

# Phonics progression

## PHASE 1

The aim is to develop children's listening skills and awareness of sounds in the environment. The activities in phase 1 are mainly adult-led with the intention of teaching young children important basic elements of the Letters and sounds programme such as oral segmenting and blending of familiar words.

There should be lots of opportunities for children to engage with books.

Phase 1 activities are arranged into 7 aspects.

Aspect1: environmental sounds

Aspect2: instrumental sounds

Aspect3: body percussion

Aspect4: rhythm and rhyme

Aspect5: alliteration

Aspect6: voice sounds

Aspect7: oral blending and segmenting

Each aspect is divided into 3 strands.

- ❖ Tuning into sounds (auditory discrimination)
- ❖ Listening and remembering sounds (auditory memory and sequencing)
- ❖ Talking about sounds (developing vocabulary and language comprehension)

Activities within the 7 aspects are designed to help children:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

## PHASE 2 (6 weeks)

High frequency words, tricky words and Action words

Week 1	s	a	t	p		a
Week 2	i	n	m	d	(high frequency words – <b>is, in, it, at</b> )	dad
Week 3	g	o	c	k	(high frequency word – <b>and</b> )	can on
Week 4	ck	e	u	r	(tricky words – <b>to the</b> )	dog cat
Week 5	h	b	f, ff	l, ll	ss (tricky words – <b>to the</b> )	mum
Week 6	revise all letters and sounds taught so far.					big of

Throughout the phase, practise reading and spelling the relevant captions page 71 Letters and Sounds.

### PHASE 3 (10-12 weeks)

Week1	set 6	j	v	w	x	went
	read tricky words	<b>no, go, to I, the, to</b>				
	sentences	page 100 1-6				
week2	set 7	y	z,zz	qu	yes	
	reading	<b>he, she</b>				
	spelling	<b>the to</b>				
	captions and sentences	page 100 1-7				
week 3	4 consonant digraphs	ch	sh	th	ng	going this
	tricky words	<b>we, me, be</b>				
	reading and writing captions and sentences	page 101				
week 4	4 vowel digraphs	ai	ee	igh	oa	see
	reading tricky words	<b>was</b>				
	spelling tricky words	<b>no, go</b>				
week 5	4 vowel digraphs	oo (boot)	oo (look)	ar	or	for
	read tricky word	<b>my</b>				
week 6	4 vowel digraphs	ur	ow	oi	er	
	reading tricky words	<b>you</b>				
week 7	3 digraphs	ear	air	ure	they	
	read tricky word	<b>they</b>				
week 8-10	practise all sounds so far					
	practise letter names					
week 8	read tricky word	<b>her</b>				play
week 9	read tricky word	<b>all</b>				day
week 10	read tricky word	<b>are</b>				away
	practise spelling 2 syllable high frequency words					

Throughout the phase, practise reading and spelling the relevant captions and sentences on page 103/104 of Letters and Sounds.

## **PHASE 4** (4-6 weeks)

Throughout, practise reading, writing and spelling high frequency words and sentences.

Week 1 practise recognition and recall of phase 2 and 3 graphemes

cvcc words    nt      nd      nk      sk      mp  
                  ct      ft      pt      st      xt  
                  lt      lp      lf

read tricky words **said, so**

spell tricky words **he, she, we, me, be**

week2      ccvc words

br, cr, dr, fr, gr, pr, tr

sn, sm sp, st, sw

bl, cl, fl, gl, pl, sl

tw

read tricky words **have, like, some, come**

spell tricky word **was, you**

week3/4      ccvcc, cccvc, cccvcc words

read tricky words week 3 **were, there, little, one**

spell tricky words week 3 **they, all, are**

read tricky words week 4 **when, out, what**

spell tricky words week 4 **my, her**

Throughout the phase, practise reading and spelling the relevant sentences on page 128 of Letters and Sounds.

## **PHASE 5** (Year 1)

Throughout, practise reading, writing and spelling high frequency words and sentences.

Weeks 1-4 Practise recognition and recall of Phase 2, 3, and 4 graphemes learned.

Teach reading words **oh, their, people, Mr, Mrs, looked, called, asked.**

Teach spelling words **said, so, have, like, some, come, were, there**

Week1      revision including phoneme **zh** (treasure). Introduce

Week2      ay=ai

Week3      ee=ea

Week4      ie=igh

Weeks 5-7 Practise recognition and recall of graphemes and different pronunciation of graphemes as they are learned.

Week 5 ou (ow)

Week 6 oy (oi)

Week 7 ir (er, ur)

Teach reading words **water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please**

Teach spelling words **little, one, do when, what, out**

Weeks 8-30 Practise recognition and recall of graphemes and different pronunciation of graphemes as they learned.

8. ue (blue)	ew (new)	18. g got giant
9. aw (saw)	au (Paul)	19. u but put (south)
10. wh when		20. ow cow blow
11. ph photo		21. ie tie field
12. oe toe		22. ea eat bread
13. a_e make	i_e like	23. er farmer her
rule	u_e	24. a hat what
14. e_e these		25. y yes by very
15. i fin, find		26. ch chin school chef
16. o hot cold		27. ou shoulder could you
17. c cat cent		

Throughout the phase, practise reading and spelling the relevant activities on page 158/159 of Letters and Sounds.

Also use the phoneme spotter stories on pages 160-165

Along side these Year 1 will look at the statutory requirements from the national curriculum

tch

ve – have give

plural s/es

ing/ed/er/est – no changes to root word

k – kit skin

prefix un - unhappy

compound words e.g football playground

### Year 1 common exception words

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

## **PHASE 6** (Year 2)

Revision of long vowel sounds

Teaching spelling

- 1) past tense
- 2) add suffixes ing ed er est ful less ment ness ly
- 3) long words
- 4) finding and learning the difficult bits in words.

Developing strategies for learning and practising spellings

Syllables – e.g Sep–tem–ber

Base words – find base word (e.g smiling – base smile+ing)

Analogy – use what already know (e.g. could: would, should)

Mnemonics e.g could O U lucky duck

Along side these Year 2 will look at the statutory requirements from the national curriculum

ge/dge – huge, giant - badge

soft c – city race

silent letters – kn, gn wr

le/el/al/il – table, camel, metal, pencil

y – cry, July

plurals – es

y-ies

Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it  
a before l and ll all, walk, always

sound spelt o – mother, nothing, Monday

ey – donkey, money

a after w and qu – watch, want, squash

or/ar after w – work, warm

The /z/ sound spelt s – television, treasure, usual

contractions – hasn't can't

Possessive apostrophe – singular – child's

tion – station

homophones – their/there blew/blue

### Year 2 common exception words

door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas