



Phonics Progression Nursery to Year 2

Nursery

Autumn

Phase 1 Speaking and Listening (Aspects 1-6) Letters and Sounds document pg 8-40

- Aspect 1 – Environmental Sounds
- Aspect 2 – Instrumental Sounds
- Aspect 3 – Body Percussion
- Aspect 4 – Rhythm and Rhyme
- Aspect 5 – Alliteration
- Aspect 6 – Voice Sounds

Spring

Phase 1 Speaking and Listening (Aspects 1-6) Letters and Sounds document pg 8-40

- Aspect 1 – Environmental Sounds
- Aspect 2 – Instrumental Sounds
- Aspect 3 – Body Percussion
- Aspect 4 – Rhythm and Rhyme
- Aspect 5 – Alliteration
- Aspect 6 – Voice Sounds

Summer

Phase 1 Speaking and Listening (Aspects 1-7) Letters and Sounds document pg 8-45
Introduce Aspect 7: Oral Blending and Segmenting

Reception

Autumn 1

Revisit Phase 1 Speaking and Listening (Aspects 1-7) Letters and Sounds document pg 8-45

Autumn 2 Phase 2

Week 1
Oral blending is breaking words down orally into their smallest unit such as b-oa-t has three sounds. Oral blending helps to identify and hear sounds in words.

Oral segmenting is the act of hearing a whole word and then splitting it up into the phonemes that make it.

Teach

- **s a t p**

Revisit

- oral blending and segmenting

Week 2
High frequency words are words which occur most frequently in written material. They are often words that have little meaning on their own but they do contribute a great deal to the meaning of a sentence.

Teach

- **i n m d**
- blending with letters

Revisit

- previously learned letters and sounds

Practise

- oral blending and segmenting
- blending for reading
- blending and reading the high-frequency words **is, it, in, at**

<p>Week 3</p>	<p>Teach</p> <ul style="list-style-type: none"> - g o c k - segmenting for spelling - blending and reading the high-frequency word and, a, as, on, can, dad <p>Practise</p> <ul style="list-style-type: none"> - previously learned letters and sounds - briefly practise oral blending and segmenting - blending with letters (reading words) <p>Demonstrate</p> <ul style="list-style-type: none"> - spelling captions using words with sets 1 and sets 2 letters and the high-frequency word and
<p>Week 4</p> <p>Tricky words are tricky because they cannot be spelt or read phonetically using the letter-sound correspondences known by the children. A word may be temporarily tricky. They will appear to be irregular until the children are taught more of the advance GPCs. Once the children have learnt those letter-sound correspondences, the word will no longer be tricky or seem irregular.</p>	<p>Teach</p> <ul style="list-style-type: none"> - ck (words ending in ck) - e u r - reading tricky words to and the <p>Practise</p> <ul style="list-style-type: none"> - previously learned letters and sounds - oral blending and segmenting - blending to read words - segmenting to spell words <p>Demonstrate</p> <ul style="list-style-type: none"> - spelling captions using sets 1-4 and the high-frequency word and <p>Support</p> <ul style="list-style-type: none"> - children in reading captions using sets 1-4 letters and the, to and and
<p>Week 5</p>	<p>Teach</p> <ul style="list-style-type: none"> - h b f,ff l,ll ss - ff, ll and ss at the end of words - reading tricky words, no, go, l <p>Practise</p> <ul style="list-style-type: none"> - previously learned letters and sounds - blending to read words - segmenting to spell words <p>Demonstrate</p> <ul style="list-style-type: none"> - spelling captions using sets 1-5 letters and and, to and the <p>Support</p> <ul style="list-style-type: none"> - children in reading captions using sets 1-5 letters and no, go, l, the and to
<p>Week 6</p>	<p>Revisit</p> <ul style="list-style-type: none"> - all the letters and sounds taught so far: <p>s a t p i n m d g o c k ck e u r h b f,ff l,ll ss</p> <ul style="list-style-type: none"> - reading high-frequency words: <p>is, it, in, at, and, a, as, on, can,</p> <ul style="list-style-type: none"> - reading tricky words: <p>to, the, no, go, l, the, into</p> <p>Support</p> <ul style="list-style-type: none"> - children in reading words and captions

Spring 1	
Week 1	<p>Teach</p> <ul style="list-style-type: none"> - reading high-frequency words: had, back, get, big, him, his, not, got, up, mum, but, put <p>Revisit</p> <ul style="list-style-type: none"> - all the letters and sounds taught so far: s a t p i n m d g o c k ck e u r h b f,ff l,ll ss - reading tricky words: to, the, no, go, I, the <p>Support children in reading words and captions</p>
Week 2	<p>Revisit</p> <ul style="list-style-type: none"> - all the letters and sounds taught so far: s a t p i n m d g o c k ck e u r h b f,ff l,ll ss - reading high-frequency words: had, back, get, big, him, his, not, got, up, mum, but, put - reading tricky words: to, the, no, go, I, the <p>Support children in reading words and captions</p>
Phase 3	
Week 3	<p>Grapheme – A letter, or combination of letters that corresponds to a single phoneme within a word.</p> <p>Teach</p> <ul style="list-style-type: none"> - j v w x - reading the high-frequency word will <p>Learn</p> <ul style="list-style-type: none"> - an alphabet song <p>Practise</p> <ul style="list-style-type: none"> - previously learned letters and sounds - blending for reading - segmenting for spelling - reading high-frequency words <p>a, an, as, if, of, off on, can, dad</p> <ul style="list-style-type: none"> - reading sentences using 1-6 letters and the tricky words no, go, I, the, to
Week 4	<p>Teach</p> <ul style="list-style-type: none"> - y z,zz qu - reading the tricky words, he, she - spelling the tricky words, the and to - point to the letters in the alphabet while singing the alphabet song <p>Practise</p> <ul style="list-style-type: none"> - previously learned letters and sounds - blending for reading - segmenting for spelling - reading and spelling high-frequency words - reading captions and sentences with sets 1-7 letters and he, she, no, go, I, the, to

<p>Week 5</p> <p>Digraph – A type of grapheme where two letters represent one phoneme. Sometimes, these two letters are not next to one another; this is called a split digraph i.e. a_e.</p>	<p>Teach</p> <ul style="list-style-type: none"> - ch sh th ng (four consonant digraphs) - reading the tricky words, we, me, be - spelling the tricky words, the and to - reading the high-frequency word that, this, then, them, with - point to the letters in the alphabet while singing the alphabet song <p>Practise</p> <ul style="list-style-type: none"> - previously learned GPCs - blending for reading - segmenting for spelling - reading and spelling high-frequency words previously taught - reading two-syllable words - reading captions and sentences - writing captions and sentences
<p>Week 6</p>	<p>Teach</p> <ul style="list-style-type: none"> - ai ee oa oo (boot/look) - reading the tricky word was - spelling the tricky words no, into and go - reading the high-frequency word see, look, too - point to the letters in the alphabet while singing the alphabet song <p>Practise</p> <ul style="list-style-type: none"> - previously learned GPCs - blending for reading - segmenting for spellings - reading and spelling high-frequency words: will, that, this, then, them, with - reading two-syllable words - reading captions and sentences - writing captions and sentences
<p>Spring 2</p>	
<p>Week 1</p>	<p>Teach</p> <ul style="list-style-type: none"> - igh ar or ur - reading the tricky word my - spelling two-syllable words - reading the high-frequency word for - point to the letters in the alphabet while singing the alphabet song <p>Practise</p> <ul style="list-style-type: none"> - blending for reading - segmenting for spelling - reading and spelling high-frequency words - reading captions and sentences - writing captions and sentences
<p>Week 2</p>	<p>Teach</p> <ul style="list-style-type: none"> - ow oi ear air - reading the tricky word you - reading the high-frequency words now, down <p>Practise</p> <ul style="list-style-type: none"> - previously learned GPCs - letter names - blending for reading - segmenting for spelling

	<ul style="list-style-type: none"> - reading and spelling high-frequency words: will, that, this, then, them, with, see, for, look, too - spelling two-syllable words - reading captions and sentences - writing captions and sentences
Week 3	<p>Teach</p> <ul style="list-style-type: none"> - ure er (revisit ear air) - reading the tricky word they <p>Practise</p> <ul style="list-style-type: none"> - previously learned GPCs - practise letter names - blending for reading - segmenting for spelling - reading and spelling high-frequency words - spelling two-syllable words - reading captions and sentences - writing captions and sentences
Week 4	<p>Teach</p> <ul style="list-style-type: none"> - reading the tricky word her <p>Practise</p> <ul style="list-style-type: none"> - all GPCs - letter names - blending for reading - segmenting for spelling - reading and writing high-frequency words - spelling two-syllable words - reading captions and sentences - writing captions and sentences
Week 5	<p>Teach</p> <ul style="list-style-type: none"> - reading the tricky word all <p>Practise</p> <ul style="list-style-type: none"> - all GPCs - letter names - blending for reading - segmenting for spelling - reading and writing high-frequency words - spelling two-syllable words - reading captions and sentences - writing captions and sentences
Week 6	<p>Teach</p> <ul style="list-style-type: none"> - reading the tricky word are <p>Practise</p> <ul style="list-style-type: none"> - all GPCs - letter names - blending for reading - segmenting for spelling - reading and writing high-frequency words - spelling two-syllable words - reading captions and sentences - writing captions and sentences
Summer 1	
<p>Consolidation of phase 3 with a focus on application of GPCs, high-frequency words and tricky words taught within pupils reading and writing. Note: Pupils exceeding expectations can move on to phase 4 (small group) if they are able to apply skills both within reading and writing.</p>	

Summer 2

Consolidation of phase 3 with a focus on application of GPCs, high-frequency words and tricky words taught within pupils reading and writing.

Note: Pupils exceeding expectations can move on to phase 4 (small group) if they are able to apply skills both within reading and writing.

Year 1

Autumn 1 Phase 3

Week 1	<p>Revisit</p> <ul style="list-style-type: none"> - all GPCs within Phase 3 <p>j v w x y z,zz qu ch sh th ng ai ee igh oa oo (boot/look) ar or ur ow oi ear air ure er</p> <ul style="list-style-type: none"> - letter names - blending for reading - segmenting for spelling - reading the tricky words: he, she, we, me, be, was, you, they, all, are, my, her - spelling the tricky words: the, to, I, no, go, into - spelling two-syllable words - reading captions and sentences - writing captions and sentences
Week 2	<p>Revisit</p> <ul style="list-style-type: none"> - all GPCs within Phase 3 <p>j v w x y z,zz qu ch sh th ng ai ee igh oa oo (boot/look) ar or ur ow oi ear air ure er</p> <ul style="list-style-type: none"> - letter names - blending for reading - segmenting for spelling - reading the tricky words: he, she, we, me, be, was, you, they, all, are, my, her - spelling the tricky words: the, to, I, no, go, into - spelling two-syllable words - reading captions and sentences - writing captions and sentences
Phase 4	
Week 3	<p>Teach</p> <ul style="list-style-type: none"> - reading CVCC words (pg 126 & 127) - spelling CVCC words (pg 126 & 127) - reading the tricky words said, so - spelling the tricky words he, she, we, me, be <p>Practise</p> <ul style="list-style-type: none"> - recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words - reading and spelling high-frequency words: will, that, this, then, them, with, see, for, now, down, look, too - reading sentences - writing sentences

