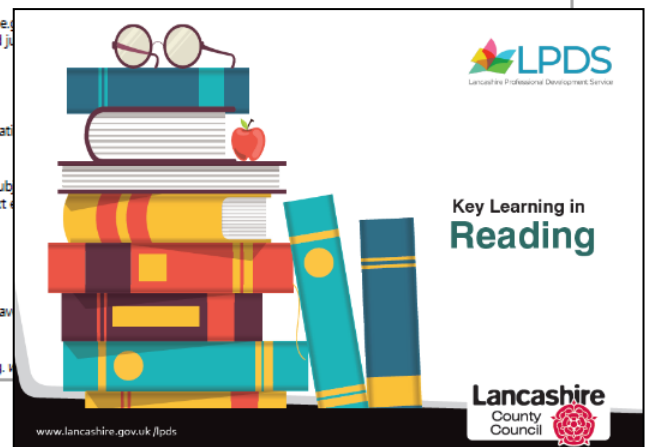
Annual subscriptions to the Lancashire English and Maths Website can be purchased [here](#) for only £150, this allows 12 months unlimited access for your school

The Key Learning documents are based on the programmes of study from the National Curriculum and pinpoint the key pieces of learning in each year group for Y1 to Y6.

They build upon the statutory elements to provide teachers with more specific guidance, further examples or additional and relevant objectives to ensure clarity, cohesion and continuity.

Key Learning in Reading: Year 3

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>. Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>. Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>. Regularly listen to whole novels read aloud by the teacher. Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>. Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>. Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>. Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understanding the text</p> <ul style="list-style-type: none"> Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding e.g. Draw inferences around characters thoughts, feelings and actions, and justify. Make predictions based on details stated. Justify responses to the text using the PE prompt (Point + Evidence). Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation. <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> Prepare for research by identifying what is already known about the subject. Evaluate how specific information is organised within a non-fiction text. Quickly appraise a text to evaluate usefulness. Navigate texts in print and on screen. Record information from a range of non-fiction texts. <p>Participating in discussion</p> <ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read. Develop and agree on rules for effective discussion. Take turns and listen to what others say. Make and respond to contributions in a variety of group situations e.g. in class, in a circle, in a group.



Key Learning for Writing is also included.

What are the KLIPs?

The KLIPs, or Key Learning Indicators of Performance, have been developed from Lancashire's National Curriculum Support Materials, which detail the key learning in reading and writing for each year group. These key learning grids for each year group can be used to provide:

- detailed assessment information for the teacher to use to inform their future planning of next steps (formative);
- overall judgements which can be made more summatively (for example once a term), to enable senior leadership teams to track progress across the school, during the year. This will assist schools with self-evaluation and in informing discussions with others e.g. inspection teams, about attainment and progress;
- a means of informing parents about attainment and progress.

The underlined statements on the grids have been identified as Key Learning Indicators of Performance (KLIPs) as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the Key Learning Indicators of Performance (KLIPs) play a particularly significant role in the assessment process.

KLIPs for Reading is also included.

English Key Learning Indicators of Performance in Writing: Year 1



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> ▶ <u>Say and hold in memory whilst writing, simple sentences which make sense.</u> ▶ <u>Write simple sentences that can be read by themselves and others.</u> ▶ <u>Separate words with spaces.</u> ▶ <u>Use punctuation to demarcate simple sentences (capital letters and full stops).</u> ▶ Use capital letter for the personal pronoun <i>I</i>. ▶ Use capital letters for names of people, places and days of the week. ▶ Identify and use question marks and exclamation marks. ▶ Use the joining word <i>and</i> to link words and clauses. ▶ Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. ▶ Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ▶ Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. ▶ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 	<p>Planning</p> <ul style="list-style-type: none"> ▶ Orally plan and rehearse ideas. ▶ <u>Sequence ideas and events in narrative.</u> ▶ Sequence ideas and events in non-fiction. ▶ Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ <u>Orally compose every sentence before writing.</u> ▶ <u>Re-read every sentence to check it makes sense.</u> ▶ Compose and sequence their own sentences to write short narratives. ▶ Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. ▶ Use formulaic phrases to open and close texts. ▶ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none"> ▶ <u>Read aloud their writing audibly to adults and peers.</u> 	<ul style="list-style-type: none"> ▶ <u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u> ▶ Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. ▶ Spell words with the /n/ sound spelt n before k, e.g. <i>bank, think</i>. ▶ Divide words into syllables, e.g. <i>pocket</i>. ▶ Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. ▶ Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. ▶ Add s and es to words, e.g. <i>thanks, catches</i>. ▶ Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. ▶ Add -er and -est to adjectives where no change is needed to the root word. ▶ Spell words with vowel digraphs. ▶ Spell words with vowel trigraphs. ▶ Spell words ending -y (/i/ or /u/), e.g. <i>happy</i>. ▶ Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. ▶ Spell words using k for the /k/ sound, e.g. <i>Kent</i>. ▶ Add the prefix -ur- ▶ Spell compound v ▶ Spell common ex ▶ Spell days of the v ▶ <u>Name the letters.</u> ▶ <u>Use letter names: spellings of the sa</u> ▶ Write from memc the teacher that ir common exceptic 	<ul style="list-style-type: none"> ▶ Sit correctly at a table and hold a pencil correctly. ▶ <u>Hold a pencil with an effective grip.</u> ▶ <u>Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</u> ▶ Form digits 0-9 correctly. ▶ Practise forming letters in handwriting families: <ul style="list-style-type: none"> - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n, p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - 'Zig-zag letters' – k, v, w, x, y, z ▶ Have clear ascenders ('tall letters') and descenders ('tails'). ▶ Form capital letters correctly.

