

Phonics Progression Map Phase 1 – 6

	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5	PHASE 6
	Reception	Reception	Reception	Reception Year 1	Year 1 Also in Year 2 if necessary	Year 2 and beyond
Overview	<p>Phase one of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which begins in Phase 2.</p> <p>The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.</p> <p>They will follow 7 aspects. Within each aspect, children will learn to:</p> <ul style="list-style-type: none"> Tune into sounds – auditory discrimination Listen to and remember sounds – auditory memory and sequencing Talk about sounds – developing vocabulary and language comprehension 	<p>In phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week in a set sequence.</p> <p>The children will begin to learn to blend and segment for reading and writing. This will begin with simple words. VC and CVC words.</p>	<p>By the time children reach Phase 3, they will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the course of the rest of this phase, the last 25 new graphemes are introduced.</p> <p>On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.</p>	<p>By Phase 4, children will be able to represent each of the 42 phonemes with a grapheme.</p> <p>They will blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>They will also be able to read two syllable words. They will be able to read all tricky words learnt so far and the expectation is that they are learning the spellings of these words, with the majority spelt correctly. This phase consolidates what the children have learnt in previous phases.</p> <p>By this point, children would be expected to read CVC words at speed along with the tricky words from the previous phases. Children are taught that blending is only used when a word is unfamiliar.</p>	<p>Now we move on to the "complex code". Children will be taught new graphemes and alternative pronunciations and spellings for graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling, using taught spelling rules and patterns.</p> <p>The children will be automatically decoding a large number of words for reading at this point. By this phase, children should be reading words fluently and no longer be blending and segmenting familiar words.</p> <p>The real focus throughout this phase is not only to learn new graphemes for reading, but also to learn to read words with alternative pronunciation. Children will also learn alternative spellings for each phoneme.</p>	<p>In Phase 6, the main aim is for children to become more fluent readers and more accurate spellers. At this stage, children should be able to spell words phonetically although not always correct.</p> <p>They will be able to read many familiar words automatically. When they come across unfamiliar words, they will in many cases, be able to decode them quickly and quietly using their well-developed strategies as a reader. With more complex, unfamiliar words they will often be able to decode them by sounding them out.</p> <p>Suffixes will be introduced as well as basic grammar strategies.</p>

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New Sounds Learnt	<p>Aspect 1: General sound discrimination – Environmental sounds</p> <p>Aspect 2: General sound discrimination – instrumental sounds</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending</p>	<p>Set 1: s, ss, a, t, p</p> <p>Set 2: i, n, m, d</p> <p>Set 3: g, o, c, k</p> <p>Set 4: ck, e, u, r</p> <p>Set 5: h, b, f, ff, l, ll</p> <p>Introduce letter names.</p>	<p>Set 6: j, v,w, x</p> <p>Set 7: y, z, zz, qu</p> <p>Consonant digraphs: ch, sh, th (e.g. 'three' and 'that'), ng</p> <p>Vowel digraphs, ai, ee, oa, oo (short and long vowel sound), ar, or, ur, ow, oi, er, igh, ear, air, ure</p>	<p>No new sounds learnt</p> <p>Consolidation of knowledge to help children learn to read and spell words with adjacent consonants</p>	<p>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p>Alternative spellings for words. For example: y in yes, very, by</p> <p>ai - eigh, ey,ei, aight</p> <p>Silent letters – wr, gn, kn</p> <p>Alternative pronunciations for graphemes will also be introduced. For example: 'ea' as in tea, head, break</p>	<p>Suffixes: s, es, ing, ed, er, est, y, en, ful, ly, ment, ness</p>
Tricky Words		<p>I, no, go, to, the, into</p> <p>High Frequency words – Phase 2</p>	<p>he, she, we, me, be, you, are, her, was, all, they, my</p> <p>High Frequency words – Phase 3</p>	<p>said, have, like, so, do, some, come, litte, ones, were, there, what, when, out</p> <p>High Frequency words – Phase 4</p> <p>Statutory common exception words for year 1</p>	<p>oh, Mrs, people, their, called, Mr, looked, asked, could</p> <p>Statutory common exception words for year 1</p>	<p>Next 200 common words as well as the statutory common exception words for year 2</p> <p>Year 3 as of Academic year 2021-2022 will place an emphasis on the teaching and assessment of the next 200 common words as per our analysis of phonics in that year group for all children. This will then determine the sequence of lessons that will follow.</p>