



Phonics Progression of Skills 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	It's all Magic (Fairytale/ Traditional story focus)	Winter Wonderland	Breaking News!	Down on the Farm	Climate Change!	When I grow up!

EYFS

<p>Phase 1 [7 WEEKS] <i>Working on:</i></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>WEEK 1 Aspect 1 - Environmental sounds</p> <p>WEEK 2 Aspect 2 - Instrumental sounds</p> <p>WEEK 3- Aspect 3 - Body percussion</p> <p>WEEK 4- Aspect 4 - Rhythm and rhyme</p>	<p>Phase 2 [6 WEEKS]</p> <p>Week 1 Know that we read words in English from left to right.</p> <p>Recognise and practise sounds s a t p (set 1) and start to orally blend and segment. Identify the name of each new letter learned.</p> <p>Blend and read the high frequency words a, at, as.</p> <p>Week 2 Know that we read words in English from left to right.</p> <p>Recognise and practise sounds i n m d (set 2). Identify the name of each</p>	<p>Phase 3 RECAP [2 days]</p> <p>Phase 3 [4 weeks]</p> <p>Week 1 Recognise and practise sounds j v w x (set 6). Identify the name of each new letter learned.</p> <p>To recognise and read high frequency words learned so far.</p> <p>To recognise tricky high frequency words he, we, me, be.</p> <p>To read and begin to write simple captions using taught sounds and high frequency words. e.g. In a web.</p> <p>Week 2 To recognise and practise y z (set 7). Identify the name of each new letter learned.</p>	<p>Phase 3 Recap [1 week]</p> <p>Phase 3 [4 weeks]</p> <p>Week 5 Recognise and practise letters/sounds ng and nk.</p> <p>Read and recognise the high frequency words see, my</p> <p>Practise reading and writing captions and simple sentences using taught sounds, high frequency words and tricky words.</p> <p>Find corresponding capital letter to most letters learned so far.</p> <p>Week 6 Recognise and practise sounds ai ee oa</p> <p>Recognise and read the high frequency words she, or</p>	<p>Phase 3 [RECAP 3 days]</p> <p>Phase 3 [2 weeks]</p> <p>Week 9 Recognise and read the high frequency words all.</p> <p>Begin to read two-syllable words.</p> <p>Read and write sentences containing taught sounds, high frequency words and tricky words.</p> <p>Week 10 Begin to read two-syllable words with increasing accuracy.</p> <p>Read and write sentences containing taught sounds, high frequency words and tricky words.</p> <p>Phase 3 RECAP [2 weeks]</p>	<p>Phase 4 [5 weeks]</p> <p>Week 2</p> <p>To read and spell some CCVC words.</p> <p>To be able to recognise and read tricky words have, like and decodable words it's, just.</p> <p>To be able to spell the tricky words was, you.</p> <p>To accurately read and most high frequency words taught so far and begin to spell these with increasing independence.</p> <p>Read and write sentences containing taught sounds, high</p>
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Phonics Progression of Skills 2020-2021

