



## Warmley Park School Phonics Progression

### Phonics Progression

#### Pre Phonics

#### Developing Phonic Awareness

#### Level 1

Segmented into 7 aspects (see below) and three strands; Tuning into sounds (auditory discrimination) Listening and remembering sounds (auditory memory and sequencing) and talking about sounds (developing vocabulary and language). There is overlap between aspects, the overarching aim is for pupils to experience regular, planned opportunities to listen and talk about what they hear, see and do. The boundaries between each strand are flexible and not fixed. Teacher should integrate the activities according to the developing abilities and interest of the pupils. Activities are designed to help pupils to : listen, respond, increase vocabulary, discriminate phonemes, reproduce audible phonemes and sound-talk to segment words into phonemes.

#### Level 2

Pupils will have experience of listening activities, including songs, stories and rhymes. Pupils will be developing skills to distinguish between speech sounds and begin to blend and segment words orally. Pupils will start to recognise spoken words that rhyme and develop awareness of rhyming strings.

Emerging

Developing

Secure

Emerging

Developing

Secure

Aspect 1: Sound discrimination-environmental sounds,

Aspect 2: Sound discrimination-instrumental sounds.

Aspect 3: Sound discrimination-body percussion.

Aspect 4: Rhythm and Rhyme.

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting.

Engaging with letters, sounds and words.

Identify a few phonemes and link to graphemes.

Identify own name and a few familiar words in environment.

Engaging and responding to stories, songs and rhymes.

Clapping out syllables in simple words with support.

Developing recognition of set 1 and 2 letter progression, phonemes and graphemes.

Developing segmenting and blending skills with adult support.

Developing skills in counting sounds in words with support.

Identifying syllables in simple words with growing independence.

Recognising a growing bank of familiar words approx 10.

Developing an awareness of rhyme and rhyming words.

Engaging and responding with books and stories with an adult 1 to 1.

Recognition of most letter progression sets - phonemes and graphemes.

Identify most initial sounds. Some final sounds and a few medial sound in words with prompting.

Recognising a few HFW and tricky words set 1.

Building on segmenting and blending of VC and CVC words.

Counting sounds in words and building skills in using sound buttons.

--	--	--	--	--	--	--





# Warmley Park School Phonics Progression

## Phonics Progression

Developing Phonic Skills			Securing Phonic Skills		
Level 3			Level 4		
Pupils should be able to recognise around 19 letters and developing skills in segmenting and blending VC words to read and spell. Pupils will develop skills in segmenting and blending CVC words.			Pupils should be able to recognise 42 phonemes/graphemes and be able to segment and blend CVC words to support reading and spelling. Pupils will have some experience in reading simple two syllable words and captions. Pupils will know letter names and be able to read and write some tricky words.		
Emerging	Developing	Secure	Emerging	Developing	Secure
Identifying letter progression from Phase 2.	Identifying most of letter progression set 1 to 7.	Identifying all letter progression sets 1 to 7 consistently.	Identifying all letter progression sets 1 to 7.	Secure with all 42 phonemes and graphemes.	Recognising adjacent constant blends to support decoding of words in reading and spelling.
Identifying most of letter progression set 6/7.	Recognising some constant diagraphs.	Recognising most constant diagraphs.	Recognising constant diagraphs.	Developing recognition of adjacent constant blends br, cl, gr, st, fr etc.	Recognition of tricky words and able to spell most from memory independently.
Identifying initial sounds in words with some consistency.	Segmenting and blending CVC/CVCC words with some consistency.	Segmenting and blending CVC/CVCC word with greater independence.	Segmenting and blending CVC/CVCC words independently.	Using strategies taught to decode new text with greater independence.	Using strategies taught to decode most text independently and fluently.
Identifying some HFWs and tricky words set 1.	Reading and spelling a growing bank of words from memory.	A secure bank of tricky words and HFWs words taught so far.	Embedding all 42 phonemes and graphemes.	Recognition of all tricky words taught so far.	
Developing skills in segmenting and blending CVC words with adult support.	Recording sounds in words with adult support.	Developing awareness of more complex sounds to support reading and writing.	Recognition of most tricky words taught.	Able to spell some tricky words from memory with consistency.	

--	--	--	--	--	--	--





Expanding Phonic Knowledge			Developing Fluency in Phonic Knowledge		
Level 5			Level 6		
Pupils will embedding all 42 phonemes/graphemes, segmenting and blending to decode words for spelling and reading. Pupils will be able to read and spell a bank of tricky words from memory. Pupils will be developing skills to read and spell words containing constants and some polysyllabic words.			Pupils will be securing all 42 phonemes/graphemes, segmenting and blending to decode words for reading and spelling. Pupils will be able to read 100 words by: <ul style="list-style-type: none"> <li>reading words automatically if they are familiar;</li> <li>decoding quickly;</li> <li>developing decoding silently rather than decoding aloud.</li> </ul>		
Emerging	Developing	Secure	Emerging	Developing	Secure
<p>Recognising adjacent constant blends to support reading and spelling.</p> <p>Developing an awareness of new digraphs and split-digraphs.</p> <p>Secure sight reading and spelling of most tricky words up to Phase 4.</p> <p>Using strategies and phonic awareness to decode independently.</p> <p>Developing an awareness of alternative pronunciations for graphemes.</p>	<p>Growing automatic word recognition.</p> <p>Decoding words in new text with greater accuracy and efficiency.</p> <p>Building awareness of alternative pronunciations for graphemes.</p> <p>Recognition of most new digraphs and split digraphs.</p> <p>Growing independence in reading and spelling.</p>	<p>Automatic word recognition of HFWs and tricky words.</p> <p>Decoding most text efficiently.</p> <p>Spelling most words with accuracy.</p> <p>Recognition of new digraphs and split digraphs.</p>	<p>Recognising most common grapheme-phoneme correspondences.</p> <p>Developing reading stamina.</p> <p>Developing confidence in reading longer and less familiar text.</p> <p>Developing an awareness of suffixes.</p> <p>Reading familiar words automatically.</p>	<p>Recognising common grapheme-phoneme correspondence.</p> <p>Building reading stamina.</p> <p>Building confidence in reading longer and less familiar text.</p> <p>Developing recognition of plurals and past tense suffixes and rules.</p> <p>Developing a wider and larger bank of words to support reading and writing.</p> <p>Decoding words quickly - segmenting and blending is well established.</p> <p>Reading for information and pleasure.</p>	<p>Recognising alternative phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences.</p> <p>Confidence and fluency in reading less familiar and longer text.</p> <p>Ability to apply knowledge of suffixes with greater accuracy for plurals, past tense etc.</p> <p>Decoding is automatic.</p> <p>Reading for information and pleasure with accuracy, fluency, and growing expression and intonation.</p>

--	--	--	--	--	--	--