



# **Phonics:**

## **Progression of Key Skills**

|          | Nursery                                                                                                                                                                                                                                                                                                                                             | Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 2                                                                                                                                                                                                                                                                                                            |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overview | <ul style="list-style-type: none"> <li>□ General sound discrimination – environmental sounds</li> <li>□ General sound discrimination – instrumental sounds</li> <li>□ General sound discrimination – body percussion</li> <li>□ Rhythm and rhyme</li> <li>□ Alliteration</li> <li>□ Voice sounds</li> <li>□ Oral blending and segmenting</li> </ul> | <ul style="list-style-type: none"> <li>• Explore and experiment with sounds, words and text               <ul style="list-style-type: none"> <li>□ Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>□ Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly</li> <li>□ Hear and say sounds in words in the order in which they occur</li> <li>□ Read simple words by sounding out and blending the phonemes all through the word from left to right</li> </ul> </li> <li>Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and bus to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'</li> <li>□ Recognise common digraphs</li> <li>□ Read some high frequency words</li> <li>□ Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</li> <li>□ Read a range of familiar and common words and simple sentences independently</li> <li>□ Read texts compatible with their phonic knowledge and skills</li> <li>□ Read and write one grapheme for each of the 44 phonemes</li> </ul> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</li> </ul> | <p>Word recognition: decoding (reading) and encoding (spelling)</p> <ul style="list-style-type: none"> <li>□ Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'</li> <li>□ Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives</li> <li>□ Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills</li> <li>□ Recognise automatically an increasing number of familiar high frequency words</li> </ul> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable</li> <li>□ Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words</li> <li>□ Read and spell phonically decodable two-syllable and three-syllable words</li> </ul> <p>Word structure and spelling</p> <ul style="list-style-type: none"> <li>□ Spell new words using phonics as the prime approach</li> <li>□ Segment sounds into their constituent phonemes in order to spell them correctly</li> </ul> <p>Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'</p> <ul style="list-style-type: none"> <li>□ Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives</li> <li>□ Use knowledge of common inflections in spelling, such as plurals, -ly, -er</li> <li>□ Read and spell phonically decodable two-syllable and three-syllable words</li> </ul> | <p>Develop children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.</p> <p>Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.</p> |

|              |                                                                                                                 |                                                                                                                                                                                                                                                | <b>Read and spell less common alternative graphemes including trigraphs</b>                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                    |
|--------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aut 1</b> | Pupils to be exposed to hearing sounds, completing sound walks<br>Pupils discussing print and giving it meaning | <p>Teach Set 1 sounds:<br/>m/a/s/d/t/i/n/p/g/o/c/k/u/b/f/e/l/sh/h/r/j/v/w/x/y</p> <p>Teach children to orally blend using 'fred talk' and word time lessons.</p> <p>Know 16 sounds (first 16 Set 1 single-letter sounds)</p>                   | <p>Teach letter names</p> <p>Review speed sounds Set 1&amp;2</p> <p>Teach reading of words containing Set 2 sounds.</p> <p>Build speed of reading words with Set 1 sounds.</p> <p>Build speed of reading nonsense words containing Set 1 sounds.</p> <p>Read Purple Storybooks</p> <p>Know 47 sounds (all Set 1 and Set 2 sounds)</p>                      | <p>Teach reading of multisyllabic words containing all sounds.</p> <p>Build speed of reading words containing Set 3 sounds.</p> <p>Recap any missing sound gaps and build fluency when reading stories.</p> <p>Read Blue Storybooks with increasing fluency and comprehension.</p> |
| <b>Aut 2</b> |                                                                                                                 | <p>Teach Set 1 sounds: z/th/ch/qu/ng/nk</p> <p>Recap any Set 1 letter sound gaps</p> <p>Teach children to blend using 'fred talk' and word time lessons.</p> <p>Know 25 sounds (all Set 1 single-letter sounds)</p>                            | <p>Review Set 2 speed sounds</p> <p>Teach reading of words containing Set 2 sounds</p> <p>Build speed of reading words containing Set 1 and Set 2 sounds.</p> <p>Introduce Set 3 sounds.</p> <p>Build speed of reading nonsense words containing Set 1 and Set 2 sounds</p> <p>Read Pink Storybooks</p> <p>Know 56 sounds (first 9 Set 3 sounds)</p>       | Read Grey Storybooks                                                                                                                                                                                                                                                               |
| <b>Spr 1</b> |                                                                                                                 | <p>Recap any Set 1 letter sound gaps</p> <p>Recap special friends sh/th/ch/qu/ng/nk/</p> <p>Teach children to blend using 'fred talk' and word time lessons.</p> <p>Read short Ditty stories</p> <p>Know 31 sounds (Set 1 Special Friends)</p> | <p>Review Set 2 speed sounds</p> <p>Teach reading of words containing Set 2 sounds</p> <p>Build speed of reading words containing Set 1 and Set 2 sounds.</p> <p>Continue to teach Set 3 sounds.</p> <p>Build speed of reading nonsense words containing Set 1 and Set 2 sounds.</p> <p>Read Orange Storybooks</p> <p>Know 64 sounds (17 Set 3 sounds)</p> | Read Grey Storybooks with fluency and comprehension                                                                                                                                                                                                                                |

|       |  |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                        |  |
|-------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Spr 2 |  | <p>Introduce Set 2 sounds to appropriate assessed groups</p> <p>Recap any Set 1 letter sound gaps</p> <p>Recap special friends sh/th/ch/qu/ng/nk/</p> <p>Teach children to blend using 'fred talk' and word time lessons.</p> <p>Read Red Storybooks</p> <p>Know 35 sounds (4 double consonants)</p> | <p>Review Set 2 speed sounds</p> <p>Teach reading of words containing Set 2 sounds</p> <p>Build speed of reading words containing Set 1 and Set 2 sounds.</p> <p>Continue to teach Set 3 sounds.</p> <p>Build speed of reading nonsense words containing Set 1, Set 2 and learnt Set 3 sounds.</p> <p>Read Yellow Storybooks</p> <p>Know 74 sounds</p> |  |
| Sum 1 |  | <p>Continue teaching Set 2 sounds to appropriate assessed groups</p> <p>Recap any Set 1 letter sound gaps</p> <p>Recap special friends sh/th/ch/qu/ng/nk/</p> <p>Teach children to blend using 'fred talk' and word time lessons.</p> <p>Read Green Storybooks</p> <p>Know 35 sounds</p>             | <p>Review Set 2 and Set 3 speed sounds</p> <p>Teach reading of words containing Set 2 and Set 3 sounds</p> <p>Build speed of reading words containing Set 1, Set 2 and Set 3 sounds.</p> <p>Build speed of reading nonsense words containing Set 1, Set 2 and learnt Set 3 sounds.</p> <p>Read Yellow Storybooks</p> <p>Know 74 sounds</p>             |  |
| Sum 2 |  | <p>Re-cap teaching Set 2 sounds to appropriate assessed groups</p> <p>Recap any Set 1 &amp; Set 2 letter sound gaps</p> <p>Recap special friends sh/th/ch/qu/ng/nk/</p> <p>Read Green or Purple Storybooks</p> <p>Know 41 sounds (first 6 Set 2 sounds)</p>                                          | <p>Review Set 2 and Set 3 speed sounds</p> <p>Build speed of reading words containing Set 1, Set 2 and Set 3 sounds.</p> <p>Build speed of reading nonsense words containing Set 1, Set 2 and learnt Set 3 sounds.</p> <p>Read Blue Storybooks</p> <p>Know 74 sounds</p>                                                                               |  |