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<p>WEEK 5-Aspect 5 - Alliteration WEEK 6- Aspect 6 - Voice sounds WEEK 7 Aspect 7 - Oral blending and segmenting</p>	<p>new letter learned.</p> <p>Practise oral blending and segmenting of vc and cvc words containing sounds taught so far.</p> <p>Blend and read the high frequency words is, it, in, an, I.</p> <p>Week 3 Recognise and practise sounds g o c k (set 3) and practise letters/sounds learned so far. Identify the name of each new letter learned.</p> <p>Practise oral blending and segmenting.</p> <p>Read the high frequency words and, on, not, into, can, no, go.</p> <p>Practise oral blending and segmenting cvc words containing sounds taught so far.</p>	<p>To know the alphabet song.</p> <p>To read and regnosinice the tricky words will, was.</p> <p>To read and write captions using taught sounds and no, go, the, and, to, I e.g. On the bus.</p> <p>Week 3 Recognise and practise sounds z and qu.</p> <p>To know the alphabet song.</p> <p>To recognise the high frequency words are, you.</p> <p>Read and write captions using taught sounds and no, go, the, and, to, I e.g. go on top.</p> <p>Have an awareness of capital letters.</p> <p>Week 4 Recognise and practise sounds sh th (voiced and unvoiced).</p> <p>Read the high frequency words</p>	<p>To read and write captions and short sentences using taught sounds, high frequency words and tricky words.</p> <p>Find corresponding capital letter to letters learned so far.</p> <p>Week 7 Recognise and practise sounds long oo short oo ar or.</p> <p>Recognise and read the high frequency words look, for, too.</p> <p>Read and write sentences containing taught sounds, high frequency words and tricky words.</p> <p>Week 8 Recognise and read igh ur ow oi</p> <p>Recognise and read the high frequency words now, down</p> <p>Read and write sentences containing taught sounds, high</p>	<p>Phase 4 [1 week] Consistently recognise and recall all Phase 2 and 3 graphemes.</p> <p>To begin to read CVCC words.</p> <p>To begin to orally segment and spell CVCC words. Recognise and read the tricky words said and the decodable words went, from.</p> <p>To begin to spell the tricky words he, she, me, we, be with increasing independence.</p> <p>To accurately read and most high frequency words taught so far and begin to spell these with increasing independence.</p> <p>Read and write sentences containing taught sounds, high frequency words and tricky words.</p>	<p>frequency words and tricky words.</p> <p>To begin to write sentences containing two syllable words and CCVC words.</p> <p>Week 3 To read and spell some CCVC words.</p> <p>To be able to recognise and read tricky words some, come, there and decodable word help.</p> <p>To be able to spell the tricky words they, are.</p> <p>To accurately read and most high frequency words taught so far and begin to spell these with increasing independence.</p> <p>Read and write sentences containing taught sounds, high</p>
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		<p>Week 4 Recognise and practise sounds ck e u r (set 4). Identify the name of each new letter learned.</p> <p>To know the spelling rule for 'ck' (that it's never at the start of words) and read words ending in 'ck'. Identify the name of each new letter learned.</p> <p>Read the high frequency words to, get, got, the, put.</p> <p>Practise oral blending and segmenting cvc words containing sounds taught so far.</p> <p>Read simple captions using words with week 1 and 2 letters and and HFW e.g go on.</p> <p>Week 5 To have an awareness of vowels.</p>	<p>this, that, then, them, with, they.</p> <p>Read and write captions and simple sentences using previously taught sounds and no, go, the, and, to, I.</p> <p>Find corresponding capital letter to most letters learned so far.</p> <p>Phase 3 RECAP [1 week]</p>	<p>frequency words and tricky words.</p> <p>Phase 3 RECAP [1 week]</p>	<p>To begin to write sentences containing two syllable words and CVCC words.</p>	<p>frequency words and tricky words.</p> <p>To begin to write sentences containing two syllable words and CCVC words.</p> <p>Week 4</p> <p>To be able to read and write words containing two adjacent consonants (CCVCC words).</p> <p>To recognise and read the tricky words when, what and decodable word children.</p> <p>To spell the tricky words my, her.</p> <p>To accurately read and most high frequency words taught so far and begin to spell these with increasing independence.</p>
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		<p>To read in the correct direction across a word.</p> <p>To recognise and practise sounds h b f ff (set 5). Identify the name of each new letter learned.</p> <p>To know the spelling rule that ff is usually at the end of a word and read words ending in ff.</p> <p>Read and recognise the high frequency words if, off, big, had, his, him, but, back.</p> <p>To read and begin to write simple captions using taught letters and high frequency words. e.g. on bed.</p> <p>Week 6 Children read in the correct direction across a word.</p>				<p>Read and write sentences containing taught sounds, high frequency words and tricky words.</p> <p>To begin to write sentences containing two syllable words and CCVCC words.</p> <p>Week 5 To be able to read and write words containing two adjacent consonants (CCVCC words).</p> <p>To recognise and read the tricky words were, little, one.</p> <p>To spell the tricky word all.</p> <p>To accurately read and most high frequency words taught so far and begin to spell these with increasing independence.</p>
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		<p>To recognise and practise sounds ll and ss (set 5). Identify the name of each new letter learned.</p> <p>To know the spelling rule that ll and ss is usually at the end of a word and practise reading words ending in ll and ss.</p> <p>Blend and read the high frequency words of, dad, mum, up.</p> <p>To read and begin to write simple captions using taught sounds and high frequency words no, go, to and, the, to.</p>				<p>Read and write sentences containing taught sounds, high frequency words and tricky words.</p> <p>To begin to write sentences containing two syllable words and CCVCC words.</p> <p>Week 6</p> <p>To read words containing two or three adjacent consonants.</p> <p>To spell words containing two or three adjacent consonants.</p> <p>To read and recognise the tricky words do, out.</p> <p>To accurately read and most high frequency words taught so far and begin to spell these with increasing accuracy.</p> <p>Read and write sentences containing taught sounds, high</p>
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						frequency words and tricky words. To begin to write sentences containing two syllable words and CCVCC words.
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Literacy ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Key Vocabulary