<p>Week 4</p>	<p>Teach</p> <ul style="list-style-type: none"> - reading CVCC words - spelling CVCC words - reading the tricky words have, like, some, come - spelling the tricky words was, you - reading high-frequency words: went, it's from, children, just, help <p>Practise</p> <ul style="list-style-type: none"> - recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words - reading sentences - writing sentences
<p>Week 5</p> <p>Consonant – A sound which is produced when the speakers closes off or obstructs the flow of air through the vocal tract usually using lips, tongue or teeth.</p> <p>Most of the letters of the alphabet represent consonants. Only the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowel sounds.</p>	<p>Teach</p> <ul style="list-style-type: none"> - reading the tricky words were, there, little, one - spelling the tricky words, they, all, are - reading and spelling the high-frequency words: went, it's from, children, just, help <p>Practise</p> <ul style="list-style-type: none"> - recognition and recall of Phase Two and Three graphemes - reading and spelling words containing adjacent consonants st, nd, mp, nt - reading sentences - writing sentences
<p>Week 6</p>	<p>Teach</p> <ul style="list-style-type: none"> - reading the tricky words do, when, out, what, - spelling the tricky words my, her <p>Practise</p> <ul style="list-style-type: none"> - reading and spelling the high-frequency words: went, it's from, children, just, help - practise reading and spelling words containing adjacent consonants nk, ft, sk, lt - reading sentences - writing sentences
<p>Week 7</p>	<p>Practise</p> <ul style="list-style-type: none"> - practise reading and spelling words containing adjacent consonants lp, lf, lk, pt, xt, tr, dr, gr, - reading and spelling the high-frequency words: went, it's from, children, just, help - reading sentences - writing sentences
<p>Autumn 2</p>	
<p>Week 1</p>	<p>Practise</p> <ul style="list-style-type: none"> - practise reading and spelling words containing adjacent consonants cr, br, fr, bl, fl, gl, pl, cl - reading and spelling the high-frequency words: went, it's from, children, just, help - reading sentences - writing sentences
<p>Week 2</p>	<p>Teach</p> <ul style="list-style-type: none"> - reading and writing polysyllabic words (pg126 & 127) <p>Practise</p> <ul style="list-style-type: none"> - reading and spelling words containing adjacent consonants - reading and spelling the high-frequency words: went, it's from, children, just, help - reading tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what

	<ul style="list-style-type: none"> - spelling tricky words: he, she, we, me, be, was, you, they, all, are, my, her - reading sentences - writing sentences
Week 3	Practise <ul style="list-style-type: none"> - reading and spelling words containing adjacent consonants - reading and spelling the high-frequency words: went, it's from, children, just, help - reading tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what - spelling tricky words: he, she, we, me, be, was, you, they, all, are, my, her - reading sentences - writing sentences
Year 1 Phonics	
Week 4 Grapheme- phoneme correspondences -	Teach <ul style="list-style-type: none"> - ay (day) ou (out) ie (tie) i.e. pay, away, way, stay, pray, day, say, play, tray, crayon, may, say, clay, spray, delay i.e. out, about, cloud, scout, found, proud, sprout, sound, loudest, mountain i.e. pie, lie, tie, die, cried, tried, spied, fried, replied, denied <ul style="list-style-type: none"> - spelling tricky word: said - reading tricky words: oh, their, people
Week 5	Teach <ul style="list-style-type: none"> - ea (eat) oy (toy) ir (girl) i.e. sea, seat, bead, read, meat, treat, heap, least, steamy, repeat i.e. boy, toy, joy, oyster, Roy, destroy, enjoy, royal, annoying i.e. girl, sir, bird, shirt, skirt, birth, third, first, thirteen, thirsty <ul style="list-style-type: none"> - spelling tricky word: have, like - reading tricky words: Mr, Mrs
Week 6	Teach <ul style="list-style-type: none"> - ue (blue) wh (when) ph (photo) i.e. clue, blue, glue, true, Sue, flue, issue, tissue, Prue, rue i.e. when, what, which, where, why, whistle, whenever, wheel, whisper, white i.e. Philip, Philippa, phonics, sphinx, dolphin, Christopher, prophet, phantom, elephant, alphabet <ul style="list-style-type: none"> - spelling tricky word: so do - reading tricky words: oh, their, people, Mr, Mrs
Week 7	Consolidation week to embed graphemes taught in weeks 4, 5 and 6 ay (day) ou (out) ie (tie) ea (eat) oy (toy) ir (girl) ue (blue) wh (when) ph (photo) Practise <ul style="list-style-type: none"> - spelling tricky words: said, have, like, so, do - reading tricky words: oh, their, people, Mr, Mrs
Spring 1	
Week 1	Teach <ul style="list-style-type: none"> - aw (saw) ew (flew) oe (toe) i.e. saw, paw, raw, claw, jaw, lawn, yawn, law, shawl, drawer i.e. blew, chew, grew, drew, screw, crew, brew, flew, threw, Andrew i.e. toe, hoe, doe, foe, woe, Joe, goes, tomatoes, potatoes, heroes <ul style="list-style-type: none"> - spelling tricky word: some come - reading tricky words: looked Practise <ul style="list-style-type: none"> - spelling tricky words: said, have, like, so, do - reading tricky words: oh, their, people, Mr, Mrs

<p>Week 2</p>	<p>Teach</p> <ul style="list-style-type: none"> - au (launch) a_e (make) e_e (these) i.e. Paul, haul, daub, launch, haunted, Saul, August, jaunty, author, automatic i.e. came, made, make, take, game, race, same, snake, amaze, escape i.e. these, Pete, Eve, Steve, even, theme, gene, scene, complete, extreme - spelling tricky word: were there - reading tricky words: called <p>Practise</p> <ul style="list-style-type: none"> - spelling tricky words: said, have, like, so, do - reading tricky words: oh, their, people, Mr, Mrs
<p>Week 3</p>	<p>Teach</p> <ul style="list-style-type: none"> - i_e (like) o_e (home) u_e (rule) i.e. like, time, pine, ripe, shine, slide, prize, nice, invite, inside i.e. bone, pole, home, alone, those, stone, woke, note, explode, envelope i.e. June, flute, prune, rude, rule, huge, cube, tube, use, computer - spelling tricky word: little one - reading tricky words: asked could <p>Practise</p> <ul style="list-style-type: none"> - spelling tricky words: said, have, like, so, do - reading tricky words: oh, their, people, Mr, Mrs
<p>Week 4</p>	<p>Consolidation week to embed graphemes taught in Spring 1 weeks 1, 2 and 3</p> <ul style="list-style-type: none"> - aw (saw) ew (flew) oe (toe) - au (launch) a_e (make) e_e (these) - i_e (like) o_e (home) u_e (rule) <p>Practise</p> <ul style="list-style-type: none"> - spelling tricky words: some come were there little one when out what - reading tricky words: looked called asked could
<p>Week 5</p>	<p>Teach Alternative pronunciation for graphemes: Revisit Phase 3 ow (cow) i.e. cow, how, now, brown, town, clown, frown, Teach ow as (oa) snow i.e. own, blow, snow, slow, grow, show, tow</p> <p>Revisit Phase 3 er (unstressed) (hammer) i.e. bigger, stronger, quicker, better, summer, winter, sister Teach er (stressed) (term) i.e. her, term, verb, person</p> <p>Practise</p> <ul style="list-style-type: none"> - spelling tricky words: some come were there little one when out what <p>reading tricky words: looked called asked could</p>
<p>Week 6</p>	<p>Teach Alternative pronunciation for graphemes: Revisit Phase 3 ee (feet) i.e. week, fee, tree, see, green, seen, been, fleet, feet, sheet Teach ie as (ee) (field) i.e. chief, field, thief, bodies, belief, believe, cookie, brownie, shield, grief Revisit Year 1 phonics (ea) (beat) i.e. read, reach, teach, each, cheat, seat, meat, clean, dream, pea, sea, bead, knead Teach ea as (e) (head) i.e. head, dead, deaf, ready, bread, heaven, feather, pleasant, instead, breakfast</p>

