

## Phonics Progression Map

<p><b><u>Nursery</u></b></p> <p><b><u>Phase 1</u></b></p> <p><i>By the end of Phase 1, children have acquired the vocabulary needed to learn phonics. They may also start to be able to segment (split) a spoken word into its individual phonemes and to blend individual phonemes into a whole spoken word.</i></p>	<p>In Nursery, we focus on the delivery of Phase 1 with an introduction of Phase 2 graphemes in the summer term.</p>	
<p><b><u>Reception</u></b> <b><u>Progression of Skills</u></b></p> <p><b><u>A child who has mastered Phase 2 can:</u></b></p> <ul style="list-style-type: none"> <li>• give the sound when shown any Phase 2 letter</li> <li>• find any Phase 2 letter, from a display, when given the sound;</li> <li>• orally blend and segment CVC words;</li> <li>• blend and segment in order to read and spell (using magnetic letters) VC words such as <i>if, am, on, up</i> and ‘silly names’ such as <i>ip, ug</i> and <i>ock</i>;</li> <li>• read the seven tricky words: <i>the, to, I, no, go, into, her</i></li> </ul> <p><b><u>A child who has mastered Phase 3 can:</u></b></p> <ul style="list-style-type: none"> <li>• give the sound when shown all or most Phase 2 and Phase 3 graphemes;</li> <li>• find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound;</li> <li>• blend and read CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes);</li> <li>• segment and make a phonemically plausible attempt at spelling CVC words</li> </ul>	<p><b><u>Autumn 1 (approx. 6 weeks)</u></b></p>	<p>3 weeks – Phase 1</p> <p>Phase 1 books</p> <p>Pre-entry Assessment</p> <p>3 weeks – Phase 2</p> <ul style="list-style-type: none"> <li>• s, a, t, p (assessment games)</li> <li>• i, n, m, d (assessment games)</li> </ul> <p>Phase 2, set 1-2 books</p> <ul style="list-style-type: none"> <li>• g, o, c, k, <b>to, and</b> (assessment games)</li> </ul>
	<p><b><u>Autumn 2 (approx. 7 weeks)</u></b></p>	<p>7 weeks – Phase 2</p> <p>Assessment (3 week – identify bottom 20%)</p> <p>Revisit and Review</p> <p>Phase 2, set 3 books</p> <ul style="list-style-type: none"> <li>• ck, e, u, r, <b>the, no, go</b> (assessment games)</li> </ul> <p>Phase 2, set 4 books</p> <ul style="list-style-type: none"> <li>• h, b, f/ff, l/Ill, ss, <b>I, into, her</b> (assessment games)</li> </ul> <p>Phase 2, set 5 books</p> <ul style="list-style-type: none"> <li>• Revisit tricky words (in context)</li> </ul> <p>Assessment (end of Phase 2)</p> <p>Revisit and Review</p>
	<p><b><u>Spring 1 (approx. 6 weeks)</u></b></p>	<p>6 weeks – Phase 3</p> <ul style="list-style-type: none"> <li>• j, v, w, x, <b>me, be</b> (assessment games)</li> </ul> <p>Phase 3, set 6 books</p> <ul style="list-style-type: none"> <li>• y, z/zz, qu, <b>he, my, by, she</b> (assessment games)</li> </ul> <p>Phase 3, set 7 books</p>

<p>(i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes);</p> <ul style="list-style-type: none"> <li>• read the tricky words: he, she, we, me, be, was, my, you, they, all, are, by, give, live;</li> <li>• spell the tricky words: the, to, I, no, go, into, her;</li> <li>• write each letter correctly when following a model.</li> </ul> <p><b>A child who has mastered Phase 4 can:</b></p> <ul style="list-style-type: none"> <li>• give the sound when shown any Phase 2 and Phase 3 grapheme;</li> <li>• find any Phase 2 and Phase 3 grapheme, from a display, when given the sound;</li> <li>• blend and read words containing adjacent consonants;</li> <li>• segment and spell words containing adjacent consonants;</li> <li>• read the tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what;</li> <li>• spell the tricky words: he, she, we, me, be, was, my, you, they, all, are, by, give, live;</li> <li>• write each letter, usually correctly.</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some CEWs.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>		<ul style="list-style-type: none"> <li>• ch, sh, th, ng, they (assessment games) Phase 3, set 8 books</li> <li>• ai, ee, igh, oa, oo (long) (assessment games)</li> <li>• oo (short), <b>we, are</b>, ar, or (assessment games) Phase 3, set 9 books</li> </ul>
	<b>Spring 2 (approx. 5 weeks)</b>	<p>5 weeks – Phase 3</p> <ul style="list-style-type: none"> <li>• ur, ow, oi, <b>you</b> (assessment games) Phase 3, set 10 books</li> <li>• ear, air, ure, er, <b>all, was, give, live</b> (assessment games) <ul style="list-style-type: none"> <li>• Revisit tricky words Phase 3, set 11 books Assessment (end of Phase 3) Revisit and Review</li> </ul> </li> </ul>
	<b>Summer 1 (approx. 6 weeks)</b>	<p>6 weeks - Phase 4/Consolidation</p> <p>Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)</p> <p><b>said, have, like, so, do, some, come, were, there, little</b> (assessment games)</p> <p>Assessment (end of Phase 4) Revisit and Review Phase 4, set 12 books</p>
	<b>Summer 2 (approx. 7 weeks)</b>	<p>7 weeks - Consolidation</p>



