

CC Phonics Scheme:

Sounds to Letters – Letters to Sounds

Progression Document



Why Phonics?

Reading is a process that involves deciphering a printed code –
decoding to read.

Spelling is a process that involves using a code to represent the
words we say – **encoding to spell.**

These processes work together and complement one another.

The English alphabetic code is complex and needs to be taught in
a progressive and systematic way.

Phonics is the vehicle we use to teach children to read and spell.

Key vocabulary

Grapheme: letters used to represent phonemes/sounds

Phoneme: the smallest unit of speech sounds, which make words.

Segment: Segmenting involves breaking up a word that you hear into its sounds. This helps with spelling because if you know what graphemes represent the sounds in the word, you can write it! For example, the word jam is segmented into the sounds j-a-m.

Blending: Blending involves merging the sounds in a word together in order to pronounce it. This is important for reading. For example, j-a-m blended together reads the word jam.

Decode: the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

Encode: the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly spell words you hear.

GPC: Grapheme-Phoneme- Correspondence

Digraph: Two letters that represent one sound e.g. /sh/

Trigraph: Three letters that represent one sound e.g. /igh/

Yearly Progression

Year Group	Phases taught	Tricky words (CEW)
Year N	<p>Phase 1 - Teach Aspects 1-7 over 14 weeks. Focussed observations on: Tuning into Sounds; Listening and Remembering Sounds; Talking about Sounds.</p> <p>Phase 2 - Sound a week taught alongside Aspect 5-7</p>	
Year R	<p>Begins with phonics tracker assessment.</p> <p>Phase 2 - Taught over 8 weeks during the Autumn Term Assess using Phonics Tracker. Consolidate before moving to Phase 3.</p> <p>Phase 3 - Taught over 10-12 weeks during Spring & Summer 1. Assess using PT. Consolidate before moving to Phase 4.</p> <p>Phase 4 - Taught over 4 weeks during the Summer Term. Opportunities to revisit based on half-termly assessments.</p>	<p>Phase 2: I, no, go, to, the, Phase 3: he, me, she, we, be, they, my, you, her, are, all</p>
Year 1	<p>Begins with phonics tracker assessment.</p> <p>Phase 3/4 - Revision based on assessment taught during Autumn</p> <p>Phase 5 - Taught over 28 weeks during Year 1. Opportunities to revisit based on half-termly assessments.</p>	<p>Phase 4: said, so have, like, some, come, were, there, little, one, do, when, out, what</p> <p>Phase 5: (part 1) oh, their, people, Mr, Mrs, looked, called, asked</p> <p>Phase 5: (part 2) water, where, who, again, thought, through, work, mouse, many laughed, because, different, any, eyes, friends, once, please</p>
Year 2	<p>Begins with phonics tracker assessment. - intervention for children not meeting Phonic screening check.</p> <p>Phase 6 - Taught using Spelling Shed - Spelling and SPAG resources. Ensure regular review of Phase 2-5 GPCs.</p>	

Yearly Progression – Reception

Reception Long Term Phonics Plan Phase, Sounds & Common exception words

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 1 and 2 wk 1-2	Phase 1 Review of skills Phonics tracker baseline assessment on: Phase 2 GPCs Phase 2 blending	Phase 1 Review of skills Phonics tracker baseline assessment on: Phase 2 GPCs Phase 2 blending	Learn and practise letters/sounds s a t p (set 1) Oral blending and segmenting CEW a, at, as	Learn and practise letters/sounds s a t p (set 1) Oral blending and segmenting CEW a, at, as	Learn and practise letters/sounds i n m d (set 2) Oral blending and segmenting CEW is, it, in, an, i	Learn and practise letters/sounds i n m d (set 2) Oral blending and segmenting CEW is, it, in, an, i
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 2 wk 3-6	Learn and practise letters/sounds g o c k (set 3) Oral blending and segmenting CEW and, on, not, into, can, no, go	Learn and practise letters/sounds ck e u r (set 4) Oral blending and segmenting CEW to, get, got, the, back, put	Learn and practise letters/sounds h b f ff (set 5) Oral blending and segmenting CEW no, go, his, him	Learn and practise letters/sounds l ll and ss Oral blending and segmenting CEW of, dad, mum, up	End of Phase 2 Assessment. Phonics tracker assessment on gaps in: Phase 2 GPCs Phase 2 blending	End of Phase 2 Assessment. Phonics tracker assessment on gaps in: Phase 2 GPCs Phase 2 blending