	<p>Teach</p> <ul style="list-style-type: none"> - reading and spelling the high-frequency words don't, old, I'm, by, time
Spring 2	
Week 1	<p>Teach Alternative pronunciation for graphemes: Revisit Phase 3 y (yes) i.e. yap, yes, yet, yell, yum Teach y as (ee) (happy) i.e. very, happy, funny, carry, hairy, smelly, penny, crunchy, lolly, merrily Revisit Phase 3 (ee) (feet) i.e. see, feel, weep, feet, jeep, seem, meet, week, deep, keep Revisit ea (beat) and yr1 phonics e_e (these) i.e. read, reach, teach, each, cheat, seat, meat, clean, dream, pea, sea, bead, knead i.e. these, Pete, Eve, Steve, even, theme, gene, scene, complete, extreme Demonstrate</p> <ul style="list-style-type: none"> - reading alien words containing Phase 2 and 3 graphemes (PSC focus)
Week 2	<p>Teach Alternative pronunciation for graphemes: Revisit Phase 3 ear (ear) i.e. ear, dear, fear, hear, gear, near, tear, year, rear, beard Teach ear as (ur) (learn) i.e. learn, earn, earth, pearl, early, search, heard, earnest, rehearsal Revisit Phase 3 air (hair) i.e. air, fair, hair, lair, pair, cairn Teach are as (air) (care) i.e. bare, care, dare, fare, hare, mare, square, scare, stare, share Demonstrate</p> <ul style="list-style-type: none"> - reading alien words containing Phase 4 adjacent consonants (PSC focus)
Week 3	<p>Teach Alternative pronunciation for graphemes: Revisit Phase 3 or (torn) i.e. for, fork, cord, sort, born, worn, fort, torn, cornet Teach ore (more) i.e. more, score, before, wore, shore, snore, ignore, adore, explore, anymore</p> <p>Revisit Yr1 phonics aw (saw) i.e. saw, paw, raw, claw, jaw, lawn, yawn, law, shawl, drawer Revisit yr1 phonics au (launch) i.e. Paul, haul, daub, launch, haunted, Saul, August, jaunty, author, automatic Practise – reading real and alien words containing Phase 2 and 3 graphemes (PSC focus)</p>
Week 4	<p>Teach</p> <ul style="list-style-type: none"> - 'v' sound at end of words <p>RULE: English words hardly ever end with the letter 'v' so if a word ends with a 'v' sound. The letter e usually needed to be added after the v. i.e. have, live, give, love, gave, active, hive, dive, thrive</p> <ul style="list-style-type: none"> - reading tricky words: looked, called, asked, could <p>Practise</p> <ul style="list-style-type: none"> - reading real and alien words containing adjacent consonants (PSC focus)

<p>Week 5</p>	<p>Teach</p> <ul style="list-style-type: none"> - tch <p>RULE: This usually comes straight after a single vowel letter. I.e. catch, fetch, kitchen, batch, match, hatch, hutch, ditch, stitch, fetch, witch, scratch, hitch, patch, retch</p> <p>Exceptions: rich, which, much, such</p> <ul style="list-style-type: none"> - ng <p>Sound spelt n before the k I.e. bank, think, honk, sunk, clink, brink, blink, stink, link, tank, sank, blank, frank, junk</p> <ul style="list-style-type: none"> - reading and spelling the high-frequency words: house, about, your, day, made, came, make <p>Practise</p> <ul style="list-style-type: none"> - reading real and alien words containing adjacent consonants (PSC focus)
<p>Week 6</p> <p>A compound word contains at least two root words i.e. whiteboard, superman.</p>	<p>Teach</p> <ul style="list-style-type: none"> - Compound words <p>Building on compound (polysyllabic words from Phase 4). Explain difference between polysyllabic and compound I.e. football, playground, farmyard, bedroom, blackberry, sunflower, raincoat, pancake, snowman, bathroom, cupboard, footpath</p> <ul style="list-style-type: none"> - Reading and spelling the high-frequency words: here, saw, very, put <p>Revisit</p> <ul style="list-style-type: none"> - Reading the tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could <p>Practise</p> <ul style="list-style-type: none"> - Reading real and alien words containing yr1 phonics graphemes taught
<p>Summer 1</p>	
<p>Week 1</p>	<p>Focus PSC – address gaps</p>
<p>Week 2</p>	<p>Focus PSC – address gaps</p>
<p>Week 3</p>	<p>Focus PSC – address gaps</p>
<p>Week 4</p>	<p>Teach</p> <ul style="list-style-type: none"> - Adding the suffix -ed (simple form of past tense) to verbs where no change is needed to the root word i.e. jumped, hunted, walked, buzzed, filled, pulled, rolled, yelled, stamper - Adding the suffix -ing to verbs where no change is needed to the root word (will always add an extra syllable to the word) i.e. jumping, walking, buzzing, hunting, filling, pulling, yelling, shouting, crawling, screaming - Adding suffix -er to the verbs where no change is needed to the root word. (Will always add an extra syllable to the word) i.e. jumper, hunter, walker, buzzer, filler, roller, camper, higher, colder, taller, prouder, smaller
<p>Week 5</p>	<p>Teach</p> <ul style="list-style-type: none"> - Adding suffixes -est and -er to adjectives where no changes is added to the root word <p>RULE: As with verbs, if the adjective ends in two consonant letters (the same or different), the ending is simply added on i.e. (long/longer/longest, quick, quicker, quickest)</p> <ul style="list-style-type: none"> - Adding -s and -es to words (plural of nouns and the third singular of verbs) <p>RULE: If the ending sounds like s or z, it is spelt as -s. If the ending sounds like ix and forms an extra syllable in the word, it is spelt as -es. (cats, dogs, spends, catches)</p>

