

Phonics Progression of Skills

Key Vocabulary- With the exception of 'High Frequency Words' and 'Common Exception Words' children should know and be able to explain what these terms mean (in line with the Phase that is being taught e.g. Reception children would not be expected to know what a 'split digraph' is as this is introduced in Phase 5).

Phoneme- Phonemes are the smallest unit of speech-sounds which make up a word.

Grapheme- Graphemes are the written representation of sounds.

Blending- Oral blending involves hearing phonemes and being able to merge them together to make a word.

Segmenting- Oral segmenting is the act hearing a whole word and then splitting it up into the phonemes that make it.

Digraph- Digraphs are where two letters make one sound (these are introduced in phase 2)

Trigraph- Trigraphs are where three letters make one sound (these are introduced in phase 3)

Split digraph- A split digraph also contains two letters (a-e, e-e, i-e, o-e and u-e) but they are split between a consonant, for example: make and bike

Sound buttons- sound buttons are added under words to help children to identify individual phonemes, digraphs and trigraphs in words.

words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way.

Blends/Clusters- blends or clusters, are groups of consonants whose sounds blend together. As children become more confident with the alphabet consonants, they start to blend these letters together. Blends are usually composed of two or three consonants and can begin or end a syllable or word. (These are introduced in Phase 4).

Name of the letter- (alphabet)

Alternative sound- Some sounds have alternative spellings e.g. 'j' in jam, 'g' in gym, 'dge' in fudge all sound the same but are spelt in an alternative way. These are introduced in phase 5.

High frequency words- High frequency words are words that appear often in written texts.

Common exception words- Common exception words are words in which the English Spelling rules work in an unusual or uncommon way. They are not

EYFS Phonics Progression		
Autumn	Spring	Summer
<p>Phase 1 (YR) [7 WEEKS] Working on:</p> <ul style="list-style-type: none"> • general sound discrimination • listening skills • awareness of rhythm and rhyme • awareness of the initial sound in words • ability to distinguish between different vocal sounds and to begin oral blending and segmenting. • development of oral blending and segmenting skills. <p>Aspect 1 - Environmental sounds Aspect 2 - Instrumental sounds Aspect 3 - Body percussion Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration Aspect 6 - Voice sounds Aspect 7 - Oral blending and segmenting</p> <p>Phase 2 [UP TO 6 WEEKS] Working on: Using common consonants and vowels. Blending for reading & segmenting for spelling CVC words. Working on: Knowing that words are constructed from phonemes & phonemes are represented by graphemes.</p> <p>Letter progression: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p>	<p>Phase 3 (YR) [UP TO 12 WEEKS] Working on: Knowing one grapheme for each of the 43 phonemes</p> <p>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs & some long vowel phonemes.</p> <p>Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo</p> <p>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</p> <p>Consonant digraphs ch, sh, th, ng</p> <p>Working on: Reading & spelling CVC words using letters & short vowels.</p> <p>Letter progression</p> <p>Set 6: j, v, w, x Set 7: y, z, zz, qu</p>	<p>Phase 4 (YR) [4-6 WEEKS] Working on: Segmenting adjacent consonants in words & apply in spelling.</p> <p>Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</p>