Yearly Progression – Reception

Reception Long Term Phonics Plan Phase, Sounds & Common exception words

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 3 wk 1-4	Learn and practise letters/sounds j v w x (set 6) CEW off, can, had, back	Learn and practise letters/sounds y z zz qu (set 7) CEW we, me, he, be, she	Learn and practise letters/sounds sh th ch ng CEW are, see	Learn and practise letters/sounds ai ee long oo short oo CEW was, will, with	Mid Phase 3 Assessment. Phonics tracker assessment on: Phase 3 GPCs Phase 3 blending	Mid Phase 3 Assessment. Phonics tracker assessment on: Phase 3 GPCs Phase 3 blending
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 3 wk 5-8	Learn and practise letters/sounds oa ar or igh CEW my, for, too	Learn and practise letters/sounds ur ow oi ear CEW you, this, that	Learn and practise letters/sounds er air ure CEW they, then, them, down	Practise all previously learned GPCs. CEW her, now, all, look, are	End Phase 3 Assessment. Phonics tracker assessment on gaps in: Phase 3 GPCs Phase 3 blending Fluency assessment	End Phase 3 Assessment. Phonics tracker assessment on gaps in: Phase 3 GPCs Phase 3 blending Fluency assessment

Yearly Progression – Reception

Reception Long Term Phonics Plan Phase, Sounds & Common exception words

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 3 consolidation wk 4-7 and/or wk 8-9	Learn and practise letters/sounds ai ee long oo short oo CEW was, will, with	Learn and practise letters/sounds oa ar or igh CEW my, for, too	Learn and practise letters/sounds ur ow oi ear CEW you, this, that	Learn and practise letters/sounds er air ure CEW they, then, them, down	Practise all previously learned GPCs. CEW her, now, all, look, are	End Phase 3 Assessment. Phonics tracker assessment on gaps in: Phase 3 GPCs Phase 3 blending Phase 3 Tricky words
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4 wk 1-4	Practise recognition and recall of Phase 2 and 3 graphemes Teach and practise spelling CVCC Teach spelling the tricky words he, she, me, we, be CEW: said, so	Practise recognition and recall of Phase 2 and 3 graphemes Teach and practise spelling CCVC Teach spelling the tricky words was, you CEW: have, like, some, come	Practise recognition and recall of Phase 2 and 3 graphemes Teach and practise spelling CCVCC Teach spelling the tricky words they, all, are CEW: were, there, little, one	Practise recognition and recall of Phase 2 and 3 graphemes Teach and practise spelling CCVCC Teach spelling the tricky words my, her CEW: do, when, out, what	End Phase 4 Assessment. Phonics tracker assessment on: Phase 4 blending Phase 4 Tricky words Fluency assessment	End Phase 4 Assessment. Phonics tracker assessment on: Phase 4 blending Phase 4 Tricky words Fluency assessment

Yearly Progression – Year 1

Year 1 Long Term Phonics Plan Phase, Sounds & Common exception words

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 5 wk 1 - 4	Phonics tracker assessment on gaps in: Phase 4 blending Fluency assessment: 90 words per minute TEACH GAPS	Phonics tracker assessment on gaps in: Phase 4 blending Fluency assessment: 90 words per minute TEACH GAPS	Teach new graphemes for reading ay ou ie ea . Teach spelling the words: said, so CEW oh, old, their	Teach new graphemes for reading oy ir ue aw . Teach spelling the words: have, like CEW people, house, about	Teach new graphemes for reading wh ph ew Teach spelling the words: some, come CEW Mr, Mrs, don't, by	Teach new graphemes for reading oe au ey a-e e-e Teach spelling the words: were CEW looked, time, your, called
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 5 wk 5 - 8	Teach new graphemes for reading i-e o-e u-e zh Teach spelling the words: there CEW asked, very	Mid Phase 5 assessment Phonics tracker assessment on: Phase 5 GPCs (part 1) Baseline PSC	Mid Phase 5 assessment Phonics tracker assessment on: Phase 5 GPCs (part 1) Baseline PSC	Teach new alternative pronunciations for i and o Teach spelling the words: when CEW water, where, day	Teach new alternative pronunciations for c and g Teach spelling the words: out, made, came CEW who, because	Teach new alternative pronunciations for u and ow Teach spelling the words: one, make, here. CEW again, different