Summer 2	
Week 1	<p>Teach</p> <ul style="list-style-type: none"> - Adding prefix -un to the beginning of a word without any change to the spelling of the root word i.e. unhappy, undo, unload, unfair, unlock - Using k for the k sound RULE: the k sound is spelt as k rather than as c before e, i and y i.e. sketch, kit, skin, frisky
Week 2 – Week 7	Consolidate year 1 phonics revisit with a focus on application

Year 2

Autumn 1 Year 2 Phonics	
Week 1	<p>Teach Alternative pronunciation for graphemes: Revisit phase 2 c (cat) i.e. can, cot, cop, cap, cat, cod Teach c as (s) (race) Before e, i and y i.e. cell, central, acid, cycle, icy, cent, success, Cynthia, December, accent</p> <p>Revisit phase 2 g (gate) i.e. tag, gag, gig, gap, nag, sag, gas, pig, dig Teach g as (j) (giant) i.e. gent, gym, gem, Gill, gentle, ginger, Egypt, magic, danger, energy</p> <p>Practise</p> <ul style="list-style-type: none"> - Spelling the tricky words: oh, their people, Mr, Mrs, looked, called, asked, could
Week 2	<p>Teach Alternative pronunciation for graphemes: Teach -dge and -ge as (j) <i>At the end of a word (j) sound is spelt -dge after a short vowel sound. After all other sounds whether vowels or consonants the (j) sound is spelt as -ge at the end of the word</i> -dge i.e. badge, edge, hedge, wedge, bridge, fridge, dodge, lodge, splodge, fudge, budge -ge i.e. age, cage, huge, change, range, charge, bulge, village</p> <p>Practise Spelling the tricky words: oh, their people, Mr, Mrs, looked, called, asked, could</p>
Week 3	<p>Teach Alternative pronunciation for graphemes: Revisit Phase 2 a (hat) i.e. sat, sap, pat, pan, pad, mad Teach a as (o) want i.e. was, want, watch, what, salty, swamp, washing, wasn't, wasp, whatever</p> <p>Revisit Phase 2 o (orange) i.e. got, on, not, pot, top, dog, pop, God, Mog Teach o as (u) mother i.e. son, nothing, month, mother, worry, brother,</p> <p>Practise Spelling the tricky words: oh, their people, Mr, Mrs, looked, called, asked, could</p>

Week 4	Consolidation week to embed alternative pronunciation for graphemes for week 1, 2 and 3 with a specific focus on application into reading and writing.
Week 5	<p>Teach Alternative pronunciation for graphemes:</p> <p>Revisit Phase 3 (y) yes i.e. yap, yes, yet, yell, yum-yum</p> <p>Teach y as (igh) cry i.e. by, my, try, why, dry, fry, sky, spy, fry, reply,</p> <p>Revisit y as (ee) (happy) i.e. very, happy, funny, carry, hairy, smelly, penny, crunchy, lolly, merrily</p>
Week 6	<p>Teach Alternative pronunciation for graphemes:</p> <p>Revisit Phase 3 or (cork) i.e. for, fork, cord, sort, born,</p> <p>Teach al as (or) (walk, talk) i.e. chalk, talk, walk, talking, stalk</p> <p>Teach al as (or) (ball, call) i.e. call, tall,</p>
Week 7	<p>Teach Alternative pronunciation for graphemes:</p> <p>Revisit phase 3 ee (feet) i.e. see, feel, weep, feet, jeep, seem, meet, week, deep, keep</p> <p>Teach ey as (ee) (monkey) money, honey, donkey, jockey, turkey, chimney, valley, trolley, monkey</p> <p>Teach zh spelt as (s) (television, treasure, usual) i.e. treasure, television, vision, pleasure, measure, casual</p>
Autumn 2	
Week 1	Consolidation week to embed alternative pronunciation for graphemes for week 5, 6 and 7 with a specific focus on application into reading and writing.
Week 2	<p>Teach Alternative pronunciation for graphemes:</p> <p>Revisit Phase 2 n (nut) i.e. an, in, nip, pan, pin, tin</p> <p>Teach kn as (n) knight i.e. knee, know, knock, knit, knob, knot, knee, knife, knew, knight</p> <p>Teach gn as (n) gnat i.e. gnaw, gnat, gnome, sign, design, resign</p>
Week 3	<p>Teach Alternative pronunciation for graphemes:</p> <p>Revisit Phase 2 r (robin) i.e. rim, rip, ram, rat, rag, rug, rot, rocket, carrot</p> <p>Teach wr as (r) wrote i.e. write, written, wrote, wrong, wrap, wren</p> <p>Practise Reading and spelling the tricky words: oh, their people, Mr, Mrs, looked, called, asked, could</p>
Week 4	<p>Teach Alternative pronunciation for graphemes:</p> <p>Revisit Phase 3 or (torn) i.e. for, fork, cord, cork, sort, born, fort,</p> <p>Teach or as (er) (word) i.e. word, worm, work, world, worth</p> <p>Revisit Phase 3 or (torn) i.e. for, fork, cord, cork, sort, born, fort,</p> <p>Teach ar as (or) (war, warm) war, warm, towards, wart, award, dwarf,</p>

