



# Progression of skills in Phonics

Phonics  
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wh y au

| Intent   | Implementation  | Impact   |
|--|---|--|
| <p>Our phonics programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2.</p> <p>Throughout phase 1, children develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Phase 1 is taught in the EYFS and runs throughout the teaching of phonics Levels 2-6.</p> <p>In reception, children work within phases 1-4. They are introduced to phonemes and graphemes systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.</p> <p>Within KS1, children work within phases 4-6. Teaching is planned to opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes.</p> <p>By phase 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.</p> <p>Our phonics programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.</p> | <p>Our phonics progression map below sets clear expectations for pupil's progress throughout the EYFS, KS1 and beyond. We use individual trackers and our traffic light tracker to track progress through the phases. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling us to respond and adapt teaching within our programme to provide additional support and challenge to pupils.</p> <p>Our direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities as well as through continuous provision as children to apply and practise phonics skills. Lessons also offer opportunities to challenge learners.</p> <p>Teacher support and monitoring allows teachers and other adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential.</p> <p>Our home/school links ensure parents are fully informed of the learning going on in the classroom in phonics, their own child's progress and how they can support children at home.</p> | <p>The impact of our phonics approach is that children develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. Our programme will prepare children for the statutory year 1 phonics screening check and fully integrates the DfE's Letters and Sounds document. We provide a consistent approach to phonics, which is clear to teaching staff pupils and parents.</p> |

## Letters and Sounds phases 1-6

|          | Reception  |  |  |  |  |  |
|----------|--|--|--|--|--|--|
|          |  |  |  | Year 1   |  |  |
|          |  |  |  |  |  | Year 2+  |
|          | Phase 1  | Phase 2  | Phase 3  | Phase 4  | Phase 5  | Phase 6  |
| Overview | <p>Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. They will follow 7 aspects.</p> | <p>In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week in a set sequence. The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words (VC and CVC</p> | <p>By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 graphemes taught in Phase 2. Over approximately twelve weeks twenty-five new graphemes are introduced (one at a time).</p> | <p>By Phase 4 children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the special words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases.</p> <p><i>*It is important that children are taught that blending is only used when a word is unfamiliar.</i></p> | <p>Children will be taught new graphemes and alternative pronunciations for these graphemes and as well as graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point and reading words fluently as well as no longer be blending and segmenting familiar words. Children will also learn alternative spellings for each phoneme.</p> | <p>At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they may still need to sound out to decode. Suffixes will be introduced as well as basic grammar strategies</p> |

