



# West St Leonards Primary Academy Phonics Progression – Year 1



## Year 1 Word Reading Curriculum:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

<p><b>Term 1 Week 1</b>  <b>Phase: 3 Set 6-12</b>            Focus: set 6: j,v,w,x set 7: y,z,zz,qu set 8: ch, sh, th, ng set 9: ai ee oa set 10 igh ar or ur set 11 ow oi er ear set 12 air ure oo/oo  <b>Sentence Work. Reading and spelling Phase 3 tricky word</b>            Progression from previous week: All learnt Phase 3 GPC Phase 3 tricky words + then, them, this, that, now, look</p>	<p><b>Term 1 Week 2</b>  <b>Phase: 3 Set 6-12</b>  <b>Assessment Week</b>            Focus: All learnt GPC            Sentence work. Reading and spelling Phase 3 tricky words.            Progression from previous week: set 6: j,v,w,x set 7: y,z,zz,qu set 8: ch, sh, th, ng set 9: ai ee oa            Phase 3 tricky words + then, them, this, that, now, look</p>	<p><b>Term 1 Week 3</b>  <b>Phase: 4 set 13, 14, 15, 16</b>            Focus: CVCC CCVC CCVCC including adjacent consonant blends.            Reading and writing Phase 4 tricky words +HFW just, went, down, from            Progression from previous week: All learnt Phase 3 GPC. Tricky words Phase 3.</p>	<p><b>Term 1 Week 4</b>  <b>Phase: 4 set 17</b>            Focus: Polysyllabic words within Phase 2/3/4 GPC            Reading and spelling Phase 4 tricky words + HFW            Progression from previous week: CVCC CCVC CCVCC including adjacent consonant blends. Reading and writing Phase 4 tricky words +HFW just, went, down, from</p>	<p><b>Term 1 Week 5</b>  <b>Phase: 4 set 13, 14, 15, 16, 17 Assessment Week</b>            Focus: adjacent consonant blends and Polysyllabic words within Phase 2/3/4 GPC            Reading and spelling Phase 4 tricky words + HFW            Progression from previous week: Polysyllabic words within Phase 2/3/4 GPC. Reading and writing Phase 4 tricky words +HFW just, went, down, from</p>	<p><b>Term 1 Week 6</b>  <b>Phase: 5 set 18</b>            Focus: ay ou ie ea <u>reading oh old their writing said so</u>            Progression from previous week: <u>blending &amp; segmenting two-syllable words. Reading the tricky words do, when. out, what, it's, help. Spelling the tricky words: my, her.</u></p>	<p><b>Term 1 Week 7</b>  <b>Phase: 5 set 19</b>            Focus: oy ir ue (oo) ue (you) <u>reading people house about writing have like</u>            Progression from previous week: ay ou ie ea <u>reading oh old their writing said so</u></p>
---	--	---	---	---	---	---