Week 5	Consolidation week to embed alternative pronunciation for graphemes for week 2, 3, and 4 (autumn 2) with a specific focus on application into reading and writing.
Week 6	Teach –tion (shun) Words ending in –tion i.e. station, fiction, motion, national, section
Week 7 Suffix – A suffix is a meaningful unit of letters attached to the end of a root word. Suffixes have the power to change the meaning. –ment (expressing the means or result of an action)	Teach suffix – ment <i>RULE: If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</i> i.e. enjoyment, employment, payment, advertisement, development Exceptions: 1) Argument 2) Root words ending in –y with a consonant before it but only if the root word has more than one syllable i.e. merriment, happiness
Spring 1	
Week 1 –ed (past tense suffix) –ing (progressive tense suffix referring to an action or state)	Teach adding suffixes –ed and –ing to the root word ending in –y with a consonant before it. <i>RULE: The y is changed to i before –ed but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.</i> i.e. copied, cried, replied, carried, BUT copying, crying, replying, carrying, flying, staying
Week 2	Consolidation week to embed suffixes taught so far with a specific focus on application into reading and writing.
Week 3 –er (comparative suffix) i.e. taller –est (superlative – highest quality or degree)	Teach adding suffixes –er and –est ending in –y with a consonant before it. <i>RULE: the y changed to i before –er and –est are added.</i> i.e. copier, happier, carrier, busier, earlier, lazier, happiest, merriest, earliest, laziest funniest, prettiest
Week 4	Teach adding suffixes –ed and –ing to a root word ending in –e with a consonant before it. <i>RULE: The –e at the end of the root word is dropped before –ed and –ing or any other suffix beginning with a vowel letter is added.</i> i.e. hiked, liked, baked, shared, removed, hiking, having, giving, living, loving, <i>Exception: being</i>
Week 5	Teach adding suffixes –er, –est, –y to the root word ending in –e with a consonant before it. <i>RULE: The –e at the end of the root word is dropped before –er, –est, –y or any other suffix beginning with a vowel letter is added.</i> i.e. nicer, larger, cuter, rider, wider, nicest, finest, cutest, largest, widest, shiny, juicy, nosy, spicy, bubbly, icy, greasy
Week 6	Teach adding suffixes –ed and –ing to words of one syllable ending in a single consonant letter after a single vowel letter. The last consonant letter of the root word is doubled to keep the short vowels a, e, i, o, u i.e. patted, patting, hummed, humming, dropped, dropping, running, drumming, drummed, stopping, stopped, sitting, Exceptions: The letter x is never doubled i.e. mixing, mixed,
Spring 2	
Week 1	Consolidation week to embed suffixes taught so far with a specific focus on application into reading and writing.
Week 2	Teach adding suffixes –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter <i>RULE: The last consonant letter of the root word is doubled to keep the</i>

	<p>short vowels a, e, i, o, u i.e. sadder, saddest, fatter, fattest, runner, runny, maddest, bigger, beginner, Exceptions: The letter x is never doubled i.e. boxer, fixer, mixer</p>
Week 3	<p>Teach adding suffixes -es to nouns and verbs ending in -y RULE: The y is changed to i before -es is added i.e. flies, tries, replies, copies, babies, carries, activities, berries, bullies, bunnies, daisies, enemies, ladies, lorries, nappies, cities</p>
Week 4	<p>Teach contractions RULE: In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot) i.e. can't, didn't, hasn't couldn't, wouldn't, shouldn't mustn't, he'll, she'll, we'll, they'll, that's, he'd, they'd</p>
Week 5	<p>Teach contractions – it's It's means it is: (e.g. It's raining) or sometimes it has (e.g. it's been raining), but it's is never used for the possessive Teach Contractions that don't show the same words when written in full i.e. shan't, I'll, won't</p>
Week 6	<p>Teach The possessive apostrophe (singular nouns) i.e. Megan's, Ravi's, the girl's the child's, the man's, the bee's, the boy's, the dog's,</p>
Summer 1	
Week 1	<p>Teach adding suffixes -ment and -ness to words RULE: If a suffix starts with a consonant letter, it is added straight on to most root words without any changes to the last letter of those words</p>
Week 2	<p>Teach adding suffix -ness to words RULE: If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. i.e. sadness, kindness, illness, sadness, darkness, sickness, greatness, bitterness, cleverness, braveness</p> <p>Revisit suffix -ment RULE: If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. i.e. enjoyment, employment, payment, advertisement, development, disappointment, amazement, punishment, achievement, judgement, pavement</p>
Week 3	<p>Teach adding suffixes -ful, -less and -ly to words RULE: If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words i.e. careful, playful, fearful, painful, spiteful, delightful, helpful, hopeful, wonderful, peaceful, hopeless, fearless, careless, worthless, powerless, heartless, shameless, useless, helpless, badly, slowly, loudly, quickly, strangely, softly, wisely, sadly, Exceptions: root words ending in -y with a consonant before it but only if the root word has more than one syllable i.e. plentiful, penniless, happily</p>
Week 4	<p>Teach the sound 'l' spelt -le at the end of words RULE: The -le spelling is the most common spelling for the sound at the end of words i.e. table, apple, bottle, little, middle, topple, middle, juggle, double, trouble, terrible, horrible, sample, simple, example, candle, handle, needle, cradle, cycle, uncle, circle, tickle, trickle, tackle, chuckle</p> <p>Teach the sound 'l' spelt -el at the end of words RULE: The -el spelling is the much less common than -le The -el spelling is used after m, n, r, s, v, w and more often than not after s</p>

	i.e. camel, tunnel, squirrel, travel, towel, tinsel, jewel, funnel, parcel, label, bagel, caramel, cruel, model, level,
Week 5	Teach the sound 'l' spelt -al or -il at the end of words RULE: Not many nouns end in -al , but many adjectives do. There are not many words ending in -il i.e. metal, hospital, legal, pedal, capital, animal, actual, total, final, signal, loyal, arrival pencil, fossil, nostril, devil, pupil, nostril, gerbil
Summer 2	
Week 1 A near homophone is a word which is pronounced almost the same as another word but has a different spelling and meaning (i.e. affect/effect). It is not the same as an actual homophone , which is a word that's pronounced the same as another word but has a different spelling and meaning.	Teach homophones or near homophones It is important to know the difference in meaning between homophones i.e. there, their, they're; here/hear; see/sea; bare/bear; son/son; to/too/two; be/bee; blue/blew; night/knight; were/where/we're; quite/quiet; one/won
Week 2	Revisit homophones or near homophones i.e. flower/flour; great/grate; witch/which; wear/where; I/eye; peace/piece; sent/scent; bare/bear; by/bye/buy
Week 3	Revisit previous suffixes taught in year 2 phonics with a focus on application.
Week 4	Revisit previous suffixes taught in year 2 phonics with a focus on application.
Week 5 –Week 7	Common exception words Rules and guidance: Some words are exceptions in some accents but not in others i.e. past, last, fast, path, bath are not exception in accents where the a in these words are pronounced, as in cat. Great, break and steak are the only common words where the (ai, ay and a_e) sound is spelt ea.

