Progression in Phonics

Phase	GPC recognition: Hear, say, read and *begin* to form letters	Oral blending	Oral segmenting	Blending for reading	Segmenting for spelling / writing	Tricky words
Phase 2	s a t p i n m d g o c k ck e u r h b f ff l ll ss	VC and CVC words *e.g. at, in, pit, rack*	VC and CVC words *e.g. it, at, sock, doll*	reads VC words *e.g. it, in, am* reads CVC words using *most* of phase 2 graphemes *e.g. had, bell, sock, huff* reads CVC words from phase 2 in decodable texts	*attempts* spelling of given words: VC words *e.g. in it at am is* CVC words *e.g. bag, tip, rock* <u>*attempts*</u> to write own words/phrases with support	Recognise as individual words, within phrases or captions and in simple texts *the to I no go into*
Phase 3	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	CVC *words e.g. box, chop, room, fork, soil, light, down*	CVC words *e.g. van, quick, ship, boat, cart, burn, coin*	reads CVC words using *most* of phase 3 graphemes *e.g. show, turn, soil, fair, fork* reads CVC words from phase 3 in decodable texts, in line with developing phonic ability	*attempts* spelling of given words: CVC words *e.g. sheep, nail, light, moon, farm* <u>*attempts*</u> to write own words/phrases/ sentences	Recognise as individual words, within phrases or captions and in simple texts: *he she we me be was my you they her all are* <u>Spell:</u> *the to I no go*
Phase 4	Combinations of adjacent consonants at beginning, within and end of words *e.g. best, stop, faster*	CVCC – *best, mend* CCVC – *stop, smell* CCVCC –*frost, twist* CCCVC – *strap, street* CCCVCC - *sprint*	CVCC – *soft, hand* CCVC – *trap, flip* CCVCC –*stamp* CCCVC – *scrap* CCCVCC – *scrunch*	blends adjacent consonants to read a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC reads 2 syllable words *e.g. portrait, turnip* reads texts with adjacent consonants in line with developing phonic ability	segments adjacent consonants to write a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC uses segmentation when writing independent words/phrases/senten ces	Recognise as individual words, within phrases or captions and in simple texts: *said so have like some come were there little one do when out what* <u>Spell:</u> *he she we me be was my you her they all are*
Phase 5	/ee/ ea e e-e y ie ey /oo/ o ue u-e ew ui /ai/ ay a-e eigh ey /igh/ ie y i-e i /oa/ o ow o-e oe /ow/ ou ough /oi/ oy /ar/ a /or/ au aw a our augh ough /oo/ ou u /ur/ or ir er ear /ear/ eer ere /air/ ere ear are /w/ wh /f/ ph /n/ kn gn /r/ wr /s/ soft c /ch/ tch /sh/ ti, ch, s, soft c /m/ mb /j/ dge /zh/ *(e.g. treasure)*	orally blends using range of combinations *e.g.* CVCC – *beads* CCVC – *stick* CCVCC – *crowds* CCCVC – *sprout* *Other examples:* *treat, tube, slate, bowl, thorn, tear, when, phone, thumb, match, nice, station, judge*	orally segments using range of combinations *e.g.* CVCV – *fairy* CCVC – *brown* CCVCV – *twitter* CCCVC – *spring* CVCVCC – *second* *Other examples:* *key, true, grey, pie, strike, toe, ,annoy, could, where, know, wrist, plane, treasure*	blends using most combinations from phase 5 for reading given words blends using most combinations for reading in texts reads 2 and 3 syllable words *e.g. rescue, photograph* reads texts using phonemes from phase 5 in line with developing phonic ability	segments using most combinations from phase 5 for spelling given words segments using phonic knowledge as the prime approach when completing independent writing spell phonically decodable 2 and 3 syllable words	Read automatically 100 HF words (see over) Accurately spell most of the 100 HF words automatically (see over)
Phase 6	Secure <u>**reading**</u> and <u>**spelling**</u> of alternatives for the long vowel phonemes: /ee/ ea a e-e y ie ey e.g. *sea, seed, be, these, happy, chief, key* /oo/ o ue u-e ew ui e.g. *spoon, do, blue, rule, fewer, juice* /ai/ ay a-e eigh ey e.g. *brain, delay, amaze, eight, grey* /igh/ ie y i-e i e.g. *delight, tried, reply, invite, behind* /oa/ o ow o-e oe e.g. *float, go, slower, stone, goes* **Read and spell words when:** 's' is added to nouns and verbs *e.g. stops, goals, toys* 'es' is added to nouns and verbs *e.g. bushes, catches* 'ed' is added to verbs to create past tense *e.g. jumped – add 'ed', hated – drop the 'e' and add 'ed', begged – double the final consonant and add 'ed'* 'ing' is added to verbs to create present tense *e.g. laughing – add 'ing', biting – drop the 'e' and add 'ing', stopping – double the final consonant and add 'ing'* 'er' is added to verbs or adjectives *e.g. slower, reader – add 'er', runner, bigger – double the final consonant and add 'er'* 'est' is added to adjectives *e.g. longest, shortest – add 'est', biggest – double the final consonant and add 'est'* 'ful' is added to nouns *e.g. mouthful, handful - add 'ful'* 'ly' is added to form adverbs *e.g. monthly, brightly – add 'ly', sneakily, happily – change the 'y' to an 'i' and add 'ly'* 'ment' is added to verbs to form nouns *e.g. payment, development* 'ness' is added to adjectives to form nouns *e.g. darkness, sadness, happiness*					Read automatically most of 200 common words (see over) Accurately spell most of 200 common words (see over)

