**EYFS Phonic & Reading Progression Map**

**Nursery**

Children in our nursery are taught pre-reading skills using Phase 1 of Letters and Sounds.

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| --- | --- |
| Aspect | Strand |
| 1 Environmental sounds | Identify sounds they hear inside/outside |
| Make noises on different surfaces with hands or drumsticks |
| Sing at different volumes |
| Be able to recreate a simple sequence of sounds |
| Identify some sounds they prefer from a choice |
| Add appropriate sound effects to stories with support |
|  |
| 2 Instrumental sounds | Identify an instrument being played behind a screen |
| Play an instrument louder or quieter |
| Stop and start playing an instrument at a signal |
| Play instruments in front of others, alone or as part of a group |
| Choose instruments to complement animal sounds |
|  |
| 3 Body Percussion | Copy a body sound such as a clap |
| Join in with action songs |
| Identify a body sound |
| Suggest times to be noisy or quiet |
| Move their body in response to music/ sounds |
|  |
| 4 Rhythm and Rhyme | Join in with repetitive story/song refrains |
| Move in time with a beat |
| Play rhyming bingo |
| Match rhyming items |
| Complete a familiar rhyme |
|  |
| 5 Alliteration | Match 2 items that have the same initial sound |
| Copy exaggerated sounds such as ssssssss |
| Suggest a person/object when given an initial sound |
| Suggest non-words beginning with a selected initial sound |
| Can make correct mouth movements for simple sounds |
|  |
| 6 Voice Sounds | Explore mouth movements such as blowing, sucking, wiggling their tongue |
| Make voice sounds such as weeeee |
| Experiment with their voice sounds such as shouting, whispering and squeaking. |
| Experiment with different animal sounds |
| Describe a sound such as high, low, short, quiet |
| Can copy sound talk e.g. p-i-n |
|  |
| 7 Oral blending and segmenting | Identify items by oral blending e.g. t-a-p…tap! | This aspect is taught alongside all other aspects throughout the year. |
| Speak in sound talk e.g. d-o-g |
| Count or clap out phonemes in CVC words. |

**Reception**

In Reception, our children are taught Phases 2, 3 and 4 of our bespoke phonic curriculum which predominately uses ‘Active Learn, Bug Club’, supported by the actions, visual aids and mnemonics designed by ourselves. Our children apply and consolidate their phonic knowledge by reading Phonics Bug books at home and a combination of Phonics Bugs and Bug Club books in Guided Reading.

From Spring 1 Term, the children are streamed into 4 different groups according to the pace of their progress in Phonics, each led by a member of the Early Years team. The children’s learning is tracked closely throughout the year to ensure that our teaching matches their current phonic needs. Staff rotate between the groups to keep track of all of the children’s needs.

For those children who are showing readiness, we begin to teach Phase 5, typically in the summer term.

Typical Phonics Progression is as follows:

**High Frequency Word Tracker**

|  |  |  |
| --- | --- | --- |
| Phase 2 | Phase 3 | Phase 4 |
| andto | thenogo | Iinto her | me be | sheheby my | they | weare | you | saidhavelikesodo |  somecomewerethere | onewhenwhatthere |

**Phase 2/3 Tracker**

|  |
| --- |
| 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 |

|  |
| --- |
| 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 |

**Blending and Segmenting**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading initial soundsindividual letters | Blending sounds into wordsOral blending | Reading letter groups (Digraphs) to represent one sound. | Read a few common exception words | Segment and blend words in reading book | Read simple words and sentences with known letter sounds | Reread books to build up confidence and fluency | Recall of more tricky words | Know at least 10 digraphs | Read aloud books containing phase 2 and 3 sounds | Read words containing blendscvccccvcccvcc |