Common exception words – Year 2

Rules and guidance: Some words are exceptions in some accents but not in others – *e.g. past, last, fast, path, bath* are not exception in accents where the a in these words are pronounced, as in *cat*.

Great, break and steak are the only common words where the (ai, ay, a-e) sound is spelt *ea*.

Examples (non-statutory): *door, floor, poor, because, find, kind, mind, behind, child(ren)*, ('children' is not an exception to what has been taught so far but is included because of its relationship with 'child'). *wild, climb*

most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty

beautiful, after, father, plant, 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.

Orange – Next 200 common words

Turquoise – Tricky or decodable words from the Phases

Black – new words

Assessment			
For each phases pupils need to be able to apply their phonics skills when reading and writing to be working at the expected phase on the tracking document. To support teacher assessment and tracking documents. Please complete the following assessment below.			
	Autumn	Spring	Summer
Nursery	End of autumn term phase 1 assessment Daily evidence from daily routine, planned group activities and CP	End of autumn term phase 1 assessment Daily evidence from daily routine, planned group activities and CP	End of autumn term phase 1 assessment Daily evidence from daily routine, planned group activities and CP
Reception	End of autumn 1 and autumn 2 teacher assessment (tracking doc) Teacher evidence from guided reading sessions Autumn 2 x2 dictations evidence using phase 2 captions sets 1-4 pg71 (L&S) <i>E.g. pat a dog, a cat in a hat, a pin on a map, pots and pans, a red rug, a pup in the mud, an egg in an egg cup, run to the den</i>	End of spring 1 and spring 2 teacher assessment (tracking doc) Teacher evidence from guided reading sessions Spring 1 x1 dictation evidence using sets 1-5 (captions, instructions and signs) pg 71 (L&S) <i>E.g. on top of the rock, go to the log hut, sit back to back, get off the bus, a cat and big fat rat</i> Spring 2 x1 dictation evidence using captions pg 103 (L&S) <i>E.g. tools in the shed, boats on the river, fish and chips on a dish, digging in the soil, goats in a farmyard</i>	End of summer 1 and summer 2 teacher assessment (tracking doc) Teacher evidence from guided reading sessions Summer 1 x1 dictation evidence using sentences pg 103 (L&S) <i>E.g. Mark and Carl got wet in the rain. Jill has fair hair but Jack has dark hair. I can hear an owl hoot at night. The farmer gets up at six in the morning.</i> Summer 2 x1 dictation evidence using sentences for the end of Phase 3 pg103 (L&S) <i>E.g. I will soon visit my nan at her farm. She will let me feed hens and chickens. They peck up corn in the farmyard. She has goats and cows as well as hens. She gets the hens into a shed at night – foxes might get them.</i> Benchmarking reading assessment for all pupils
Year 1	End of autumn 1 and autumn 2 teacher assessment (tracking doc) Teacher evidence from guided reading sessions Benchmarking reading assessment for all pupils Reading Age Test Reading Common Exception Words Autumn 1 dictation (Set A) Autumn 2 dictation (Set B)	End of spring 1 and spring 2 teacher assessment (tracking doc) Teacher evidence from guided reading sessions Benchmarking reading assessment for all pupils Reading Age Test Reading Common Exception Words Spring 1 dictation (Set C) Spring 2 dictation (Set D) March - Previous year PSC assessment to identify gaps (phonics lead – phonics analysis)	End of summer 1 and summer 2 teacher assessment (tracking doc) Teacher evidence from guided reading sessions Benchmarking reading assessment for all pupils Reading Age Test Reading Common Exception Words Summer 1 dictation (Set E) Summer 2 dictation (Set F)



Year 2	End of autumn 1 and autumn 2 teacher assessment (tracking doc) Teacher evidence from guided reading sessions Benchmarking reading assessment for all pupils Reading Age Test Reading Common Exception Words Autumn 1 dictation (Set G) Autumn 2 dictation (Set H)	End of spring 1 and spring 2 teacher assessment (tracking doc) Teacher evidence from guided reading sessions Benchmarking reading assessment for all pupils Reading Age Test Reading Common Exception Words Spring 1 dictation (Set I) Spring 2 dictation (Set J)	End of summer 1 and summer 2 teacher assessment (tracking doc) Teacher evidence from guided reading sessions Benchmarking reading assessment for all pupils Reading Age Test Reading Common Exception Words Summer 1 dictation (Set K) Summer 2 dictation (Set L)
--------	---	---	---

Expectations

Phase 1

By the end of **Aspect 1 (Environmental Sounds)** the children should:

- Recall sounds they have heard
- Discriminate between sounds
- Describe the sounds they hear
- Describe what they see
- Identify animals and imitate the sounds
- Add new words to their vocabulary
- Identify different sounds and place them in a context
- Identify similar sounds
- Make up sentences to talk about sounds
- Join in the activities and take turns to participate

BY the end of **Aspect 2 (Instrumental Sounds)** the children should:

- Identify and name the instruments being played
- Listen and respond as the instrument is being played
- Be able to remember and repeat a rhythm
- Discriminate and reproduce loud and quiet sounds
- Be able to start and stop playing at the signal
- Choose appropriate words to describe sounds they hear
- Match sounds to their sources
- Use sounds imaginatively to represent a story character
- Have opinions about what they have heard

By the end of **Aspect 3 (Body Percussion)** the children should:

- Produce contrasts in rhythm, speed and loudness
- Join in with words and actions to familiar songs
- Articulate words clearly
- Keep in time with the beat
- Copy the sounds and actions
- Make up patterns of sounds
- Copy a body percussion sound or pattern of sound
- Suggest ideas and create new sounds for the story
- Use language to make different endings to the story
- Use a wide vocabulary to talk about the sounds they hear
- Group sounds according to different criteria (loud...quiet...)

