

Phonics progression from Nursery through to Year 2: Letters and Sounds

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery					
Phase 1: 7 aspects of sound discrimination (Pencil grip, meaning to mark making and writing name)					
Reception					
Phase 2 Letter names and sounds Write CVC words		Phase 3 Letter names and sounds Write captions, lists and short sentences.		Phase 4 Letter names and sounds Write full sentences	
Set 1 and 2 1. s, a, t, p 2. i, m, n, d	Set 3, 4 and 5 1. g, o, c, k 2. ck, e, u, r 3. h, b, f, ff, l, ll, ss	Set 6, 7, consonant digraphs 1. j, v, w, x 2. y, z, zz, qu 3. ch, sh, th, ng	Vowel digraphs 1. ai, ee, igh, oa, oo (long and short) 2. ar, or, ur, ow, oi 3. ear, air, ure, er	Read and write CVCC / CCVC words	
Read and write tricky words: the, to, I, no, go, into		Read and write tricky words: he, she, we, me, be, was, my, you, her, they, all, are		Read and write tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what	

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Year 1					
Phase 5					
Read and spell words. Write full sentences. Dictation					
<p>New digraphs</p> <p>ay, ou, ie, ea</p> <p>oy, ir, ue, aw</p> <p>wh, ph, ew, oe, au, ey</p> <p>a-e, e-e, i-e, o-e, u-e</p>	<p>alternative pronunciations</p> <p>a, e, i, o, u</p> <p>ow, ie, ea, er, ou, y,</p> <p>ch, c, g, ey</p>	<p>alternative spellings</p> <p>ch, j, m, n, r, s, z, u,</p> <p>i, ear, ar air, or, ur,</p> <p>oo, ai, ee, igh, oa,</p> <p>oo (+y), sh, ie, ve, zh</p>	<p>Plural endings (s, es)</p> <p>Simple suffixes (ing, ed, er)</p> <p>Simple adjective suffixes (er, est)</p> <p>Words ending in -y</p> <p>Prefix (un)</p> <p>Compound words</p>		
Read and write tricky and common exception words					
<p>I, no, the, to, go,</p> <p>into, he, she, we,</p> <p>me, be, my, are,</p> <p>her, was, all, they,</p> <p>you</p>	<p>said, have, like, so,</p> <p>do, some, come,</p> <p>little, one,</p> <p>were, there, what,</p> <p>when, out</p>	<p>oh, Mr, Mrs,</p> <p>people, their,</p> <p>called, looked,</p> <p>asked, could</p> <p>ask, a, today, of</p>	<p>says, is, his, has,</p> <p>house, our, you,</p> <p>by, here, where,</p> <p>love, once, friend,</p> <p>school, put, push,</p> <p>pull, full</p>	<p>Consolidate reading and writing all words</p>	

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Year 2					
Phase 6 Read and spell words. Write full sentences.					
dge, ge, ci, ce, kn, gn, wr, le, el, il, y,	suffix rules (ing, ed, er, est, y) -al (or) o (other) ey (key) a (qu, w) o (word) ar (ward) s (treasure)	suffixes (ment, ful, ness, less, ly) contractions possessive apostrophe tion ending	Homophones Near homophones	Revision	
Read and write common exception words and their patterns: 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					

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"Secure" in Phonics			
Phase 2	Phase 3	Phase 4	Phase 5
<ul style="list-style-type: none"> Give sound when shown any phase 2 letter Find phase 2 letter from display when given sound Orally blend Orally segment Read and spell (not write) VC words Read 5 Tricky Words (the to I no go) 	<ul style="list-style-type: none"> Give sound when shown all ph 2 and most ph 3 graphemes Find ph 2 and 3 grapheme from display when given sound Blend to read CVC words containing ph2 and 3 graphemes Segment to make phonetically plausible attempts at CVC words Be able to read additional 12 tricky words Spell 5 ph2 tricky words Write each letter correctly when following model 	<ul style="list-style-type: none"> Give sound when shown any phase 2 and 3 graphemes Find any ph2 or 3 grapheme from display Blend and read words containing adjacent consonants Segment to spell words containing adjacent consonants Be able to read additional 14 tricky words Be able to spell ph3 tricky words Write each letter, usually correctly 	<ul style="list-style-type: none"> Give sound for any grapheme that has been taught Write common grapheme for any sound Apply phonic knowledge and skills as prime approach to reading and spelling unfamiliar words that are not completely decodable Read and spell phonically decodable two-syllable and three-syllable words Read automatically all 100 HFWs Accurately spell most of 100 HFWs Form each letter correctly
Read Tricky Words:			
the to I no go	he my you she all her me they are we was be	some one said come do so were when have there out like little what	All 100
What to look out for			
<p><u>When reading:</u> are they using their sounds and skills to identify the phonemes in a word and begin to blend them?</p> <p><u>When writing:</u> are they using their sounds and skills when attempting to write or make words with magnetic letters (do NOT need to be able to actually write)</p> <p><u>Independently:</u> do they know most grapheme-phoneme correspondences most of the time</p>	<p><u>When reading:</u> are they using their sounds and skills to blend and read single-syllable words consisting of ph 2 & 3 graphemes?</p> <p><u>When writing:</u> are they using their sounds and skills when segmenting single-syllable words and making phonemically plausible attempts at spelling using ph2 & 3 graphemes?</p> <p><u>Independently:</u> do they know most ph 2 & 3 grapheme-phoneme correspondences most of the time?</p>	<p><u>When reading:</u> are they using sounds and skills to blend and read single-syllable words consisting of ph2 & 3 graphemes and adjacent consonants?</p> <p><u>When writing:</u> are they using sounds and skills when segmenting single-syllable words including adjacent consonants and making phonemically plausible attempts at spelling using ph2 & 3 graphemes?</p> <p><u>Independently:</u> do they know and use most ph 2 & 3 grapheme-phoneme correspondences most of the time and read and write phonemically plausible representations of words containing adjacent consonants?</p>	<p><u>When reading:</u> are they applying knowledge and skills, inc. knowledge of alternative pronunciations, as prime approach to reading unfamiliar words, inc. those that are not completely decodable?</p> <p><u>When writing:</u> are they using their sounds and skills when writing unfamiliar words, inc. those that are not completely decodable and beginning to consider correct spelling choices?</p>