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 of 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)

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)

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

Common exception words (tricky words)- Common exception words are words in which the English Spelling rules work in an unusual or uncommon way.



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Year 1

<p><u>Recap Phase 4</u> (3 weeks) <u>Week 4</u></p> <p>To confidently read words containing two or three adjacent consonants (CCVCC words)</p> <p>To consistently spell words containing two or three adjacent consonants</p> <p>To confidently read the tricky words when, what and decodable word children</p> <p>To consistently spell the tricky words my, her</p> <p>Read and write sentences containing taught sounds,</p>	<p><u>Phase 5</u> (6 weeks)</p> <p><u>Phase 5 Week 4</u></p> <p>To recognise new graphemes oe au ew.</p> <p>To recognise and read the words looked, time, your, called.</p> <p>To be able to spell words out, made, came.</p> <p>To confidently read and spell taught high frequency words.</p> <p>To confidently read and spell polysyllabic words.</p>	<p><u>Phase 5 Recap</u> (2 days)</p> <p><u>Phase 5 Week 10</u> (4 weeks)</p> <p>To know alternative spellings for s and ar.</p> <p>To confidently read and spell words with adjacent consonants and words with newly learned graphemes.</p> <p>To read the words work, friends, want.</p> <p>To recognise and spell the words little.</p> <p>To read and write sentences containing polysyllabic words.</p>	<p><u>Phase 5</u> (4 Weeks)</p> <p><u>Phase 5 Week 14</u></p> <p>To know the alternative spellings for the ee sound.</p> <p>To read and spell words with adjacent consonants and words with newly learned graphemes.</p> <p>To read and spell the words people.</p> <p>To read and write sentences containing polysyllabic words.</p> <p><u>Week 15</u></p> <p>To know alternative spellings for the oa sounds</p>	<p><u>Phase 5 Recap</u> (3 days)</p> <p><u>Phase 5</u> (3 Weeks)</p> <p><u>Phase 5 Week 18</u></p> <p>To know how to add the s/es suffix as plurals where the root word doesn't change.</p> <p>To recognise and spell the words clothes, parents, know.</p> <p>To confidently read and spell high frequency words.</p> <p>To read and write sentences containing polysyllabic words.</p>	<p><u>Phase 5</u> (3 weeks)</p> <p><u>Phase 5 Week 21</u></p> <p>To be able to write in the regular past tense.</p> <p>To know how to add ed suffix where the root word doesn't change.</p> <p>To confidently read and spell words with adjacent consonants and words with newly learned graphemes.</p>
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<p>high frequency words and tricky words.</p> <p>To begin to write sentences containing two syllable words and CCVCC words.</p> <p>Week 5 To confidently recall all of Phase 2 and 3 graphemes</p> <p>To confidently read and spell words containing two adjacent consonants</p> <p>To consistently read the tricky words were, little, one</p> <p>To consistently spell the tricky word all correctly</p> <p>To confidently read and spell a range of two-syllable words</p> <p>Read and write sentences containing taught sounds, high frequency words and tricky words.</p> <p>To begin to write sentences containing two syllable words and CCVCC words.</p>	<p>Week 5 To recognise new graphemes a-e, e-e, i-e, o-e.</p> <p>To recognise and spell the word there, here, where.</p> <p>To read the words asked, very.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Week 6 To know the new graphemes u-e.</p> <p>To know the alternative pronunciations for i and o.</p> <p>To recognise and spell the words find, mind, kind, behind.</p> <p>To read the words water, were and because.</p>	<p>Week 11 To know the alternative pronunciations for ear, ur, ai.</p> <p>To consistently read and spell words with adjacent consonants and words with newly learned graphemes.</p> <p>To read the words mouse, once, many.</p> <p>To recognise and spell the words Mr and Mrs.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Week 12 To know alternative spellings for oo, air and z sounds.</p> <p>To read the words laughed, over.</p> <p>To recognise and spell words oh, their.</p>	<p>To read and spell words with adjacent consonants and words with newly learned graphemes.</p> <p>To read and spell the words magic, school.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Week 16 To know alternative spellings for sh sounds.</p> <p>To recognise and spell the words every, everyone, everybody.</p> <p>To read and spell high frequency words.</p> <p>Week 17 To know alternative spellings for sh and or sounds.