

Phonics

PROGRESSION DOCUMENT

Highfield Community Primary School

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Nursery - Phase 1 Progression						
By the end of Phase 1, children will: • Have experienced a wealth of listening activities including songs, stories and rhymes; • Be able to distinguish between speech sounds and many will be able to blend and segment words orally.						
Aspect 1: Environmental Sounds	Aspect 2: Instrumental Sounds	Aspect 3: Body percussion	Aspect 4: Rhythm and Rhyme	Aspect 5: Alliteration	Aspect 6: Voice Sounds	Aspect 7: Oral Blending and Segmenting
•Notice sounds around them. • Recognise that different objects make different sounds. • Start to identify and name sounds. • Talk about environmental sounds, describing and comparing them.	•Explore instrumental sounds. • Build awareness of how to use instruments to make sounds. • Start to identify the sounds of familiar instruments, naming them. • Build awareness of how you act upon an instrument affects the sound it makes. • Talk about instrumental sounds, describing and comparing them.	•Explore the sounds their bodies can make. • Join in and copy actions of familiar songs. • Join in and copy body percussion patterns and sequences. • Build awareness of how they can change body percussion sounds. • Create their own sequences of body percussions. • Join in with longer sequences of body percussion. • Describe body percussion.	•Join in with songs and rhymes. • Recognise familiar rhythms and rhymes. • Recognise that words rhyme. • Copy and keep a simple beat. • Join in and copy breaking words into syllables with a beat. • Play with rhyme. Make up their own rhyming words. • Complete sentences with their own rhymes orally. • Break words down into	•Explore initial sounds of words. • Select objects with a given initial sound from a choice of two. • Identify initial sounds of words. • Match to objects with the same initial sound. • Play with alliteration.	•Explore different mouth movements and sounds. • Copy different voice sounds and mouth movements. • Recognise different voice sounds. • Make a variety of different voice sounds, including animal sounds. • Say speech sounds clearly. • Talk about voice sounds. • Describe and compare voice sounds.	•Identify the initial sounds of words. • Build awareness that words can be broken up into sounds. • Choose the correct object when hearing the word broken into single sounds. • Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. • Segment CVC and VC words into their individual sounds.

	• Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.	• Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.	syllables with a beat. • Create their own beat.		• Create their own ideas for voices of characters/ imitating voices.	• Start to blend the sounds of longer words. • Identify how many sounds are in a CVC or VC word.

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Phase 2 (Reception)
By the end of Phase 2, children should be able to: • Give the phoneme when shown any Level 2 grapheme; • Find any Level two grapheme, from a display, when given the phoneme; • Orally blend and segment CVC words; • Blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock; • Read the five tricky words - the, to, I, no, go
Phase 3 (Reception)
By the end of Phase 3, children should 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 two and Level three graphemes); • segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes); • read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are; • spell the tricky words - the, to, I, no, go; • write each letter correctly when following a model.
Phase 4 (Reception)
By the end of Phase 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 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; • Write each letter, usually correctly.

Phase 5 (Year 1)
By the end of Phase 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 automatically all the words in the list of 100 high-frequency words; • Accurately spell most of the words in the list of 100 high-frequency words; • Form each letter correctly; • Use alternative ways of pronouncing and representing the long vowel phonemes.
Phase 6 (Year 2)
By the end of Phase 6, children should be able to: • 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, and sufficiently fluently 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.

Reception and KS1 progression					
	Phase 2 (Reception)	Phase 3 (Reception)	Phase 4 (Reception)	Phase 5 (Year 1)	Phase 6 (Year 2)
Sounds	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss,	j, v, w, x, y, z, zz, qu, ch, sh, th, ng, or, ai, ee, igh, oa, oo, ur, ow, ar, oi, ear, air, ure, er	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvvcc)	wh, ph, oy, 'a-e, eigh, ey, ei', 'ea, e-e, ie, ey, y', 'ie, i-e, y, i', 'ow, o-e, o, oe', 'ew, ue, u-e', 'u, oul', 'aw, au, al', 'ir, ear', ou, oy, 'ere, eer', 'are, ear', 'ch, c (e), c(i), c(y), sc, st(l), se', se, g (e), g(i), g(y), dge', le, mb, 'kn, gn', wr, tch, 'c(ial), c(ian), ss(ion), t(ion), ch', ea, 's(ion), s(ure), s(ual), (w)a, o	Suffixes – 'ing', 'ed', split diagraph silent 'e' + ing, ed Suffixes – 's', 'es' after 'ss' and 'x'. 'es' after 'ch, sh, tch' Prefix – re, un. Prefix, root, suffix
Tricky Words (taught daily)	the, to, no, I, go	he, she, we, me, be, you, are, her, was, all, they, my	said, so, have, like, come, some, were, there, little, one, do, when, out, what, were, there, what, when, out	oh, Mrs, people, their, called, Mr, looked, asked, could	Common exception words – Phase 6