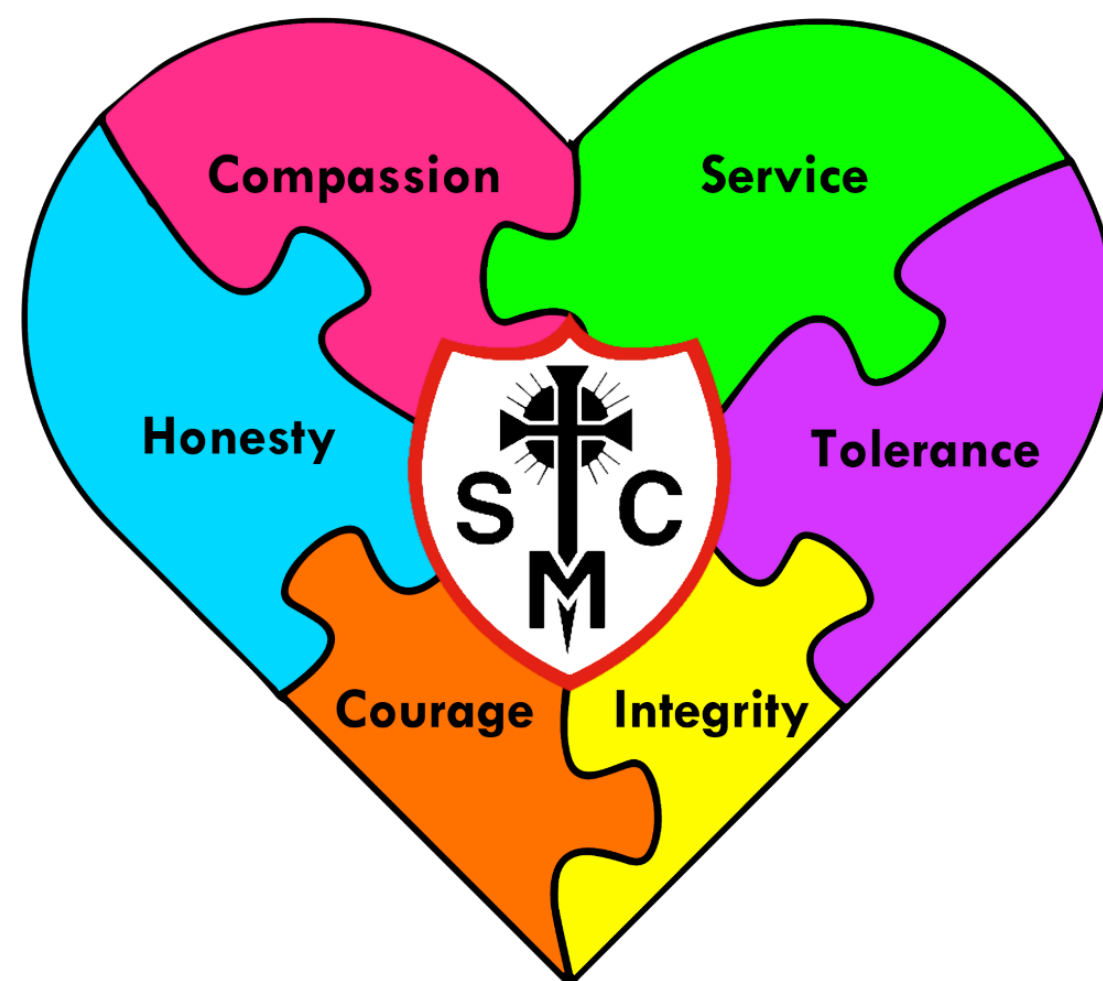


Phonics

Progression Document



“Love one another as I have Loved you,”

John 13:34



Phonics Progression

St Margaret Clitherow

The National Curriculum for phonics aims are to ensure that all pupils by the end of Year 2 should:

- ✓ read all common graphemes
- ✓ know alternative graphemes for the sounds taught
- ✓ read accurately words of two or more syllables that contain the same graphemes taught
- ✓ read unfamiliar words containing these graphemes, accurately and without undue hesitation
- ✓ read books that are matched closely to each pupil's level of word reading knowledge
- ✓ read many common words containing GPCs taught so far without needing to blend the sounds out loud first.
- ✓ be secure in reading common exception words
- ✓ increase their fluency by being able to read words easily and automatically
- ✓ segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- ✓ learn new ways of spelling phonemes for which one or more spellings are already known.
- ✓ learning to spell common exception words
- ✓ learning to spell more words with contracted forms
- ✓ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.