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| New learning         | <p><b>Aspect 1:</b> General sound discrimination – environmental sounds</p> <p><b>Aspect 2:</b> General sound discrimination – instrumental sounds</p> <p><b>Aspect 3:</b> General sound discrimination – body percussion</p> <p><b>Aspect 4:</b> Rhythm and rhyme</p> <p><b>Aspect 5:</b> Alliteration</p> <p><b>Aspect 6:</b> Voice sounds</p> <p><b>Aspect 7:</b> Oral blending and segmenting</p> | <p>Set 1: s a t p</p> <p>Set 2: i n m d</p> <p>Set 3: g o c k</p> <p>Set 4: ck e u r</p> <p>Set 5: h, b, f, ff, l, ll, ss</p> <p><i>*Letter names are taught alongside sounds from phase 2 onwards</i></p>              | <p>Set 6: j v w x</p> <p>Set 7: y z zz qu</p> <p>Consonant digraphs:<br/>ch sh th ng</p> <p>Vowel digraphs:<br/>ai ee igh oa oo ar or ur ow oi ear air ure er</p>   | <p>No GPCs learnt.</p> <p>Consolidation of knowledge to help children learn to read and spell words with adjacent consonants e.g. trap, string, milk.</p> <p><i>*Adjacent consonants are NOT taught as digraphs</i></p>  | <p>Ou es ie ir oy ay ey aw ue wh ph we oe au</p> <p>Split digraphs:<br/>a-e, e-e, i-e, o-e, u-e</p> <p>Alternative pronunciations for graphemes will also be introduced as per Letters and Sounds</p> <p>Alternative spellings of single consonant sounds, digraphs and long/short vowel sounds</p>   |  |
| Special words taught |   | the to I no go into   | he she we me be was you they all are my her   | said have like so do some come were there little when out what one   | oh their people Mr Mrs looked called asked could would should water where who again thought through work mouse many laughed because different any eyes friends once please asked everyone hour beautiful  | Revision of Common Exception Words for year 1 and 2  |
| Key skills           | <p>Listening and tuning into sounds</p> <p>Talking about sounds they hear</p> <p>Describing sounds they make and hear</p>   | <p>Say the phonemes above</p> <p>Recognise and write the graphemes</p> <p>Sound out blend and segment words and captions (VC and CVC) containing these GPCs</p> <p>Recognise and read the special words for phase 2</p> | <p>Say the phonemes above</p> <p>Recognise and write the graphemes</p> <p>Sound out blend and segment words and captions containing these GPCs</p> <p>Spell the special words for phase 2</p> <p>Recognise and read the special words for phase 3</p> | <p>Blend CVC, CVCC and CCVC (then CCVCC CCCVC CCCVCC) words for reading and segment them for spelling containing ph 2 and 3 phonemes</p> <p>Read and begin to spell polysyllabic words</p> <p>Read and write simple sentences containing CVC, CVCC and CCVC (then CCVCC CCCVC CCCVCC) words</p> <p>Spell ph 3 special words<br/>Recognise and read the special words for phase 4</p> | <p>Recognise and say all phase 5 phonemes and know the corresponding grapheme</p> <p>Understand the split vowel digraph rule for a-e e-e i-e o-e u-e</p> <p>Recognise that