<p><b>Term 2 Week 1</b> <b>Phase: 5 set 20</b> Focus: <u>wh (h / w) ph ew (oo/ue) reading Mr Mrs don't by writing some come</u> Progression from previous week: <u>oy ir ue reading people house about writing have like</u></p>	<p><b>Term 2 Week 2</b> <b>Phase: 5 set 21 and 22</b> Focus: <u>oe au (or/aw) ey (ee/ea) a-e e-e reading looked time your called writing were</u> Progression from previous week: <u>wh (h / w) ph ew (oo/ue) reading Mr Mrs don't by writing some come</u></p>	<p><b>Term 2 Week 3</b> <b>Phase: 5 set 22 and 23</b> Focus: <u>i-e o-e u-e zh reading asked writing there</u> Progression from previous week: <u>oe au (or/aw) ey (ee/ea) reading looked time your called writing were</u></p>	<p><b>Term 2 Week 4</b> <b>Phase 5: Assessment Week</b> Focus: Phase 5 all GPC</p>	<p><b>Term 2 Week 5</b> <b>Phase: 5</b> Focus: <u>alternative pronunciation i o reading water where day writing when</u> Progression from previous week: <u>l-e o-e u-e zh reading asked writing there</u></p>	<p><b>Term 2 Week 6</b> <b>Phase: 5</b> Focus: <u>alternative pronunciation c g reading who because writing out made came</u> Progression from previous week: <u>alternative pronunciation i o reading water where day writing when</u></p>	<p><b>Term 2 Week 7</b> <b>Phase: 5</b> Focus: <u>alternative pronunciation u ow reading again different writing one make here</u> Progression from previous week: <u>alternative pronunciation c g reading who because writing out made came</u></p>
<p><b>Term 3 Week 1</b> <b>Phase: 5</b> Focus: <u>alternative pronunciation ie ea reading thought any saw writing do</u> Progression from previous week: <u>alternative pronunciation u ow reading again different writing one make here</u></p>	<p><b>Term 3 Week 2</b> <b>Phase: 5</b> Focus: <u>alternative pronunciation er ch reading through eyes writing what please</u> Progression from previous week: <u>alternative pronunciation ie ea reading thought any saw writing do</u></p>	<p><b>Term 3 Week 3</b> <b>Phase: 5</b> Focus: <u>alternative pronunciation a reading work friends writing little</u> Progression from previous week: <u>alternative pronunciation er ch reading through eyes writing what please</u></p>	<p><b>Term 3 Week 4</b> <b>Phase: 5</b> Focus: <u>alternative pronunciation y reading mouse once put could</u> Progression from previous week: <u>alternative pronunciation a reading work friends writing little</u></p>	<p><b>Term 3 Week 5</b> <b>Phase: 5</b> Focus: <u>alternative pronunciation ou reading many good away</u> Progression from previous week: <u>alternative pronunciation y reading mouse once put could</u></p>	<p><b>Term 3 Week 6</b> <b>Phase 5: Assessment Week</b> Focus: All Phase 5 GPC + learnt alternative sounds</p>	
<p><b>Term 4 Week 1</b> <b>Phase: 5</b> Focus: <u>alternative pronunciation e ey reading laughed want over</u> Progression from previous week: <u>alternative pronunciation ou reading many good away</u></p>	<p><b>Term 4 Week 2</b> <b>Phase: 5</b> Focus: <u>alternative spelling ch / j writing oh how did man</u> Progression from previous week: <u>alternative pronunciation e ey reading laughed want over</u></p>	<p><b>Term 4 Week 3</b> <b>Phase: 5</b> Focus: <u>alternative spelling n / r / m writing their going</u> Progression from previous week: <u>alternative spelling ch / j writing oh how did man</u></p>	<p><b>Term 4 Week 4</b> <b>Phase: 5</b> Focus: <u>alternative spelling s / z / u writing people would or</u> Progression from previous week: <u>alternative spelling n / r / m writing their going</u></p>	<p><b>Term 4 Week 5</b> <b>Phase: 5</b> Focus: <u>alternative spelling i / ear writing Mr Mrs took home</u> Progression from previous week: <u>alternative spelling s / z / u writing people would or</u></p>	<p><b>Term 4 Week 6</b> <b>Phase 5: Assessment Week</b> Focus: All Phase 5 GPC + alternative sounds / spelling</p>	
<p><b>Term 5 Week 1</b> <b>Phase: 5</b></p>	<p><b>Term 5 Week 2</b> <b>Phase: 5</b></p>	<p><b>Term 5 Week 3</b> <b>Phase: 5</b></p>	<p><b>Term 5 Week 4</b> <b>Phase: 5</b></p>	<p><b>Term 5 Week 5</b> <b>Phase: 5</b></p>	<p><b>Term 5 Week 6</b> <b>Phase: 5 Assessment Week</b></p>	

<p>Focus: alternative spelling for ar / ur writing looked who think</p> <p>Progression from previous week: alternative spelling i / ear writing Mr Mrs took home</p>	<p>Focus: alternative spelling air writing called school didn't</p> <p>Progression from previous week: alternative spelling for ar / ur writing looked who think</p>	<p>Focus: alternative spelling or oo writing asked know can't ran bear long things</p> <p>Progression from previous week: alternative spelling air writing called school didn't</p>	<p>Focus: alternative spelling ai writing new after wanted</p> <p>Progression from previous week: alternative spelling or oo writing bear long things asked know can't</p>	<p>Focus: alternative spelling ee writing eat everyone our</p> <p>Progression from previous week: alternative spelling ai writing new after wanted</p>	<p>Focus: All Phase 5 GPC + alternative sounds / spelling</p>	
<p><b>Term 6 Week 1</b> <b>Phase: 5</b></p> <p>Focus: alternative spelling igh writing two has yes</p> <p>Progression from previous week: alternative spelling ee writing eat everyone our</p>	<p><b>Term 6 Week 2</b> <b>Phase: 5</b></p> <p>Focus: alternative spelling oa writing play take well</p> <p>Progression from previous week: alternative spelling igh writing two has yes</p>	<p><b>Term 6 Week 3</b> <b>Phase: 5</b></p> <p>Focus: alternative spelling oo (y) writing find more I'll</p> <p>Progression from previous week: alternative spelling oa writing play take well</p>	<p><b>Term 6 Week 4</b> <b>Phase: 5</b></p> <p>Focus: alternative spelling oo writing round tree magic</p> <p>Progression from previous week: alternative spelling oo (y) writing find more I'll</p>	<p><b>Term 6 Week 5</b> <b>Phase: 5</b></p> <p>Focus: alternative spelling oo/ u-e writing shouted us other</p> <p>Progression from previous week: alternative spelling oo writing round tree magic</p>	<p><b>Term 6 Week 6</b> <b>Phase: 5</b></p> <p>Focus: alternative spelling sh writing shouted us other</p> <p>Progression from previous week: alternative spelling oo/ u-e writing shouted us other</p>	<p><b>Term 6 Week 7</b> <b>Phase: 5 Assessment Week</b></p> <p>Focus: All Phase 5</p>