KLIPs
Key Learning Indicators of Performance
 English - Writing

What are Learning and Progression Steps (LAPS)? The Learning and Progression Steps are designed to scaffold the learning required in order to meet the expectations of the National Curriculum. Statements in the Lancashire Key Learning for Reading document have been broken down into smaller steps to support teachers in planning appropriate learning opportunities. These key pieces of learning will support pupils in becoming effective and reflective independent readers.

How are they different from the Key Learning Statements? The Learning and Progression Step (LAPS) are smaller, progressive steps which support learning towards the Key Learning in Reading expectations. LAPS are numerically ordered from LAP 1 to LAP 3, to reflect the gradual development of the skill/s involved.

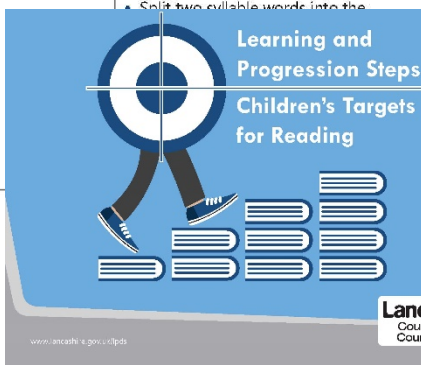
How are they different from the Key Learning Indicators of Performance (KLIPs)? The Key Learning Indicators of Performance (KLIPs) document is an assessment tool. The Learning and Progression Steps (LAPS) document is a planning tool and is not intended to be used for summative assessment purposes.

LAPS for Writing is also included.

