



*Forever Learning: Limitless potential for every child*

## Phonics Progression of Skills

Subject: Phonics		Leader: Chelsea Watson		
Area/Aspect/Element	Foundation Stage		Key Stage 1	
	Nursery	Reception	Year 1	Year 2

<p><b>Sound discrimination</b></p>	<p><u>Phase 1</u> This Phase concentrates on developing children's speaking and listening skills. Children become attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. <u>There are 7 aspects of Phase 1</u></p> <ul style="list-style-type: none"> <li>➤ Aspect 1 – General sound discrimination – environmental.</li> <li>➤ Aspect 2 – General sound discrimination – instrumental sounds.</li> <li>➤ Aspect 3 – General sound discrimination – body percussion.</li> <li>➤ Aspect 4 – Rhythm and rhyme.</li> <li>➤ Aspect 5 Alliteration. ...</li> <li>➤ Aspect 6 – Voice sounds.</li> <li>➤ Aspect 7 - oral blending and segmenting</li> </ul> <p>Each aspect is divided into three strands</p> <ul style="list-style-type: none"> <li>➤ Tuning into sounds (auditory discrimination)</li> <li>➤ Listening and remembering sounds (auditory memory and sequencing)</li> <li>➤ Talking about sounds (developing vocabulary and language comprehension).</li> </ul>	<p><b>Phase 1 consolidation for some children - see Nursery</b></p> <p><b>Phase 2: 6 weeks children begin to learn the sounds that letters make (phonemes).</b> There are 44 sounds in all. Some are made with two letters, but in Phase 2, children focus on learning the 19 most common single letter sounds.</p> <p>Children learn to read tricky words <b>the, no, go, I, to &amp; into.</b> Children learn vocabulary specific to phonics e.g. digraph, trigraph, grapheme etc.</p> <p><b>Phase 3: 9 weeks introduces children to the remaining, more difficult and/or less commonly used phonemes.</b> There are 25 of these,, mainly made up of two letters such as /ch/, /ar/ and /ee/ (digraphs) and four made up of 3 letters - /air/. /ear/, /igh/ and ure (trigraphs)</p> <p>Children learn to read and write tricky words <b>we, be, me, he, she, my, they, was, her &amp; all.</b></p> <p><b>Phase 3 Mastery: 9 weeks</b> Children revisit GPCs and CEW from phase 3 to secure their knowledge</p>	<p><b>Phase 4 consolidation plus Y1 NC requirements: 3-4 weeks</b></p> <p>Teach adding -s and -es as a plural marker for nouns Teach adding -s and -es as a third person singular marker for verbs Revisit blending of words where -s and -es are added Teach adding the suffix -ing to verbs Teach adding the suffix -ed to verbs Teach adding the suffix -er to verbs to change them to a noun Revisit adding the suffixes -ed and -er to verbs Teach adding the suffix -er to adjectives Teach adding the suffix -est Teach adding the prefix un- to verbs Teach adding the prefix un- to adjectives Teach reading words with contractions</p> <p><b>Phase 5a : 6 weeks Five A) (Mastery plus Y1 NC requirements): 6 weeks Five B) (Mastery plus Y1 NC requirements): 6 weeks Five C) (Mastery plus Y1 NC requirements): 12 weeks</b> Children broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know where relevant.</p>	<p><b>Some children will revisit phase 5 from the beginning Phase Five a) (Spellings recap): 2 weeks</b> Children will be from alternative graphemes with the same sound: <b>oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e, ee/ea/e-ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you)</b> Revise reading all common exception words</p> <p><b>Phase 5b) Mastery: 5 weeks</b> Children will revisit alternative pronunciations of known graphemes for reading such as : <b>a (as in acorn), a (as in fast), a (as in was)</b> realizing that it makes a different sound in each word. Revisit reading all common exception words Practice common misconceptions</p> <p><b>Phase 5b) Mastery: 6 weeks</b> Assessment and review of all alternative spellings of phonemes. Assessment and review of all common exception words</p> <p>At this point phonics teaching will continue as an intervention for those children who still require it.</p> <p>Year 2 children will move on to learning spelling as per National Curriculum requirements.</p> <p>Note: Y1 NC coverage should also be taught within Year 1 English lessons</p>
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<p><b>Writing</b></p>		<p>Children learn to write words, sentences and captions containing letters and groups of letters (graphemes) which correspond to sounds (phonemes) GPCs. These graphemes consist of single letters, 2 letters (digraphs), 3 letters (trigraphs) as below...</p> <p><b>Phase 2.</b></p>	<p>Children learn to write at length - words, sentences and captions in both narrative and non-fiction texts. These contain letters and groups of letters (graphemes) which correspond to new sounds (phonemes) and some alternative sounds for graphemes already learned e.g. g = j as in giant, ch = k as in Christmas and sh as in chef</p> <p>These graphemes consist of single letters, digraphs and split</p>	

**Phase 2**

Sounds												Tricky Words	
a	a	t	p	l	n	m	d	I	no				
g	o	c	k	ck	e	u	r	the	to				
h	b	f	ff	l	ll	ss	into	go					

Children learn to read tricky words **the, no, go, I, to & into.**

**Phase 3**

**Phase 3**

Sounds												Tricky Words	
j	v	w	o	v	z	z	z	we	me				
ch	sh	th	ng	ai	er	igh	oo	all	are				
oo	or	or	ur	ow	ai	eer		they	my				
ai	ure	er						her	was				
								be	you				
								she	he				

Children learn to write words etc as above and tricky words **we, be, me, he, she, my, they, was, her, all, you and are.**

**Phase 4**

Tricky Words													
said	have	like	so	do	some	come	little	one	were	there	what	when	out

Children learn to write words etc as above and tricky words **said, have, like, so, do, some, come, little, one, were, there, what, when and out.**

Children learn to segment words for spelling in VC, CVC, CVCC, CCVC, CCVCC, CCCVC AND CCCVCC words

digraphs as below

**Phase 5**

Sounds												Tricky Words	
ay	ou	te	ea	oy	lr	ue	ue	asked					
aw	wh	ph	ew	ow	au	ey		called					
ai	ee	ie	o-e	u-e	u-e	own		could					
								looked					
								Mr					
								Mrs					
								oh					
								people					
								their					

Alongside these alternative sounds, children learn some spelling and grammar rules e.g. g = j when followed by and an e or an i as in gentle and giant,

Children learn to write the tricky words **'oh', 'their', 'people', 'Mr', 'Mrs', 'looked', 'called', 'asked' and 'could'**

<p><b>Reading</b></p>		<p>Children learn 2 crucial things when using phonics to learn to read:</p> <ol style="list-style-type: none"> <li>1. How sounds are represented by written letters e.g. m = mmmm</li> <li>2. How those sounds can be <b>blended</b> together to make words e.g. c-a-t reads as cat, chap reads as chap.</li> </ol> <p>Once the first few phonemes and corresponding graphemes have been taught, children learn how to read and blend these letters or groups of letters to read VC and CVC words e.g. s-s-t = sat, i-n = in. They progress in reading as in writing to CVCC, CCVC, CCVCC, CCCVC AND CCCVCC words, captions and longer sentences in different texts</p>	<p>To apply phonic knowledge &amp; skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed &amp; -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll &amp; we'll.</p>	<p>To continue to apply phonic knowledge &amp; skills as the route to decode words until automatic decoding has become embedded &amp; reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>
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