

# Phonics Progression

		Getting ready for Kindergarten	Kindergarten into Reception	Reception	Year One
Linking sounds and letters		<p>Distinguish one sound from another.</p> <p>Show interest in play with sounds, songs and rhymes.</p> <p>Repeat words or phrases from familiar stories. Enjoy rhyming and rhythmic activities.</p>	<p>Show awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words</p>	<p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words and know which letter represent some of the sounds.</p> <p><b>ELG's</b> Explore and experiment with sounds, words and text Link sounds to letters, naming and sounding the letters of the alphabet Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly Hear and say sounds in words in the order in which they occur Read simple words by sounding out and blending the phonemes all through the word from left to right <i>Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and bus to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'</i> Recognise common digraphs Read some high frequency words Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words Read a range of familiar and common words and simple sentences independently Read texts compatible with their phonic knowledge and skills Read and write one grapheme for each of the 44 phonemes Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p>	<p><b>Year One</b></p> <p>→</p> <p><b>Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'</li> <li>Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives</li> <li>Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills</li> <li>Recognise automatically an increasing number of familiar high frequency words</li> <li>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable</li> <li>Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words</li> <li>Read and spell phonically decodable two-syllable and three-syllable words</li> </ul> <p><b>Word structure and spelling</b></p> <ul style="list-style-type: none"> <li>Spell new words using phonics as the prime approach</li> <li>Segment sounds into their constituent phonemes in order to spell them correctly <i>Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'</i></li> <li>Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives</li> <li>Use knowledge of common inflections in spelling, such as plurals, -ly, -er</li> </ul> <p>Read and spell phonically decodable two-syllable and three-syllable words</p>
	Letters and sounds	<p><b>Phase 1</b></p> <p>Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting</p> <p><u>Within each aspects children learn to:</u> Tune into sounds (auditory discrimination) Listen to and remember sounds (auditory memory and sequencing) Talk about sounds (developing vocabulary and language comprehension).</p> <p>Listen attentively; Enlarge their vocabulary; Speak confidently to adults and other children; Discriminate phonemes; Reproduce audibly the phonemes they hear, in order, all through the word; Use sound-talk to segment words into phonemes.</p>	<p><b>Phase 2</b></p> <p>Give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n; Find any Phase Two letter, from a display, when given the sound; be able to orally blend and segment CVC words; Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'silly names' such as ip, ug and ock; be able to read the five tricky words the, to, I, no, go.</p>	<p><b>Phase Three</b></p> <p>Give the sound when shown all or most Phase Two and Phase Three graphemes; Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound; Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are; Be able to spell the tricky words the, to, I, no, go; write each letter correctly when following a model.</p>	<p><b>Phase 4</b></p> <p>Give the sound when shown any Phase Two and Phase Three grapheme; Find any Phase Two and Phase Three grapheme, from a display, when given the sound; Be able to blend and read words containing adjacent consonants; Be able to segment and spell words containing adjacent consonants; Be able to read the tricky words <b>some, one, said, come, do, so, were, when, have, there, out, like, little, what</b>; Be able to spell the tricky words <b>he, she, we, me, be, was, my, you, her, they, all, are</b>; write each letter, usually correctly.</p> <p><b>Phase 5</b></p> <p>Give the sound when shown any grapheme that has been taught; For any given sound, write the common graphemes; apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable; Read and spell phonically decodable two-syllable and three-syllable words; Read automatically all the words in the list of 100 high-frequency words; Accurately spell most of the words in the list of 100 high-frequency words; Form each letter correctly.</p>

## Reception

- Explore and experiment with sounds, words and text
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
- Hear and say sounds in words in the order in which they occur
- Read simple words by sounding out and blending the phonemes all through the word from left to right  
*Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and bus to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'*
- Recognise common digraphs
- Read some high frequency words
- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Read a range of familiar and common words and simple sentences independently
- Read texts compatible with their phonic knowledge and skills
- Read and write one grapheme for each of the 44 phonemes
- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

### Phase Three

Give the sound when shown all or most Phase Two and Phase Three graphemes;  
Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;  
Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);  
Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);  
Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are;  
Be able to spell the tricky words the, to, I, no, go; write each letter correctly when following a model.

## Throughout Year One

### Word recognition: decoding (reading) and encoding (spelling)

- Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'
- Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Recognise automatically an increasing number of familiar high frequency words
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
- Read and spell phonically decodable two-syllable and three-syllable words

### Word structure and spelling

- Spell new words using phonics as the prime approach
- Segment sounds into their constituent phonemes in order to spell them correctly  
*Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'*
- Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Use knowledge of common inflections in spelling, such as plurals, *-ly*, *-er*
- Read and spell phonically decodable two-syllable and three-syllable words

### Phase 4

Give the sound when shown any Phase Two and Phase Three grapheme;  
Find any Phase Two and Phase Three grapheme, from a display, when given the sound;  
Be able to blend and read words containing adjacent consonants;  
Be able to segment and spell words containing adjacent consonants;  
Be able to read the tricky words **some, one, said, come, do, so, were, when, have, there, out, like, little, what**;  
Be able to spell the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**;  
write each letter, usually correctly.

### Phase 5

Give the sound when shown any grapheme that has been taught;  
For any given sound, write the common graphemes;  
apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;  
Read and spell phonically decodable two-syllable and three-syllable words;  
Read automatically all the words in the list of 100 high-frequency words;  
Accurately spell most of the words in the list of 100 high-frequency words;  
Form each letter correctly.

## Throughout Year Two

### Word recognition: decoding (reading) and encoding (spelling)

- Read independently and with increasing fluency longer and less familiar texts
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
- Know how to tackle unfamiliar words that are not completely decodable
- Read and spell less common alternative graphemes including trigraphs

### Word structure and spelling

- Read high and medium frequency words independently and automatically
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
- Read and spell less common alternative graphemes including trigraphs

### Phase 6

During this phase, children become fluent readers and increasingly accurate spellers.

Understand the past tense  
Investigate and learn how to add suffixes (-ed, -ing, -er)  
Learn to spell long words  
Find and learn the difficult bits in words