</p> <p>To confidently recognise and recall graphemes and different pronunciations of graphemes as they are learned.</p>	<p>Week 19 To know how to add the s/es suffix as plurals where the root word doesn't change.</p> <p>To confidently read and spell words with adjacent consonants and words with newly learned graphemes.</p> <p>To recognise and spell the words called, didn't, other.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Week 20 To know how to add the s/es suffix to the third person singular.</p> <p>To know how to spell the words asked, can't.</p> <p>To confidently read and spell high frequency words.</p> <p>To read and write sentences containing polysyllabic words.</p>	<p>To recognise and know how to spell the words new, our, shouted.</p> <p>To confidently read and spell most high frequency words.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Week 22 To know how to add the ing suffix as plurals where the root word doesn't change.</p> <p>To recognise and spell the words new, our, shouted.</p> <p>To confidently read and spell most high frequency words.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Week 23</p>
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<p>Week 6 Practise spelling words containing two or three adjacent consonants</p> <p>To read the tricky words do, out*</p> <p>To read and spell high frequency words</p> <p>To read and spell two-syllable words</p> <p>Read and write sentences containing taught sounds, high frequency words and tricky words.</p> <p>To begin to write sentences containing two syllable words and CCVCC words.</p> <p>Phase 5 (3 weeks) Week 1 To recognise new graphemes ay ou ie.</p> <p>To know the spelling rule for words containing ay.</p> <p>To read and spell words with adjacent consonants and</p>	<p>To read and write sentences containing polysyllabic words.</p> <p>Week 7 To know the alternative pronunciations for u, ow and ie.</p> <p>To read the words again and different.</p> <p>To recognise and spell the words one and make.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Week 8 To know the alternative pronunciations for ea, a and y.</p> <p>To read the words thought, any, saw.</p> <p>To spell the words do.</p>	<p>To read and write sentences containing polysyllabic words.</p> <p>Week 13 To know alternative spellings for short or and igh.</p> <p>To confidently read and spell words with adjacent consonants and words with newly learned graphemes.</p> <p>To spell the word home, going.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Phase 5 Recap (1 week)</p>	<p>To recognise and know the spelling of the words when and children.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Phase 5 Recap (2 weeks)</p>	<p>Phase 5 Recap (2 weeks)</p>	<p>To know how to add the er and est suffixes where the root word doesn't change.</p> <p>To consistently recognise and recall graphemes and different pronunciations of graphemes as they are learned</p> <p>To recognise and spell the words tomorrow and yesterday.</p> <p>To confidently read and spell most high frequency words.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Phase 5 recap (1 week)</p> <p>Phase 5 consolidation (2 weeks)</p>
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	<p>words with newly learned graphemes.</p> <p>To read the tricky word people and decodable words house, about.</p> <p>To be able to recognise and spell the words said, says.</p> <p>Week 2 To recognise new graphemes ea oy ir ue</p> <p>To read and spell words with adjacent consonants and words with newly learned graphemes.</p> <p>To read the tricky words oh, their, by.</p> <p>To be able to recognise and spell the words have, like.</p> <p>Week 3 To recognise the new graphemes aw, wh, ph.</p> <p>To know the spelling rule for words containing ph.</p> <p>To confidently read and spell words with adjacent</p>	<p>To read and write sentences containing polysyllabic words.</p> <p>Week 9 To know the alternative pronunciations for ou.</p> <p>To know the alternative spelling for sounds ch/ tch.</p> <p>To know the spelling rule for words ending in the v sound.</p> <p>To read the words through and eyes.</p> <p>To recognise and spell the word what and please.</p> <p>To read and write sentences containing polysyllabic words.</p> <p>Phase 5 Recap (1 week)</p>				
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<p>consonants and words with newly learned graphemes.</p> <p>To be able to recognise and read the tricky words don't, who, Mr and Mrs and decodable word old.</p> <p>To spell the words some and come.</p>						
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Key Vocabulary