Learning and Progression Steps in Reading Planning for Progression: Year 1



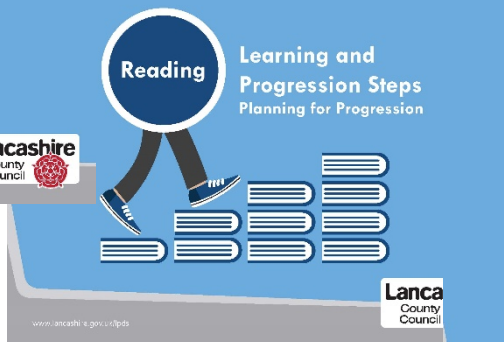
Range:	• Fiction, non-fiction and poetry books linked to developing phonic knowledge – phonically decodable texts.			
Phonics Phase:	LAP 1 Phase 4/5	LAP 2 Phase 5	LAP 3 Phase 5	Key Learning
Book Band:	Blue/Green	Green/Orange	Turquoise/Purple	
Word Reading	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. ea in <i>bread</i> and <i>seat</i>; o in <i>post</i> and <i>slot</i>; a in <i>hat</i> and <i>was</i>; ow in <i>snow</i> and <i>cow</i>. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts (see Year 1 list). Read words containing –s, –es endings. Split two syllable words into the 	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. i in <i>fin</i> and <i>mind</i>; er in <i>farmer</i> and <i>her</i>; g in <i>giant</i> and <i>grand</i>; ear in <i>pearl</i> and <i>hearing</i>. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts (see Year 1 list). Read words containing –ing, –ed endings. Split two syllable words, including nd words, into the separate to support blending for e.g. <i>picnic</i>, <i>sticker</i>, <i>dinner</i>, <i>something</i>, <i>flipchart</i>. Read words with contractions e.g. <i>I'm</i>, 	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge (<i>Letters and Sounds</i> Phase 5). Apply phonic knowledge and skills as the route to decode words (<i>Letters and Sounds</i> Phase 5). Respond speedily with the correct sound to grapheme for the 44 phonemes (<i>Letters and Sounds</i> Phase 5). Recognise and use the different ways of pronouncing the same grapheme; e.g. c in <i>ice</i> and <i>cream</i>; ch in <i>chef</i>, <i>school</i> and <i>church</i>; ou in <i>could</i>, <i>found</i>, <i>you</i> and <i>shoulder</i>. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts (see Year 1 list). Read words containing –s, –es, –ing, –ed, –er, –est endings. Split two and three syllable words into the separate syllables to support blending for reading, e.g. <i>farmyard</i>, <i>playground</i>, <i>September</i>, <i>Saturday</i>, <i>internet</i>, <i>animal</i>, <i>Africa</i>. Read words with contractions e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i> and understand that the the omitted 	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in <i>snow</i> and <i>cow</i>. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts (see below). Read words containing –s, –es, –ing, –ed, –er, –est endings. Split two and three syllable words into the separate syllables to support blending for reading. Read words with contractions e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i> and understand that the apostrophe represents the omitted letter.



**Learning and Progression Steps
Children's Targets for Reading**

Lancashire County Council

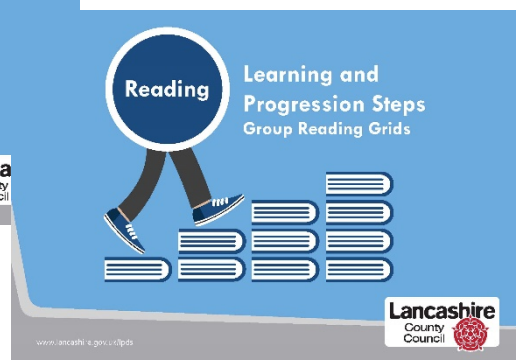
www.lancashire.gov.uk/lpds



**Reading Learning and Progression Steps
Planning for Progression**

Lancashire County Council

www.lancashire.gov.uk/lpds



**Reading Learning and Progression Steps
Group Reading Grids**

Lancashire County Council

www.lancashire.gov.uk/lpds

What is Key Learning for the EYFS in CLL? The *Key Learning for EYFS in CLL* statements are the small step goals for Reception children to work through to achieve the 'Expected' ELGs in Reading and Writing.

Where have they come from? The *Key Learning for EYFS in CLL* statements have been identified primarily from the EYFS. Other key documents cross referenced in their preparation include *Development Matters*, *Letters and Sounds*, and *Lancashire Assessment and Progression* materials.

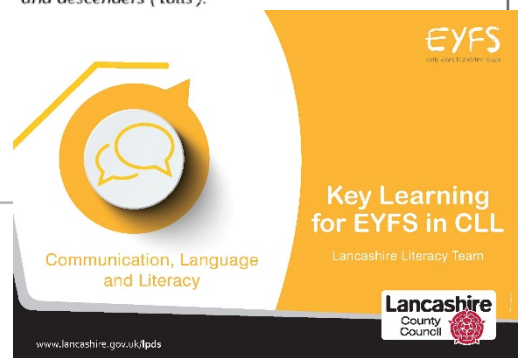
How are they different from the EYFS ELGs? There were two main aims in creating *Key Learning for EYFS*. The first aim was to pull out the key steps in learning to enable clear planning for the Literacy elements within EYFS, and the second was to provide a clear progression to achieve the ELGs for the Prime and Specific aspects towards the 'Expected' Level.

How might Key Learning for the EYFS in CLL be useful? The *Key Learning for EYFS in CLL* statements should help to focus, and be exemplified, during whole class and group teaching. Taught in the context of lively, engaging and creative themes, they help to ensure that pupils make progress as readers and writers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts and through continuous provision.