alternative pronunciations of some graphemes in some words need to be tried to find the correct one</p> <p>Recognise, read and spell the special words for phase 5</p> | <p>Teach, revise and revisit 2/3 letter graphemes form phase 5</p> <p>Understand and apply the rules for using prefixes and suffixes</p> <p>Secure spelling of phase 5 CEW</p> <p>Teach contractions, possessive apostrophe, homophones and near homophones</p> <p>Develop comprehension and vocabulary<br/><i>*spelling becomes increasingly conventional and reading increasingly fluent</i></p> |

# Half termly breakdown

|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|--|--|--|--|--|--|--|
| Reception  | <p><b>Phase 1</b> – focus on oral blending and segmenting and LISTENING</p> <p><b>Phase 2</b><br/>Set 1: s a t p<br/>Set 2: i n m d<br/>Set 3: g o c k<br/>Set 4: ck e u r</p> | <p><b>Phase 2</b></p> <p>Set 5: h, b, f, ff, l, ll, ss</p> <p>Assess, review and revisit</p> <p><b>Phase 3</b><br/>Set 6: j v w x</p> <p>Set 7: y z zz qu</p> <p>Consonant digraphs:<br/>ch sh th ng</p> | <p><b>Phase 3</b></p> <p>Vowel digraphs:<br/>ai ee igh<br/>oa oo ar<br/>or ur ow<br/>oi ear air<br/>ure er</p> <p>Assess, review and revisit</p>       | <p><b>Phase 4</b></p> <p>Blend CVC, CVCC and CCVC (then CCVCC CCCVC CCCVCC) words for reading and segment them for spelling containing ph 2 and 3 phonemes</p> <p>Read and write simple sentences containing CVC, CVCC and CCVC (then CCVCC CCCVC CCCVCC) words including polysyllabic words</p> | <p>Revisit <b>phase 3</b></p> <p>As per autumn 2 and spring 1 whilst still focussing on <b>phase 4</b></p>   | <p>Consolidation of di and trigraphs still not secure on</p> <p>Focus on application for writing and beginning to cover a few alternatives from <b>Phase 5</b></p> <p>ai as ay<br/>oi as oy<br/>igh and y<br/>ee as ea</p> |
| <p>Year 1</p> <p>In our phonics groups the children will access the following according to their learning needs.</p> | <p>Revisit: <b>Ph 3 and 4</b></p> <p><b>Further Graphemes for Reading and Writing</b></p> <p><b>ay</b> (day) <b>ou</b> (about) <b>ie</b> (tie) <b>ea</b> (eat)</p>             | <p><b>Phase 5:</b></p> <p><b>Further Graphemes for Reading and Writing</b></p> <p><b>a-e</b> (made) <b>e-e</b> (swede) <b>i-e</b> (time) <b>o-e</b> (stone) <b>u-e</b> (flute)</p>                       | <p><b>Phase 5:</b></p> <p><b>Alternative Spellings for Phonemes</b></p> <p>Consolidate /ee/ <b>ee</b> (street) <b>ea</b> (cream) <b>ie</b> (field)</p> | <p><b>Phase 5:</b></p> <p><b>Alternative Spellings for Phonemes</b></p> <p>Consolidate... /ow/ <b>ow</b> (cow) <b>ou</b> (about)<br/>Teach ough (plough)</p>   | <p><b>Phase 5:</b></p> <p><b>Alternative Spellings for Phonemes</b></p> <p>Teach /l/ le (uncle) al (medal)<br/>Teach /z/ se (cheese) ze (freeze)</p> | <p><b>Phase 5:</b></p> <p>Emphasis on which phoneme to use where in our written work with repetition of the rules of ‘where in a word’ do we find those phonemes.</p>  |