At SMC, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery. This document sets out [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Phase 1

Phase One Phonics concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2 in Reception. The emphasis during Phase 1 is to get children attuned to the sounds around them and are ready to begin developing oral blending and segmenting skills

Nursery 1

When	Advent	Lent	Pentecost
Aspect	Aspect 1 General sound discrimination – environmental sounds	Aspect 2 General sound discrimination – instrumental sounds	Aspect 2 General sound discrimination – body percussion
Phonemic awareness focus	To raise children's awareness of the sounds around them and to develop their listening skills. To distinguish between different environmental sounds To match sounds to pictures	To develop children's awareness of sounds made by various instruments noise makers. To distinguish between different instrumental sounds To match sounds to pictures	To develop children's awareness of copying multipart sound patterns To distinguish between different body sounds
Suggested activities	- listen to and identify outdoor sounds - listen to and identify indoor sounds use drumsticks (stroke, beat, tap) to make different sounds - use my voice to sing at different volumes - identify the sounds in a sounds lotto game - identify sounds made behind a screen (keys, bells) - make the correct animal noise from a set of clues - give others a set of clues to guess an animal guess - what is inside the container by the sound it makes	- identify and name the instruments being played - remember and repeat a rhythm - discriminate and copy loud and quiet sounds - stop and start playing an instrument at a signal - play an instrument to describe an action (fairy footsteps) - perform a short instrumental piece for others - play the instrument to match a sound an animals might make	- perform a song with actions - perform an action to match a musical instrument - perform actions increasing and decreasing my speed as necessary - copy a body sound - copy a sequence of body sounds - identify a body sound (snoring, eating) - suggest times when be noisy or quiet - use my voice to make slow, fast, quiet, loud, long, short sounds - move my body in response to an instrument sound

Development Matters Links	• Turn towards familiar sounds. • Copy gestures and words. • Use intonation, pitch and changing volume when ‘talking’.		• Enjoy singing, music and toys that make sounds. • Enjoy songs and rhymes, tuning in and paying attention. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing		• Copy gestures and words. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo • Copy finger movements and other gestures.	
	Nursery 2					
When	Advent		Lent		Pentecost	
Aspects	Aspect 4 Rhythm and rhyme	Aspect 5, 6 and 7 Alliteration Voice Sounds Oral Blending and Segmenting	Aspect 5, 6 and 7 Alliteration Voice Sounds Oral Blending and Segmenting	Aspect 5, 6 and 7 Alliteration Voice Sounds Oral Blending and Segmenting	Aspect 5, 6 and 7 Alliteration Voice Sounds Oral Blending and Segmenting	Aspect 5, 6 and 7 Alliteration Voice Sounds Oral Blending and Segmenting
	To develop children’s awareness of sounds and rhythms. To develop children’s appreciation and experiences of rhythm and rhyme in speech.	To teach children to identify initial sounds of words To teach children to distinguish different sounds. To pronounce most phonemes correctly To teach children to begin to blend CVC words using oral blending and objects.	To teach children to identify initial sounds of words To teach children to distinguish different sounds. To pronounce most phonemes correctly To teach children to begin to blend CVC words using oral blending and objects.	To teach children to identify initial sounds of words To teach children to distinguish different sounds. To pronounce most phonemes correctly To teach children to begin to blend CVC words using oral blending and objects.	To teach children to identify initial sounds of words To teach children to distinguish different sounds. To pronounce most phonemes correctly To teach children to begin to blend CVC words using oral blending and objects.	To teach children to identify initial sounds of words To teach children to distinguish different sounds. To pronounce most phonemes correctly To teach children to begin to blend CVC words using oral blending and objects.