<ul style="list-style-type: none"> <li>• <i>read and spell phonically decodable two-syllable and three-syllable words;</i></li> <li>• <i>read automatically all the words in the list of 100 high frequency words;</i></li> <li>• <i>accurately spell most of the words in the list of 100 high frequency words;</i></li> <li>• <i>form each letter correctly</i></li> </ul> <p><b>NC:</b>  <i>To spell words containing each of the 40+ phonemes already taught</i>  <i>To know the common exception words</i>  <i>To spell the days of the week</i>  <i>To name the letters of the alphabet</i>  <i>To name the letters of the alphabet in order</i>  <i>To use the letter names to distinguish between alternative spellings of the same sound</i>  <i>To add prefixes and suffixes</i>  <i>To use the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs</i>  <i>To use the prefix un</i>  <i>To use –ing, -ed, -er and –est where no change is needed in the spelling of root words</i>  <i>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</i></p> <p><b>By the end of Year 1, most children will be secure within Phase 5.</b></p>		
	<b><u>Spring 1 (approx. 6 weeks)</u></b>	<p>6 weeks – Phase 5</p> <p><b>Revisit and Review (assessment opportunity)</b></p> <ul style="list-style-type: none"> <li>• ou, oy <b>different, any, many</b> (assessment games) Phase 5, set 21 books</li> <li>• ere/eer, are/ear <b>eyes, friends</b> (assessment games) Phase 5, set 22 books <ul style="list-style-type: none"> <li>• c, k, ck, ch <b>two, once</b> (assessment games) Phase 5, set 23 books</li> </ul> </li> <li>• c(e)/c(i)/c(y), sc/ st(l) se <b>great, clothes</b> (assessment games) Phase 5, set 24 books</li> <li>• g(e)/g(i)/g(y), dge <b>it's, I'm, I'll, I've</b> (assessment games) Phase 5, set 25 books</li> </ul>
	<b><u>Spring 2 (approx. 5 weeks)</u></b>	<p>5 Weeks – Phase 5/Consolidation</p> <ul style="list-style-type: none"> <li>• le, mb, kn/gn, wr <b>don't, can't, didn't</b> (assessment games) Phase 5, set 26 books</li> <li>• tch, sh, ea, zh, (w)a, o <b>first, second, third</b> (assessment games) Phase 5, set 27 books</li> </ul> <p><b>Assessment (end of Phase 5)</b>  <b>Revisit and Review</b>  Complete 3 PSC on Bug Club/Consolidation</p>
	<b><u>Summer 1 (approx. 6 weeks)</u></b>	<b>PSC: 6<sup>th</sup> JUNE – 13<sup>th</sup> JUNE 2023 (Threshold 32 TBC)</b> Consolidation
	<b><u>Summer 2 (approx. 7 weeks)</u></b>	Consolidation

<p style="text-align: center;"><b><u>Year 2</u></b></p> <p><b><u>Phase 6:</u></b></p> <ul style="list-style-type: none"> <li>• suffix morphemes - ing, ed, clearing, gleaming, rained, mailed</li> <li>• plural morphemes - s, es, men, mice, feet, teeth, sheep</li> <li>• prefix morphemes - re, un, prefix+root+suffix, vowel, consonant, prefix, suffix, syllable</li> </ul> <p><b><u>NC:</u></b></p> <ul style="list-style-type: none"> <li>• To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• To learn the new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• To learn to spell common exception words</li> <li>• To learn to spell words with contracted forms</li> <li>• To learn the possessive apostrophe</li> <li>• To distinguish between homophones and near homophones To add suffixes to spell longer words, e.g. –ment, -ness, -ful, -less, -ly</li> <li>• To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<p style="text-align: center;"><b>Autumn 1 &amp; 2 (approx. 13 weeks)</b></p>	<p style="text-align: center;">Phase 5 Consolidation Rapid Phonics (where needed) <b>Assessment (end of Phase 5)</b></p> <p style="text-align: center;"><b><i>By the end of Year 2 autumn term, children are expected to be reading turquoise band reading books fluently (Woodside phonics exit point).</i></b></p>
		<p style="text-align: center;">Phase 6 Spelling Rules &amp; Patterns</p> <p style="text-align: center;">Rapid Phonics (Y1-Y6) Rapid Readers (all ages)</p> <p style="text-align: center;"><b><i>Continue to support children who are not reading at the expected level and/or have not passed or only just passed the phonics screening check.</i></b></p>
<p style="text-align: center;"><b><u>Year 3, 4, 5 &amp; 6</u></b></p>		<p style="text-align: center;">Phase 6 Spelling Rules &amp; Patterns</p> <p style="text-align: center;">Continue to use phonics as a strategy</p>

		<p>Rapid Phonics (Y1-Y6) Rapid Readers (all ages)</p> <p><i>Continue to support children who are not reading at the expected level and/or have not passed or only just passed the phonics screening check.</i></p>
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