By the end of **Aspect 4 (Rhythm and Rhyme)** the children should:

- Understand the pattern of syllables in words
- Sing or chant the rhyming strings long with the adults
- Recognise that the words rhyme
- Join in with simple or complex rhythms
- Copy the rhythm
- Keep to the beat
- Recognise rhyming words
- Listen and attend to the rhyming strings
- Generate their own rhymes
- Complete sentences using appropriate rhyming words

- Make a series of words that rhyme

By the end of **Aspect 5 (Alliteration)** the children should:

- Identify initial sounds of words
- Reproduce the initial sounds clearly and recognisably
- Make up their own alliterative phrases
- Recall the list of objects beginning with the same sounds
- Can offer their own sets of objects and ideas to end the story
- Discriminate between the sounds and match to the object correctly
- Articulate speech sounds clearly
- Select an extended range of words that start with the same sound

By the end of **Aspect 6 (Voice Sounds)** the children should:

- Distinguish between the differences in vocal sounds
- Sustain their listening throughout a story
- Listen for a target word or character and respond with an appropriate associated speech sound
- Recognise their own and each other's voices, including a recorded voice
- Use appropriate vocabulary to talk about different voice and speech sounds

By the end of **Aspect 7 (Oral Segmenting and Blending)** the children should:

- Blend phonemes and recognise the whole word
- Say the word and identify the object
- Blend words that begin with the same initial phoneme
- Segment words into phonemes
- Identify the number of phonemes that make up a given word

Phase 2

Letters and Sound coverage 6 weeks but taught in 8 weeks during Autumn 2 in reception and Spring 1 (week 1 and week 2) for consolidation.

By the end of Phase Two children should:

- give the sound when shown any Phase 2 letter
- find any Phase Two letter, from a display when given the sound
- be able to orally blend and segment CVC words
- be able to blend and segment in order to read and spell (using magnetic letters or a whiteboard) VC words such as: **if, am, on, up** and alien words such as **ip, ug, ock**
- be able to read the tricky words: **the, to, I no, go, into**
- be able to read the high-frequency words: **a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put**
- be able to apply phase 2 letters, tricky words and high-frequency words when reading and writing independently

Phase 3

Letters and Sound coverage 12 weeks but taught in 20 weeks during Spring 1 and Summer 2 in Reception to ensure pupils can apply the skills of blending when reading and segmenting when

spelling. Phase 3 should be evident in the children's work when reading and writing independently.

By the end of Phase Three children should:

- give the sound when shown all or most Phase Two and Phase 3 graphemes
- find all or most of the Phase Two and Phase Three graphemes, from a display, when given the sound
- be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three Graphemes)
- be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three Graphemes)
- be able to read the tricky words: **he, she, we, me, be, was, you, they, all, are, my, her**
- be able to spell the tricky words: **the, to, I, no, go, into**
- be able to read the high-frequency words: **will, that, this, then, them, with, see, for, now, down, look, too**
- write each letter correctly when following a model
- be able to apply phase 2 letters, phase 3 grapheme, tricky words and high-frequency words when reading and writing independently

Phase 4

Letter and Sounds coverage is 6 weeks but taught across 8 weeks in year 1 as adjacent consonants is important within the Phonics Screening Check.

By the end of Phase Four children should:

- give the sound when shown any Phase Two and Phase Three grapheme
- find any Phase Two and Phase Three grapheme, from a display, when given the sound
- be able to blend and read words containing adjacent consonants
- be able to segment and spell words containing adjacent consonants
- be able to read the tricky words **some, one, said, come, do, so, were, when, have, there, out, like, little, what**
- be able to spell the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- able to read the high-frequency words: **went, it's from, children, just, help**
- write each letter, usually correctly
- be able to apply phase 2 letters, phase 3 graphemes, tricky words and high-frequency words when reading and writing independently

Year 1 Phonics

By the end of the Year 1 Phonics Program children should:

- give the sound when shown any grapheme that has been taught
- for any given sound, write the common graphemes
- broaden their knowledge of phonemes and graphemes for use in reading and spelling and

recognise alternative pronunciation for graphemes taught

- apply phonics knowledge and skills as a prime approach to reading and spelling unfamiliar words that are not completely decodable
- read and spell phonically decodable 2 syllable and 3 syllable words
- read automatically all the tricky, decodable and common exception words taught
- accurately spell most tricky, decodable and common exception words taught
- add suffixes to verbs and adjectives without any change to the root word
- use simple forms of past tense through adding suffix –ed to verbs where there is no change to the root word
- add –s and –es to words (plurals of nouns and the third singular of verbs)
- add the prefix –un to the beginning of a word without any change to the spelling of the root word
- understand the difference between compound and polysyllabic words
- be able to apply previous graphemes taught as well as alternative graphemes taught, tricky words, common exception words and spelling rules taught when reading and writing

Year 2 Phonics

By the end of the Year 2 Phonics Program children should:

- learn new graphemes and alternative pronunciations from the graphemes they already know
- broaden their knowledge of phonemes and graphemes for use in reading and spelling
- greater familiarity with graphemes of two or more letters
- increase number of words which can be read automatically
- read automatically all the common exception words: **door, floor, poor, because, find, kind, mind, behind, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, father, plant, 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**
- accurately spell most of the common exception words
- learn simple spelling rules and conventions
- learn conventions for adding common suffixes to nouns, verbs and adjectives i.e. **–ed, –ing, –er, –est, –ful, –less, –ly, –ness and –ment**
- learn contractions and the possessive apostrophe
- learn homophones and near homophones
- develop strategies for independent spelling and proof reading
- be able to apply previous graphemes taught as well as alternative graphemes taught, tricky words, common exception words and spelling rules taught when reading and writing