Progression of sounds		s a t p i n (Reception picture cards)	m d g o c k e (Reception picture cards)	u r h b f l j (Reception picture cards)	v w y z qu ch (Reception picture cards)	ck x sh th ng nk (Reception picture cards)
Activities/ games to play from Little Wandle	• join in with repetitive phrases • perform actions to a nursery rhyme • move in time to the beat fast, slow, skipping, marching etc • match rhyming objects play rhyming bingo • clapping out the syllables in words • continue a rhyming string • odd one out	• Play with sounds • Bertha the bus • What’s in the box?	• Play with sounds • Bertha the bus • What’s in the box?	• As before • Can you touch your ...? • What’s that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds • Robot talking. • Use oral blending to blend words aloud with the new sounds the children have learned. Encourage children to join in and blend aloud.	• Can you touch your ...? • What’s that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds • Robot talking. • Use oral blending to blend words aloud with the new sounds the children have learned. Pause before you blend the words – and see if children can jump in and blend the words.	• Can you touch your ...? • What’s that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. Robot talking. • Use oral blending to blend words aloud with the new sounds the children have learned. - Do not blend the words for the children
Blend from the box words		Blend from the box words: s : s-o-ck s-u-n s-oa-p s-a-ck a : a-n-t, t : t-ee-th t-i-n t-a-p t-o-p p : p-e-n p-e-g p-i-n p-a-n n : n-e-t n-oa-z (nose) n-e-ck n-u-t	Blend from the box words: m : m-oo-n m-ou-se m-a-p m-a-n d : d-o-g d-u-ck d-o-ll d-e-n g : g-oa-t g-ai-t (gate) g-oo-se g-ir-l c/k : c-a-t c-u-p c-a-p c-oi-n k-igh-t (kite) k-i-d k-i-t e : e-gg	Blend from the box words: r : r-a-t r-e-d r-oa-d r-i-ng h : h-a-t h-ou-se h-or-se h-ea-d b : b-oo-k b-u-s b-ir-d b-a-g f : f-i-sh f-a-n f-oo-t f-ar-m l : l-ea-f l-i-d l-o-ck l-o-g j : j-a-m j-u-g j-e-t j-ee-p	Blend from the box words: v : v-a-n v-e-t w : w-i-g w-e-b w-ai-v (wave) y : y-a-p [dog] z : z-i-p z-oo qu : qu-ee-n qu-a-ck [duck] qu-i-ck [action] ch : ch-i-p ch-i-ck ch-i-n ch-o-p [action]	Blend from the box words: ck : s-o-ck d-u-ck n-e-ck r-o-ck x : f-o-x b-o-x w-a-x s-i-x sh : sh-e-ll sh-ir-t sh-o-p sh-e-d th : th-u-mb t-ee-th m-o-th, th-i-gh ng : r-i-ng w-i-ng k-i-ng nk : p-i-nk t-a-nk w-i-nk s-i-n
Oral blending words		Words with sounds the children know: s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p	Words with sounds the children know: d-i-g m-a-p g-e-t n-o-d c-o-t p-e-t d-a-d p-i-g p-e-g t-e-n	Words with sounds the children know: m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t l-e-g l-i-p j-o-g j-i-g	Words with sounds the children know: y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll r-i-ch qu-i-t z-a-p b-u-zz	Words with sounds the children know: th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck b-a-ck f-i-x
Development Matters Links	• Develop their phonological awareness, so that they can: ○ spot and suggest rhymes	• Recognise words with the same initial sound, such as money and mother • Develop their pronunciation	• Recognise words with the same initial sound, such as money and mother • Develop their pronunciation	• Recognise words with the same initial sound, such as money and mother • Develop their pronunciation	• Recognise words with the same initial sound, such as money and mother • Develop their pronunciation	• Recognise words with the same initial sound, such as money and mother • Develop their pronunciation

