

Phonics Progression of skills

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<p><u>Reception</u></p>	<ul style="list-style-type: none"> • Explore and experiment with sounds, words and text • Link sounds to letters, naming and sounding the letters of the alphabet • Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly • Hear and say sounds in words in the order in which they occur • Read simple words by sounding out and blending the phonemes all through the word from left to right <p><i>Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and bus to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'</i></p> <ul style="list-style-type: none"> • Recognise common digraphs • Read some high frequency words • Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words • Read a range of familiar and common words and simple sentences independently • Read texts compatible with their phonic knowledge and skills • Read and write one grapheme for each of the 44 phonemes <p style="padding-left: 20px;">Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p>	<p><u>Autumn 1 – Phase 2</u> All children should be able to recognise sounds s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>They should be able to blend and read HFW a, at, as, is, it, in, an, l, and, on, not, into, can, no, go, to, get, got, the, back, put, no, go, his, him.</p> <p><u>Autumn 2 – Phase 2</u> All children should be able to recognise sounds l, ll, ss</p> <p>They should be able to blend and read HFW of, dad, mum, up</p> <p><u>Autumn 2 – Phase 3</u> All children should be able to recognise sounds j, v, w, x, y, z, zz, qu, sh, th, ch, ng,</p> <p>They should be able to blend and read HFW off, can, had, back, we, me, he, be, she, are, see.</p> <p><u>Spring – Phase 3</u> All children should be able to recognise sounds ai, ee, oo, oo, oa, ar, or, igh, ur, ow, oi, ear, er, air, ure</p> <p>They should be able to blend and read HFW was, will, with, my, for, too, you, this, that, they, then, them, down, her, now, do, when, out, what, children.</p> <p><u>Summer 1 – Phase 4</u> Recap all sounds and fill in any gaps. Teach phase 4 words to read.</p>
<p><u>Year 1</u></p>	<p>Word recognition: decoding (reading) and encoding (spelling)</p> <ul style="list-style-type: none"> • Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show' • Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives • Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills • Recognise automatically an increasing number of familiar high frequency words 	<p><u>Autumn 1 – Recap phase 2/3/4</u> Recap all phase HFW words.</p> <p><u>Autumn 1 – Phase 5</u> All children should be able to recognise sounds ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, oe, u-e, zh</p> <p>They should be able to blend and read HFW oh, old, their, people, house, about, Mr, Mrs, don't, by, looked, time, your, called, asked, very.</p> <p><u>Autumn 2 – Phase 5 alternate sounds.</u> All children should be able to recognise sounds l, o, c, g, u, ow, ie, ea, er, ch, a, y, ou,</p>

	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable • Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words • Read and spell phonically decodable two-syllable and three-syllable words <p>Word structure and spelling</p> <ul style="list-style-type: none"> • Spell new words using phonics as the prime approach • Segment sounds into their constituent phonemes in order to spell them correctly <i>Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'</i> • Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives • Use knowledge of common inflections in spelling, such as plurals, <i>-ly, -er</i> • Read and spell phonically decodable two-syllable and three-syllable words 	<p>They should be able to blend and read HFW water, where, day, who, because, again, different, thought, any, saw, through, eyes, work, friends, mouse, once, put, could, many, good, away.</p> <p><u>Spring – Phase 5 alternate sounds.</u></p> <p>e, ey, ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y) oo, sh</p> <p>They should be able to blend and read HFW Laughed, want, over.</p> <p>By the end of spring children should be able to read all HFW</p> <p><u>Summer 1 – Phase 5</u> Recap all sounds learnt so far.</p>
<p><u>Year 2</u></p>	<p>Word recognition: decoding (reading) and encoding (spelling)</p> <ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns • Know how to tackle unfamiliar words that are not completely decodable • Read and spell less common alternative graphemes including trigraphs <p>Word structure and spelling</p> <ul style="list-style-type: none"> • Read high and medium frequency words independently and automatically • Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters 	<p><u>Autumn – Phase 2/3/5</u> Recap all sounds learnt so far. Assess children again to ensure no gaps. Phonics Failures will need additional sessions of phonics.</p> <p><u>Spring – Phase 6</u> Teach up to week 13 of phase 6</p> <p><u>Summer – Phase 6</u> Teach up to week 24 phase 6</p>

	Read and spell less common alternative graphemes including trigraphs	
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