Key Learning linked to Literacy – Writing

Emergent Writing	Composition	Transcription
<ul style="list-style-type: none"> Develop language skills (listening and talking) in a range of contexts. Show awareness that writing communicates meaning. Give meaning to the marks they make. Understand that thoughts can be written down. Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in cluster like words. Beginning to use appropriate letters for initial sounds. Beginning to build words using letter sounds in their writing. Use writing in their play. Use familiar words in their writing. Show awareness of the different audience for writing. <p>(N.B links to daily systematic teaching of phonics)</p>	<p>Composition:</p> <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Understands that thoughts and stories can be written down. Have their own ideas and reasons for writing. Orally compose a sentence and hold it in memory before attempting to write it. Begin to use simple sentence forms. Can talk about the features of their own writing. Write a simple narrative. Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). <p>Vocabulary, grammar, punctuation</p> <ul style="list-style-type: none"> Begin to recognise and know there needs to be spaces between words in a simple sentence. Recognise and know that full stops are at the end of a sentence. Recognise and know that a sentence starts with a capital letter. Write a simple phrase with finger spaces that can be read back by themselves. Write simple sentences using finger spaces that can be read by themselves and others. 	<p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p> <ul style="list-style-type: none"> Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Segment sounds in simple words. Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). Spell some irregular common words (tricky) the, to, no, go, independently. Write own name. <p>Handwriting:(also see Physical Development – moving and handling)</p> <ul style="list-style-type: none"> Write left to right and top to bottom. Form some lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails').

Key Learning for the EYFS in CLL
© Lancashire County Council (Autumn 2019)



Communication, Language and Literacy

Key Learning for EYFS in CLL
Lancashire Literacy Team

Lancashire County Council

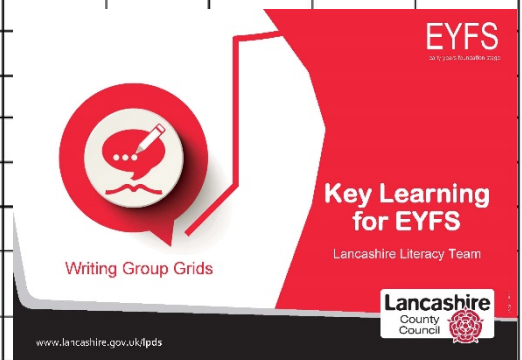
www.lancashire.gov.uk/lpds

Key Learning CLL – Towards Writing Skills

This booklet has suggested guidelines for guided writing sessions to help teachers plan and monitor children's progress towards ELGs. It is intended to give guidelines only and can be used to inform future short term planning. It is a useful tool for target setting and plotting the progress of groups of children. It would be recommended that reading and writing is linked and that the skills are not considered in isolation.

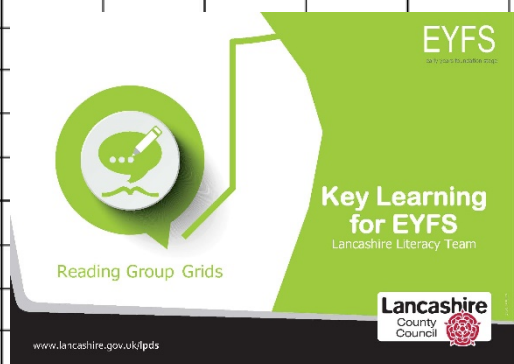
Writing Level	Early Years Foundation Stage – Expected			
	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.			
Year:		Group:	Writing:	Towards Expected Towards Exceeding

Names:							
Writing	<ul style="list-style-type: none"> Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes e.g. <i>it, mop, bell</i> 						
	<ul style="list-style-type: none"> Make phonetically plausible attempts when writing more complex words 						
	<ul style="list-style-type: none"> Spell tricky words from Phase 2 and Phase 3 independently 						
	<ul style="list-style-type: none"> Write own name 						
	<ul style="list-style-type: none"> Write left to right and top to bottom 						
	<ul style="list-style-type: none"> Orally compose a sentence and hold it in memory before attempting to write it 						
	<ul style="list-style-type: none"> Write a simple phrase with finger spaces, that can be read back by themselves 						
	<ul style="list-style-type: none"> Write simple sentences using finger spaces, that can be read by themselves and others 						
	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events 						
	<ul style="list-style-type: none"> Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, postcards, menus 						
<p>Exceeding</p> <ul style="list-style-type: none"> Spell irregular tricky words he she we me be was my you her they all are 							
<p>Exceeding</p> <ul style="list-style-type: none"> Use key features of narrative in own writing 							