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 of 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 (tricky words)- Common exception words are words in which the English Spelling rules work in an unusual or uncommon way.

Spellings

From Week 3 (Year 1 & 2)



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3x words related to Phonics phase the child is working at e.g. a child working at Phase 3 (despite the whole class being taught Phase 5) will receive Phase 3 spellings
 2x common exception words (Year 1 and Year 2 list - saved on Google Drive)

Year 2

<p>Recap Phase 5 (3 weeks)</p> <p>Week 24 To know and use the alternative spellings for the /oa/ sound.</p> <p>Teach spelling the word magic.</p> <p>To consistently read and spell a range of high frequency words accurately.</p> <p>To consistently read and spell a range of polysyllabic words</p> <p>Week 25 To know the alternative spellings for the /(y)oo/ and /oo/ sounds</p>	<p>Phase 6 Week 4 (6 weeks)</p> <p>To know what happens to the meaning of verb when they add the ing suffix</p> <p>To know how to use the suffix ing</p> <p>To know the spelling of common words told cold eye eyes and polysyllabic words fishfinger springboard clingfilm morning</p> <p>Week 5 To know common words something looking coming thing</p> <p>To know how to add the ing suffix</p> <p>Week 6</p>	<p>Phase 6 Recap (2 days) consolidation/ recap</p> <p>Phase 6 Week 10 (4 weeks) To know how add the s/es suffix as plurals</p> <p>To know how to add the s/es suffix to the third person singular</p> <p>To know the spelling of common words would could should and polysyllabic words hairdresser window inside outside children</p> <p>Week 11 To know homophones there/their/they're</p> <p>To know elisions or contractions using the common words that's I've I'll</p>	<p>Phase 6 Week 14 (5 weeks) To know alternative spellings of the n r and m sounds</p> <p>To recognise and recall graphemes and different pronunciations of graphemes as they are learnt</p> <p>To read and spell words with newly learned graphemes</p> <p>To know the spellings of numbers twenty thirty forty fifty sixty seventy eighty ninety hundred</p> <p>Week 15 To know alternative spellings of the igh ee and ai sounds</p> <p>To recognise and recall graphemes and different pronunciations of graphemes as they are learnt</p>	<p>Phase 6 recap (3 days) consolidation/ recap</p> <p>Phase 6 Week 19 (5 weeks) To know the spelling of common words small key head fast only</p> <p>To know how to add the suffix ness</p> <p>To know the homophones knight/night and near homophones one/won</p> <p>Week 20 To know the spelling of common words why each place gone use</p> <p>To know how to add the ment suffix</p> <p>To know the homophones to/too/two and be/bee</p>	<p>Phase 6 Week 24 (1 week) To know how to add the en suffix.</p> <p>To know spelling of common words mother, queen, fast, dog</p> <p>Phase 6 recap (1 week) consolidation/ recap</p> <p>GVPS (5 weeks)</p>
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	<p>To consistently recognise and spell the words find, more, I'll</p> <p>To consistently read and spell a range of high frequency words</p> <p>To consistently read and spell a range of polysyllabic words</p> <p>Week 26 To confidently know the alternative spellings for the /sh/ sound</p> <p>To confidently recognise and spell the words shouted, other</p> <p>To consistently read and spell a range of high frequency words</p> <p>To consistently read and spell a range of polysyllabic words</p> <p>Phase 6 Week 1 (3 weeks)</p>	<p>To know the spelling of common words mystery excited adventure finally</p> <p>To know how to add the er suffix</p> <p>To know how to add the y suffix</p> <p>Week 7 To know the spelling of common words under river better mother never</p> <p>To know how to add the er suffix</p> <p>Week 8 To know the spelling of common words any many anything anyone anywhere</p> <p>To know the polysyllabic words nightmare nightdress founder autumn</p> <p>To know irregular comparative adjectives</p>	<p>let's there's he's we're can't couldn't</p> <p>Week 12 To know alternative pronunciations