100 high-frequency words in phases

Phase Two

Decodable words		Tricky words
a	had	the
an	back	to
as	and	I
at	get	no
if	big	go
in	him	into
is	his	
it	not	
of	got	
off	up	
on	mum	
can	but	
dad	put (*north*)	

100 high-frequency words in phases

Phase Three

Decodable words		Tricky words	
will	see	he	you
that	for	she	they
this	now	we	all
then	down	me	are
them	look	be	my
with	too	was	her

100 high-frequency words in phases

Phase Four

Decodable words	Tricky words	
went	said	were
it's	have	there
from	like	little
children	so	one
just	do	when
help	some	out
	come	what

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words		Tricky words
don't		oh
old	day	their
I'm	made	people
by	came	Mr
time	make	Mrs
	here	looked
house	saw	called
about	very	asked
your	put (*south*)	could

Next 200 common words in order of frequency

This list is read down columns (i.e. in the list, **water** is the most frequently used and **grow** is the least frequently used).

water	more	soon	sat	gone
away	I'll	night	boat	hard
good	round	narrator	window	floppy
want	tree	small	sleep	really
over	magic	car	feet	wind
how	shouted	couldn't	morning	wish
did	us	three	queen	eggs
man	other	head	each	once
going	food	king	book	please
where	fox	town	its	thing
would	through	I've	green	stopped
or	way	around	different	ever
took	been	every	let	miss
school	stop	garden	girl	most
think	must	fast	which	cold
home	red	only	inside	park
who	door	many	run	lived
didn't	right	laughed	any	birds
ran	sea	let's	under	duck
know	these	much	hat	horse
bear	began	suddenly	snow	rabbit
can't	boy	told	air	white
again	animals	another	trees	coming
cat	never	great	bad	he's
long	next	why	tea	river
things	first	cried	top	liked
new	work	keep	eyes	giant
after	lots	room	fell	looks
wanted	need	last	friends	use
eat	that's	jumped	box	along
everyone	baby	because	dark	plants
our	fish	even	grandad	dragon
two	gave	am	there's	pulled
has	mouse	before	looking	we're
yes	something	gran	end	fly
play	bed	clothes	than	grow
take	may	tell	best	
thought	still	key	better	
dog	found	fun	hot	
well	live	place	sun	
find	say	mother	across	