Reading Level	Early Years Foundation Stage – Expected			
	Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.			
Understanding: children follow instructions involving several ideas or actions. They answer 'how' or 'why' questions about their experiences and in response to stories or events.				
Year:		Groups:	Prime Areas: Listening and Attention Understanding	Towards Expected Towards Exceeding

Names							
Listening and Attention	<ul style="list-style-type: none"> Listen with enjoyment to stories, songs, rhymes and poems. 						
	<ul style="list-style-type: none"> Sustain attentive listening in a range of situations. 						
	<ul style="list-style-type: none"> Respond with relevant, comments, questions or actions. 						
	<ul style="list-style-type: none"> Give attention to what others say and respond appropriately. 						
	<ul style="list-style-type: none"> Follow instructions. 						
Understanding	<p>Exceeding:</p> <ul style="list-style-type: none"> Follow more complex/several part instructions accurately. 						
	<p>Exceeding:</p> <ul style="list-style-type: none"> Ask for clarification e.g. about instructions given to them. 						
	<p>Exceeding:</p> <ul style="list-style-type: none"> Listen with sustained concentration for longer periods. 						
	<ul style="list-style-type: none"> Answer questions in response to who, what, where, when about experiences, stories and events. 						
	<ul style="list-style-type: none"> Answer questions in response to why to how about experiences, stories and events. 						
Understanding	<ul style="list-style-type: none"> Recognise own name, familiar words and advertising logos. 						
	<p>Exceeding:</p> <ul style="list-style-type: none"> Express views about characters in a story or the story as a whole. 						



Assessment and Progression in Phonics

Name _____/

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

Highlight aspects achieved using information/evidence gained from phonics sessions, shared, guided and independent reading and writing sessions.

Phase	GPC recognition: Hear, say, read and begin to form letters	Oral blending	Oral segmenting	Blending for reading	Segmenting for spelling / writing	Tricky words
Phase 2	s a t p i n m d g o c k c k e u r h b f f l l s s	VC and CVC words e.g. <i>at, in, pit, rack</i>	VC and CVC words e.g. <i>it, at, sock, doll</i>	reads VC words e.g. <i>it, in, am</i> reads CVC words using most of phase 2 graphemes e.g. <i>had, bell, sock, huff</i> reads CVC words from phase 2 in decodable texts	attempts spelling of given words: VC words e.g. <i>in it at am is</i> CVC words e.g. <i>bag, tip, rock</i> <u>attempts</u> to write own words/phrases with support	Recognise as individual words, within phrases or captions and in simple texts <i>the to / no go into</i>
Phase 3	j v w x y z z q u c h s h t h n g a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e r	CVC words e.g. <i>box, chop, room, fork, soil, light, down</i>	CVC words e.g. <i>van, quick, ship, boat, cart, burn, coin</i>	reads CVC words using most of phase 3 graphemes e.g. <i>show, turn, soil, fair, fork</i> reads CVC words from phase 3 in decodable texts, in line with developing phonic ability	attempts spelling of given words: CVC words e.g. <i>sheep, nail, light, moon, farm</i> <u>attempts</u> to write own words/phrases/sentences	Recognise as individual words, within phrases or captions and in simple texts: <i>he she we me be was my you they her all are</i> <u>Spell:</u> <i>the to / no go</i>
Phase 4	Combinations of adjacent consonants at beginning, within and end of words e.g. <i>best, stop, faster</i>	CVCC – <i>best, mend</i> CCVC – <i>stop, smell</i> CCVCC – <i>frost, twist</i> CCVCV – <i>strap, street</i> CCCVCC – <i>sprint</i>	CVCC – <i>soft, hand</i> CCVC – <i>trap, flip</i> CCVCC – <i>stamp</i> CCVCV – <i>scrap</i> CCCVCC – <i>scrunch</i>	blends adjacent consonants to read a range of combinations: CVCC CCVC CCVCC CCVCV CCVCC reads 2 syllable words e.g. <i>portrait, turnip</i> reads texts with	segments adjacent consonants to write a range of combinations: CVCC CCVC CCVCC CCVCV CCVCC uses segmentation when writing independent	Recognise as individual words, within phrases or captions and in simple texts: <i>said so have like some come were there little one do when out what</i> <u>Spell:</u>

This document covers Phases 2 – 6 and also includes high frequency words for each phase.