	○ count or clap syllables in a word • Sing a large repertoire of songs • Know many rhymes,	• Count or clap syllables in a word • Develop their phonological awareness	• Count or clap syllables in a word • Develop their phonological awareness	• Count or clap syllables in a word • Develop their phonological awareness	• Count or clap syllables in a word • Develop their phonological awareness	• Count or clap syllables in a word • Develop their phonological awareness
Name recognition and writing	Children to find their name using their picture.	Children to recognise the initial sound of their name.	Children to recognise the capital letter that starts their name.	Children to recognise other sounds in their name	Children to begin writing their name	Children to begin writing their name
Development Matter Links	• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately					

Reception						
When	Advent		Lent		Pentecost	
	In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught in a set sequence. As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. The children will begin to learn to blend and segment to begin reading and spelling.		In Phase 3, children will learn ‘the simple code’- one grapheme for each phoneme in the English language. They will be reading and spelling CVC words using a wider range of letters, some long and short vowels, some digraphs, trigraphs and double letters. Children will also learn the letter names, although they will continue to use the sounds when decoding words. They read words in captions and sentences.		In Phase 4, no new graphemes are introduced. They will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling exception words. Children consolidate what they have learnt in the previous phases in longer words.	
Phase	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
Progression of sounds	s a t p i n m d g o c k c k e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags)	ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words	Review Phase 3 longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end	Short vowels with adjacent consonants: CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	Phase 3 long vowel graphemes with adjacent consonants: CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words and compound words
Tricky Words	is I the	put pull full as and has his her go no to into she push he of we me be	was you they my by all are sure pure	Review all taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far
Lesson sequence	Revisit and Review Quick review – speedy sounds Teach and Practise New phoneme – What’s in the box? Pronunciation phrase New GPC and mnemonic Teach formation Oral blending Teacher-led blending Tricky Words (introduced in week 3) Practise and Apply Oral blending game (games from nursery)	Revisit and Review Quick review – speedy sounds Teach and Practise New phoneme – What’s in the box? Pronunciation phrase New GPC and mnemonic Teach formation Oral blending Teacher-led blending and independent reading Tricky Words Practise and Apply Read the phrase Spelling	Revisit and Review Quick review – speedy sounds Words with known graphemes Tricky words Teach and Practise New GPC and mnemonic Oral blending Read focus words and definitions Teacher-led blending and independent reading Tricky Words Practise and Apply Read the sentence/write the sentence Spelling	Revisit and Review Quick review – speedy sounds Words with known graphemes Tricky words Teach and Practise New GPC and mnemonic Oral blending Read focus words and definitions Teacher-led blending and independent reading Tricky Words Practise and Apply Read the sentence/write the sentence Spelling	Revisit and Review Quick review – take from assessment to match needs Words with known graphemes Tricky words Teach and Practise Oral blending Read focus words and definitions Identify CCVC and CVCC words Independent reading Tricky Words Practise and Apply Read the sentence/write the sentence Spelling	Revisit and Review Quick review – take from assessment to match needs Words with known graphemes Tricky words Teach and Practise Oral blending Read focus words and definitions Identify CCVC and CVCC words Independent reading Tricky Words Practise and Apply Read the sentence/write the sentence Spelling
Development Matters Links	- Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter– sound correspondence - Write recognisable letters for the sounds taught		- Say the letter name for the letters belonging to a digraph or trigraph - Read words consistent with their phonic knowledge by sound blending. - Read aloud simple sentences that are consistent with their phonic knowledge, including some common exception words - Spell words by identifying sounds in them and representing the sounds with a letter or letters.		- Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound blending. - Read aloud simple sentences that are consistent with their phonic knowledge, including some common exception words - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others	
Vocabulary	Phonics, phoneme, grapheme, blend, segment, GPC – grapheme phoneme correspondence, speedy sounds, speedy words, tricky words, digraph, trigraph, oral blending, sound buttons, segment, mnemonic, compound word, vowel sound, consonant, adjacent consonant, chuck it up, point and sweep, blend in your head, multi-syllabic words					

Year 1						
When	Advent		Lent		Pentecost	
	In Phase 5, children move on to "complex code". They learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point. The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children will also learn alternative spellings for each phoneme. Children complete a statutory phonics screening check to assess their phonics knowledge.					
Phase	Review Phase 3 and 4	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5
Progression of sounds	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	Phonics screening check review No new GPCs or tricky words	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more
Tricky Words	Review tricky words from phase 2-4 the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	their people oh your Mr Mrs Ms ask could would should our house mouse water want	any many again who whole where two school call different thought through friend work	once laugh because eye	No new tricky words Review previously taught	busy beautiful pretty hour move improve parents shoe
Links to Year 1 NC	• apply phonic knowledge and skills as the route to decode words • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read other words of more than one syllable that contain taught GPCs • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • 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 • 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 words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • spell words containing each of the 40+ phonemes already taught and common exception words taught • using letter names to distinguish between alternative spellings of the same sound • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					
Sequence of lessons	Revisit and Review Quick review – speedy sounds Words with known graphemes Tricky words Oral blending Reading review words – teacher led blending Practise and Apply Read the sentence/write the sentence Spelling	Revisit and Review Quick review – speedy sounds Words with known graphemes Tricky words Teach and Practise New GPC and mnemonic Oral blending Read focus words and definitions Teacher-led blending and independent reading New Tricky Words Practise and Apply Read the sentence/write the sentence Spelling	Revisit and Review Quick review – speedy sounds Words with known graphemes Tricky words Teach and Practise New GPC and mnemonic Oral blending Read focus words and definitions Teacher-led blending and independent reading New Tricky Words Practise and Apply Read the sentence/write the sentence Spelling	Revisit and Review Quick review – speedy sounds Words with known graphemes Tricky words Teach and Practise New GPC and mnemonic Oral blending Read focus words and definitions Teacher-led blending and independent reading New Tricky Words Practise and Apply Read the sentence/write the sentence Spelling	Revisit and Review Quick review – speedy sounds Words with known graphemes Tricky words Teach and Practise New GPC and mnemonic Oral blending Read focus words and definitions Teacher-led blending and independent reading New Tricky Words Practise and Apply Read the sentence/write the sentence Spelling	Revisit and Review Quick review – speedy sounds Words with known graphemes Tricky words Teach and Practise New GPC and mnemonic Oral blending Read focus words and definitions Teacher-led blending and independent reading New Tricky Words Practise and Apply Read the sentence/write the sentence Spelling

Vocabulary	As Reception, plus... Grow the Code, alternative pronunciation, alternative spelling, alien words, prefix, suffix, split diagraph, homophone
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