

Phonics Progression of Skills

The curriculum progression map outlines the knowledge and skills obtained throughout the programme.

The map shows the progression of skills taught from N - Y2.

Links with National Curriculum objectives for Word reading, Transcription and Grammar are detailed where appropriate.

<u>Level 1</u>						
By the end of level 1, children will Have a wealth of experiences listening to songs, rhymes and stories. Be able to distinguish between speech sounds and many will be able to segment and blend words orally.						
Environmental sounds	Instrumental sounds	Body Percussion	Rhythm and Rhyme	Alliteration	Voice sounds	Oral blending and segmenting
<ul style="list-style-type: none">• Notice, recognise and talk about sounds.	<ul style="list-style-type: none">• Explore sounds and instruments.• Describe and compare sounds.• Recreate sounds.	<ul style="list-style-type: none">• Explore body percussion.• Join in with repeated and copied actions.• Follow instructions to create sequences.• Create their own body percussion sequences.	<ul style="list-style-type: none">• Recognise and join in with familiar songs and rhymes.• Recognise that words rhyme.• Copy and keep a beat.• Break down words into syllables	<ul style="list-style-type: none">• Explore initial sounds of words.• Select objects with initial sounds.• Match objects with the same sound.	<ul style="list-style-type: none">• Explore mouth movement and sound.• Copy sound and mouth movement.• Make different voice sounds, including animal noises.• Describe	<ul style="list-style-type: none">• Identify the initial sounds in words.• Build awareness that words can be broken down into sounds.• Choose the correct object when

			when clapping.		and compare voice sounds. <ul style="list-style-type: none"> • Make their own voice sounds. • 	words are broken down into sounds. <ul style="list-style-type: none"> • Identify how many sounds are in VC and CVC words. • Segment and blend VC and CVC words.
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<u>Level 2</u>								
<p>By the end of level 2, children will be able to:</p> <p>give the phoneme when shown any Level 2 grapheme</p> <ul style="list-style-type: none"> • find any Level 2 grapheme, from a display, when given the phoneme • orally blend and segment CVC words • blend and segment in order to read and spell VC words, such as if, am, on, up • read the five tricky words - the, to, I, no, go. 								
Sounds:	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, l	ff, ll, ss, s saying /z/	Level 2 revision	
Tricky Words:				to, the	no, go, I			

	<u>Level 3</u>
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By the end of level 2, children will be able to:

- give the phoneme when shown all or most Level 2 and Level 3 graphemes
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes)
- segment and make a phonetically plausible attempt at spelling CVC words
- read and spell some two-syllable words using Level 2 and Level 3 graphemes
- read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are
- spell the tricky words - the, to, I, no, go
- write each letter correctly when following a model.

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 - blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes)
 - segment and make a phonetically plausible attempt at spelling CVC words
 - read and spell some two-syllable words using Level 2 and Level 3 graphemes
 - read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are
 - spell the tricky words - the, to, I, no, go
 - write each letter correctly when following a model.

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Level 4

By the end of Level 4, children should be able to:

- give the phoneme when shown any Level 2 and Level 3 grapheme
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme
- be able to blend and read words containing adjacent consonants
- be able to segment and spell words containing adjacent consonants
- be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants
- be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what
- be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here
- write each letter, usually correctly

Sounds	CVCC words	CCVC words	Adjacent consonants	Polysyllabic words	Three letter adjacent consonants
Tricky Words Reading	said, so	have, like, come, some	were, there, little, one	do, when, out, what	Level 4 revision
Tricky Words Spelling	he, we, be, she, me	was, you	they, are, all	my, here	Level 4 revision

Level 5

By the end of Level 5, children should be able to:

- give the phoneme when shown any grapheme that has been taught
- for any given phoneme, write the common graphemes
- apply phonics knowledge and skills as the 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 and spell all taught common exception words
- form each letter correctly
- use alternative ways of pronouncing and representing the long vowel phonemes.

Sounds	'ay' saying	'oy' saying	'ie' saying	'ea' saying	'a_e' saying	'i_e' saying	'u_e' saying	Long vowel	'ch' saying	
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	/ai/	/oi/	/igh/	/ee/	/ai/	/igh/ 'o_e' saying /oa/	/yoo/ and /oo/ 'e_e' saying /ee/	sounds	/c/ 'ch' saying /sh/	
Common Exception Words Reading	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
Common Exception Words Spelling	said so	have like	some come	were there	little one	do when	what could	should would	want their	Mr Mrs

Sounds	'ir' saying /ur/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
Common Exception Words Reading	work house	many laughed	because different	any eye	friend also	once please	live coming	Monday Tuesday	Wednesda y brother	more before
Common Exception Words Spelling	Love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eye

Sounds	'ie' saying /ee/	Adding -ed	Adding -s and -es	Adding -er and -est	'tch' saying /ch/	Adding -ing and -er to verbs	'are' and 'ear' saying /air/	Unspoken 'e'	'ore' saying /or/	Adding Un-
Common Exception Words Reading	January February	April July	scissors castle	beautiful treasure	door floor	favourite bought	autumn gone	know colour	other does	talk two
Common Exception Words Spelling	Friend also	once please	live coming	Monday Tuesday	Wednesday Brother	more before	January February	April July	scissors castle	beautiful treasure

Level 6										
<p>By the end of Level 6, children should be able to:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes • read most common exception words • read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell most common exception words correctly. 										
Spelling Pattern	'y' saying /igh/	'dge' and 'ge' saying /j/	Adding 'es' to words ending in Y.	'gn' saying /n/	'kn' saying /n/	Adding 'ed' and 'ing' to words ending in y.	'Wr' saying /r/	'le' saying /l/	Adding 'er' and 'est' to words ending in y.	'El' saying /l/

Common Exception Words	door floor	bought favourite	autumn gone	know colour	other does	talk to	four eight	world work	poor great	break steak
Grammar	Capital letters and full stops	Proper nouns	Plural nouns	Alphabetical order	Alphabetical order	verbs	adverbs	Common nouns revision	Adjectives and expanded noun phrases	Commas in lists

Spelling Pattern	'al' and 'il' saying /l/	Adding -ed and -er to words ending in e	'eer' saying /ear/	'ture'	Adding -est and -y to words ending in e	'mb' saying /m/	'a' and 'al' saying /or/	Adding -ing and -ed to cvc/cvcc words	'o' saying /u/	'ey' saying /ee/
Common Exception Words	busy clothes	whole listen	build Earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous
Grammar	Proper nouns (place names)	Regular past tense	Regular present tense	Question marks and commands	Exclamations and statements	Using a dictionary to find definitions	Co-ordinating conjunctions	Irregular past tense	Synonyms for said	Exclamation marks for excitement.

Spelling Pattern	Adding -er -est -y to cvc and cvcc words	Contractions	'war' saying /wor/ and 'wor' saying	-ment and -ness	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	tion	-ful -less -ly	Homophones/near homophones	Prefix dis-
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			/wur/							
Common Exception Words	special enough	aunt father	prove improve	hour move	sure sugar	half quarter	straight touch	caught daughter	journey area	heard early
Grammar	Adjectives and nouns.	contraction s	Subordinati ng conjunction s	Using verbs and adverbs	Using a thesaurus	Possessive apostrophe	Improving sentences with 'when, if, because'	Speech marks	Commas in speech	Using a dictionary to check spellings