Year 1 Phonics Progression		
Autumn	Spring	Summer
PHASE 5 (ONGOING THROUGHOUT THE YEAR) Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling words with adjacent consonants and newly learned graphemes, Practise reading and spelling HF and polysyllabic words in sentences		
Phase 4 [4 WEEKS] Consolidating: <ul style="list-style-type: none"> Segmenting adjacent consonants in words & apply in spelling. Blending adjacent consonants in words and applying this skill when reading unfamiliar texts. One representation for each phoneme (identified below) and tricky words Phases 2-4 To segment and blend words with CVC, CCVC, CVCC, CCVCC and some polysyllabic words (including compound words). Phase 5 Sound Progression: (6 WEEKS) <ul style="list-style-type: none"> ay as in day (know ai as in rain), ea as in eat (know ee as in weed), ie as in tie (know igh as in night), aw as in saw (know or as in for) ue as in blue (know oo as in moon), e-e as in these (know ee as in weed and ea as in eat), i-e as in like (know igh as in night and ie as in tie) wh as in when (know w as in wood), o-e as in home (know oa as in boat), ph as in photo (know f as in fort), ou as in out (know ow as in cow) au as in Paul (know or as in for and aw as in saw), oe as in toe (know oa as in boat and o-e as in home), oy as in boy (know oi as in coin), ew as in new (know oo as in moon and ue as in blue) u-e as in rule (know ew as in new, oo as in moon and ue as in blue), a-e as in make (know ai as in rain and ay as in day) ir as in girl (know ur as in fur) 	Phase 5 Sound Progression: [5 WEEKS] <ul style="list-style-type: none"> ch as school and chef (know ch as in chin), u as in put (know u as in but), ow as in blow (know ow as in cow) ie as in field (know ie as in tie), a as in what (know a as in hat), y as in by, very (know y as in yes) ou as in could, you, shoulder (know ou as in out), ea as in bread (know ea as in eat) k/ c - cat, ck - back, k - kit (qu - mosquito, x - except, ch - school), oi/ oi - coin, oy - boy, /n/ n - net, nn - funny, (pn - pneumatic, mn - mnemonic) /ow/ oa- boat, (ow- blow /snow), /f/ f - fin, ff - cliff, ph - photo (gh - tough), /ai/ ai - rain, ay - day, a-e - make, (a- baby) /s/ Adding -s and -es, s - sun, ss - miss, (sc - scent, st - listen), /igh/ ie- night, ie - tie, y - by, i-e - like, l, i- Friday (eigh - height, eye, l, ye - goodbye, y-e - type) Plurals - adding s and es to words (plural of nouns and the third person singular of verbs) eg cats, dogs, spends, rocks, thanks, catches Phase 5 Reading and Spelling Progression: <ul style="list-style-type: none"> Read: where, who, once, because, water, again, work, mouse, friends, many, any, eyes, please, thought. through, laughed, different Read words with contractions: eg I'm, I'll, won't don't, they'll, we'll, can't couldn't, you're, you've 	Phase 5 Spelling Progression: [(12 WEEKS), please ensure consolidation weeks are held every 4weeks] <ul style="list-style-type: none"> /w/ w - wet, wh - when (u - penguin, o - one) oa - boat, ow - grow, oe - toe, o - go, o-e - home, (oh, ol - yolk), m - mat, mm - summer, (mb - lamb, me - some, mn - autumn) ee - weed, ea - eat, e - he, ie - field, e-e - these, y - very, (eo - people), ch - chip, tch - catch e - egg, ea - head (ai - said, ay - says, ie - friend, eo - leopard, a - any) Prefixes - Adding the prefix -un eg unhappy, unfair, undo. ng - ring, (ngue - tongue), or - for, aw - saw, au - Paul, ore - more, al - talk, our - four, your, (augh - caught, , oor - door, oa - broad) Suffixes- Adding the endings -ing, -ed, and -er to verbs where no change is needed to the root word. eg hunting, hunted, hunter, jumping, jumped, jumper oo - moon, ew - new, ue - blue, u-e - rule, (ui - suit, o - to, ou - soup, wo - two, o-e - lose), v - vet, ve - have, love (f - of), l- leg, pill (nostril), ear - dear, ere - here, eer - deer (ier - tier) <u>Suffixes</u> - Adding -er and -est to adjectives where no change is needed to the root word eg quicker, quickest. air - fair, are - care, ear - bear (ere - there, eir - their) /ar/ - farm, a - father (al - calm, are, au - aunt, ear - heart) er - corner, summer, winter, sister Phase 5 Reading and Spelling Progression:

<ul style="list-style-type: none"> • i as in find (know i as in fin), o as in cold (know o as in hot), c as in cent (know c as in cat), g as in giant (know g as in got) <p>Phase 5 Reading and Spelling Progression:</p> <ul style="list-style-type: none"> • Read: Mr, Mrs, people, oh, looked, called, asked, their • Write: some come, said, have, like, so • Read and Write: Days of the week, house, there, were 	<ul style="list-style-type: none"> • Read other words of more than one syllable: behind, danger, window, Christmas, crunchy, stopwatch, 	<ul style="list-style-type: none"> • Read words containing –s and –es endings • Read words containing –ing and –ed endings • Read words containing –er and –est endings • Read other words of more than one syllable eg Revise reading words with suffixes in weeks 6-8 • Write: one, do, little when, what, out
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 2 Phonics Progression		
Autumn	Spring	Summer
GVPS [ON-GOING] <ul style="list-style-type: none"> • Use of dictionaries and thesaurus • Using because, and, if, when, or and but as joining words • Different sentence types • Punctuation- full stops, capital letters, question marks, exclamation marks, commas (including commas in a list), speech marks. 		
Phase 5 (RECAP) [3 weeks based on baseline assessment] 10 common exception words: after, hour, kind, bath, many, because, mind, both, most, busy. Phase 6/ GVPS [11 weeks] <ul style="list-style-type: none"> • Rules relating to adding suffixes –ed, -ing, -er, -y • Long and short vowel sounds • Spelling of polysyllabic words • Irregular past tense verbs 10 common exception words: old, pass, Christmas, parents, climb behind, cold, people, door, poor.	Phase 6/GVPS [12 weeks] <ul style="list-style-type: none"> • Comparative adjectives e.g. good/better • Rules relating to adding suffixes -est –s and –es. • Homophones- there, their and they’re • Contractions 11 common exception words: prove, eye, steak, clothes, sure, find, water, gold, whole, great, wood <ul style="list-style-type: none"> • Alternative spellings of phonemes: ‘o’ or ‘s’ ‘n’ ‘r’ ‘m’ ‘igh’ ‘ee’ ‘ai’ ‘j’ • Homophones- see/ sea, son/sun 11 common exception words: hold, again, improve, any, last, beautiful, past, money, break, move, pretty.	Phase 6/GVPS [12 weeks] <ul style="list-style-type: none"> • New phoneme- zh e.g. treasure, television, usual. • Alternative spelling for ‘sh’ ‘a’ or’ (as ‘le’ ‘al’ ‘il’ el’ • Homophones- cheap/cheep, know/ no, new/ knew, Knight/night, one- won, too/to/two, be/bee • Rules related to adding suffixes–ness, -ment 11 common exception words: Mr, Mrs, child, only, class, children, fast, path, could, plant, even <ul style="list-style-type: none"> • Rules related to adding the suffixes - ful and –less. • Homophones- bear/ bare blew/ blue. 11 common exception words: everybody, should, every, sugar, father, told, floor, who, grass, wild, half.