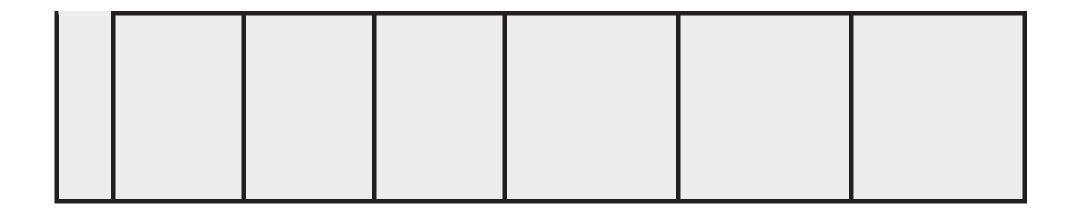


		Warmley Po	ark School Phonics	Progression		
Pre Phonics			Developing Phonic Awareness			
(auditory discrimination) Listening and remembering sounds (auditory memory			Level 2 Pupils will have experience of listening activities, including songs, stories and rhymes. Pupils will be developing skills to 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 5: Alliteration	sounds Aspect 7: Oral blending and segmenting.	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.	graphemes.	





Warmley Park School Phonics Progression

Developing Phonic Skills Level 3 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.			Securing Phonic Skills Level 4 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.			
letter progression set 6/7. Identifying initial sounds in words with some consistency.	J J	progression sets 1 to 7 consistently. Recognising most constant diagraphs. Segmenting and blending CVC/CVCC word with greater independence. A secure bank of tricky words and	Identifying all letter progression sets 1 to 7. Recognising constant diagraphs. Segmenting and blending CVC/CVCC words independently. Embedding all 42 phonemes and graphemes. Recognition of most tricky words taught.	Secure with all 42 phonemes and graphemes. Developing recognition of adjacent constant blends br, cl, gr, st, fr etc. Using strategies taught to decode new text with greater independence. Recognition of all tricky words taught so far. Able to spell some tricky words from memory with consistency.	Recognising adjacent constant blends to support decoding or words in reading and spelling. Recognition of tricky words and able to spell most from memory independently. Using strategies taught to decode most text independently and fluently.	





Warmley Park School Phonics Progression

Developing Fluency in Phonic Knowledge Expanding Phonic Knowledge Level 5 Level 6 Pupils will embedding all 42 phonemes/graphemes, segmenting and blending to Pupils will be securing all 42 phonemes/graphemes, segmenting and blending to decode words for decode words for spelling and reading. Pupils will be able to read and spell a reading and spelling. Pupils will be able to read 100 words by: bank of tricky words from memory. Pupils will be developing skills to read and reading words automatically if they are familiar; spell words containing constants and some polysyllabic words. decoding quickly; developing decoding silently rather than decoding aloud. Emerging Emerging Developing Secure Developing Secure Recognising adjacent Growing automatic Automatic word Recognising most common Recognising common Recognising alternative phonic word recognition. recognition of HFWs grapheme-phoneme grapheme-phoneme irregularities and becoming constant blends to and tricky words. more secure with less common support reading and correspondences. correspondence. spelling. Decoding words in new grapheme-phoneme Decoding most text Developing reading stamina. Building reading stamina. correspondences. text with greater efficiently. Developing an accuracy and Developing confidence in Building confidence in reading Confidence and fluency in awareness of new efficiency. reading longer and less longer and less familiar text. reading less familiar and digraphs and split-Spelling most words Building awareness of with accuracy. familiar text. digraphs. longer text. alternative Developing recognition of Developing an awareness of plurals and past tense Ability to apply knowledge of Secure sight reading Recognition of new pronunciations for and spelling of most digraphs and split suffixes. suffixes and rules. suffixes with areater graphemes. tricky words up to diagraphs. accuracy for plurals, past Recognition of most Reading familiar words Developing a wider and larger Phase 4. tense etc. bank of words to support new diagraphs and automatically. split digraphs. reading and writing. Using strategies and Decoding is automatic. phonic awareness to decode independently. Growing independence Decoding words quickly -Reading for information and in reading and spelling. segmenting and blending is pleasure with accuracy, well established. fluency, and growing Developing an awareness of expression and intonation. Reading for information and alternative pronunciations for pleasure. graphemes.