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| <p><b>Graphemes highlighted in bold are included in the Y1 phonic screening check.</b></p> <p><b>Consider including consolidation lessons or weeks where necessary throughout Phase 5.</b></p> | <p><b>oy</b> (enjoy) <b>ir</b> (girl)<br/> <b>ue</b> (blue) <b>ue</b> /<b>y(oo)</b>/ (cue) <b>aw</b> (claw)</p> <p><b>wh</b> (which) <b>ph</b> (dolphin) <b>ew</b> (flew)<br/> <b>ew</b> /<b>y(oo)</b>/ (stew)</p> <p><b>oe</b> (toe) <b>au</b> (Paul) <b>a-e</b> (made) <b>e-e</b> (swede)</p> <p><u>Special words...</u><br/> Mr Mrs people<br/> looked called asked<br/> oh their could<br/> water where who</p> | <p><b>u- e /y(oo)/</b> (cube)</p> <p><b>Alternative Pronunciations for Graphemes</b></p> <p><b>i</b> (find) <b>o</b> (both) <b>o</b> (other) <b>c</b> (cell) <b>g</b> (ginger)</p> <p><b>u</b> (music) <b>ow</b> (snow)<br/> <b>ie</b> (chief) <b>ea</b> (bread)</p> <p><b>er</b> (fern) <b>ch</b> (school)<br/> <b>ch</b> (chef) <b>a</b> (want)<br/> <b>a</b> (acorn)</p> <p><b>e</b> (remind) <b>y</b> (try) <b>y</b> (baby) <b>ou</b> (group)<br/> <b>ou</b> (touch)</p> <p><u>Special words...</u><br/> again thought<br/> through work<br/> mouse many<br/> laughed because<br/> different any eyes<br/> friends once please<br/> I'm I'll let's</p> | <p><b>e-e</b> (theme) <b>y</b> (baby) <b>e</b> (remind)<br/> Teach <b>ey</b> (key)</p> <p>Consolidate...<br/> /ee/ <b>ee</b> (street) <b>ea</b> (cream) <b>ie</b> (field)<br/> <b>e-e</b> (swede) <b>y</b> (baby) <b>ey</b> (key) <b>e</b> (remind)</p> <p>Consolidate...<br/> /oo/ <b>oo</b> (spoon) <b>ew</b> (flew) <b>u-e</b> (flute)<br/> /<b>y(oo)</b>/ (cute) <b>ue</b> (blue) /<b>y(oo)</b>/ (rescue)<br/> Teach <b>ui</b> (fruit)</p> <p>Consolidate...<br/> /ai/ <b>ai</b> (train) <b>ay</b> (day) <b>a-e</b> (made) <b>a</b> (acorn)<br/> Teach <b>ey</b> (grey) <b>eigh</b> (neigh) <b>ea</b> (steak)</p> <p>Consolidate...<br/> /igh/ <b>igh</b> (flight) <b>ie</b> (tie) <b>i-e</b> (time) <b>y</b> (try) <b>i</b> (find)</p> <p>Consolidate...</p> | <p>Consolidate /oi/ <b>oi</b> (coin) <b>oy</b> (boy)</p> <p>Consolidate...<br/> /ar/ <b>ar</b> (farm)<br/> Teach <b>a</b> (father) <b>al</b> (half)<br/> Consolidate /u/ <b>u</b> (cup) <b>oo</b> (good)<br/> Teach <b>oul</b> (could)</p> <p>Consolidate...<br/> /or/ <b>or</b> (fork) <b>aw</b> (claw) <b>au</b> (Paul)<br/> Teach <b>oor</b> (door) <b>ore</b> (more) <b>al</b> (walk)<br/> <b>our</b> (four) <b>oar</b> (roar)<br/> <b>augh</b> (caught) <b>ough</b> (thought)</p> <p>Consolidate<br/> /ur/ <b>ur</b> (fur) <b>ir</b> (girl) <b>er</b> (germ)<br/> Teach <b>or</b> (work) <b>ear</b> (learn)</p> <p>Consolidate<br/> /ear/ <b>ear</b> (clear)<br/> Teach <b>eer</b> (cheer) <b>ere</b> (here)</p> <p>Consolidate<br/> /air/ <b>air</b> (chair)<br/> Teach <b>ear</b> (bear) <b>are</b> (share) <b>ere</b> (where)</p> | <p>Teach /zh/ <b>s</b> (usual) <b>si</b> (vision)</p> <p>Teach /n/ <b>kn</b> (knee) <b>gn</b> (sign)<br/> Teach /r/ <b>wr</b> (wrist)</p> <p>Consolidate<br/> /j/ <b>g</b> (magic)<br/> Teach <b>ge</b> (large) <b>dge</b> (fridge)<br/> Consolidate /s/ <b>c</b> (place)<br/> Teach /s/se (house) <b>ce</b> (pence) <b>sc</b> (scent)<br/> <b>st</b> (listen)</p> <p>Consolidate<br/> /sh/ <b>ch</b> (chef)<br/> Teach <b>ti</b> (action) <b>ssi</b> (mission) <b>si</b> (mansion)<br/> <b>ci</b> (special) <b>s</b> (sugar) <b>ss</b> (tissue) <b>ce</b> (ocean)</p> <p>Teach /m/ <b>mb</b> (thumb)<br/> Teach /v/ <b>ve</b> (love)<br/> Teach /ch/ <b>tch</b> (catch) <b>ture</b> (picture)</p> <p>Consolidate where necessary</p> | <p>Revision of all special words.</p> <p>Revision and application of phonemes into written work.<br/> Revision of all special words.</p> <p><b>Begin Phase 6</b><br/> Suffixes ending:<br/> -ing –ed –d –s –es<br/> Prefix:<br/> un-</p> |
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|  |  |  | <p>/oa/ <b>oa</b> (float) <b>ow</b> (snow) <b>oe</b> (toe) <b>o-e</b> (stone) <b>o</b> (both)<br/>Teach ol (cold) oul (shoulder)</p> <p><u>Special words...</u><br/>small great before<br/>jumped stopped<br/>pulled gone we're<br/>Then revise/re-teach tricky words and high frequency words from above as needed.</p> | Revise/re-teach tricky words and high frequency words from above as needed. | Revise/re-teach tricky words and high frequency words from above as needed. |  |
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