Yearly Progression – Year 1

Year 1 Long Term Phonics Plan Phase, Sounds & Common exception words

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 5 Wk 9 - 13	<p>Teach new alternative pronunciations for ie and ea</p> <p>Teach spelling the words: do.</p> <p>CEW thought, any, saw</p>	<p>Teach new alternative pronunciations for er and ch</p> <p>Teach spelling the words: what and please</p> <p>CEW through eyes</p>	<p>Teach new alternative pronunciations for a</p> <p>Teach spelling the words: little</p> <p>CEW work, friends</p>	<p>Teach new alternative pronunciations for y</p> <p>Practise spelling polysyllabic words</p> <p>CEW mouse, once, put, could</p>	<p>Teach new alternative pronunciations for ou</p> <p>Practise spelling polysyllabic words</p> <p>CEW many, good, away</p>	<p>Mid Phase 5 assessment</p> <p>Phonics tracker assessment on:</p> <p>Phase 5 GPCs (part 2)</p> <p>Phase 5 Tricky words</p>
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 5 Wk 14 - 19	<p>Teach new alternative pronunciations for e and ey</p> <p>Practise spelling polysyllabic words</p> <p>CEW laughed, want, over</p>	<p>Teach new alternative spellings for ch and j</p> <p>Practise spelling polysyllabic words</p> <p>CEW oh, how, did, man</p>	<p>Teach new alternative spellings for n, r, m</p> <p>Teach spelling the words: their, going</p> <p>Practise reading and spelling polysyllabic words</p>	<p>Teach new alternative spellings for s, z</p> <p>Teach spelling the words: people, would, or</p> <p>Practise reading and spelling polysyllabic words</p>	<p>Teach new alternative spellings for u and ear</p> <p>Teach spelling the words: Mr, Mrs, took, home</p> <p>Practise reading and spelling polysyllabic words</p>	<p>Teach new alternative spellings for ar and ur</p> <p>Teach spelling the words: looked, who, think</p> <p>Practise reading and spelling polysyllabic words</p>

Yearly Progression – Year 1

Year 1 Long Term Phonics Plan Phase, Sounds & Common exception words						
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 5 Wk 20 - 23	Revisit and review Phase 5 GPCS graphemes for reading	PHONICS SCREENING CHECK	Teach alternative spellings for air Teach spelling the words: called, school, didn't Practise reading and spelling polysyllabic words	Teach alternative spellings for or Teach spelling the words: asked, know, can't, ran Practise reading and spelling polysyllabic words	Teach alternative spellings for oo, ai Teach spelling the words: bear, long, things, new Practise reading and spelling polysyllabic words	Teach alternative spellings for ee Teach spelling the words: eat, everyone, our Practise reading and spelling polysyllabic words
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 5 Wk 24 - 28	Teach alternative spellings for igh Teach spelling the words: two, has, yes Practise reading and spelling polysyllabic words	Teach alternative spellings for oa Teach spelling the words: play, take, well Practise reading and spelling polysyllabic words	Teach alternative spellings for oo (you) Teach spelling the words: find, more, I'll Practise reading and spelling polysyllabic words	Teach alternative spellings for oo Teach spelling the words: round, tree, magic Practise reading and spelling polysyllabic words	Teach alternative spellings for sh Teach spelling the words: shouted, us, other Practise reading and spelling polysyllabic words	End Phase 5 Assessment. Phonics tracker assessment on gaps in: Phase 5 GPCs Phase 5 blending Phase 5 Tricky words Fluency assessment