for a</p> <p>To recognise and recall graphemes and different pronunciations of graphemes as they are learnt</p> <p>To read and spell words with newly learned graphemes</p> <p>To know the spelling of numbers zero one two three four five six seven eight nine</p> <p>Week 13 To know alternative spellings for or and s sounds</p> <p>To recognise and recall graphemes and different pronunciations of graphemes as they are learnt</p> <p>To read and spell words with newly learned graphemes</p>	<p>To read and spell words with newly learned graphemes</p> <p>To know the homophones see/sea</p> <p>To know the spelling of common words water away want over door</p> <p>Week 16 To know the spelling of common words giant because through first</p> <p>To know the alternative spelling of the j sound</p> <p>To recognise and recall graphemes and different pronunciations of graphemes as they are learnt</p> <p>To read and spell words with newly learned graphemes</p> <p>To know the homophones sun/son and near homophones quiet/quite</p>	<p>Week 21 To know the spelling of common words each once birds which</p> <p>To know how to add the ful suffix</p> <p>To know the homophones bare/bear</p> <p>Week 22 To know the spelling of common words favourite window floppy plants</p> <p>To know how to add the less suffix</p> <p>To know the homophones blue/blew</p> <p>Week 23 To know the spelling of common words horse rabbit white parents</p> <p>To know how to use a dictionary</p>	
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Phonics Progression of Skills 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	<p>To revise the past tense</p> <p>To know rules for adding the ed suffix to verbs ending in e</p> <p>To know long and short vowel sounds</p> <p>To spelling polysyllabic words animals, garden, another, everyone, together</p> <p>To know the spelling of common words keep, last, even, before</p> <p>Week 2 To know how to use the suffix ed</p> <p>To know the spelling of common words jumped wanted lived liked pulled and polysyllabic words dragon birthday Christmas grandad narrator</p> <p>Week 3 To know the past tense (irregular verbs)</p>	<p>Week 9 To know spelling of common words door mouse after again and polysyllabic words dinosaur suddenly certainly immediately</p> <p>To know how to add the est suffix</p> <p>Phase 6 Recap (1 week) consolidation/ recap</p>	<p>To know the spellings of numbers ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen</p> <p>Phase 6 Recap (1 week) consolidation/ recap</p>	<p>Week 17 To know the spelling of common words friends across really these baby</p> <p>To know new phoneme zh as in treasure</p> <p>To know alternative spelling for the sh sound including words ending in tion</p> <p>To know alternative pronunciations for a</p> <p>To recognise and recall graphemes and different pronunciations of graphemes as they are learnt</p> <p>To read and spell words with newly learned graphemes</p> <p>To know the homophones cheep/cheap know/no knew/new</p> <p>week 18 To know the spelling of common words more round around began</p>	<p>To know how to proofread</p>	
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	<p>To know how to use the suffix ed</p> <p>To know the spelling of common words cried stopped thought saw found fell told gave</p> <p>Phase 6 Recap (1 week) consolidation/ recap</p>			<p>To know the spelling of unstressed ur or schwa +l</p> <p>To read and spell words with newly learned graphemes</p> <p>Phase 6 Recap (1 week) consolidation/ recap</p>		
Key Vocabulary						

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 of 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.



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

Common exception words (tricky words)- Common exception words are words in which the English Spelling rules work in an unusual or uncommon way.

Spellings

From Week 3 (Year 1 & 2)

3x words related to Phonics phase the child is working at e.g. a child working at Phase 3 (despite the whole class being taught Phase 5) will receive Phase 3 spellings

2x common exception words (Year 1 and Year 2 list - saved on Google Drive)