

CLARBOROUGH PRIMARY SCHOOL – PHONICS PROGRESSION DOCUMENT

EYFS - Nursery				
Term 1	Term 2	Term 3	Term 4	Term 5
<ul style="list-style-type: none"> • Explore and experiment with sounds, words and texts. • Become increasingly aware of sounds around them and be able to identify loud/quiet/fast slow/ high low sounds etc • Be able to tell when a sound is different and when it is the same. • Link sounds with letters in own name and familiar words. • Learn that text is read from left to right, top to bottom. • Tell stories from pictures. • Enjoy a range of books and stories. 				
<p>By the end of this term, children should be able to:</p> <p>Develop good listening skills and take part in a range of listening activities e.g. be able to identify and copy a variety of animal sounds.</p>	<p>By the end of this term, children should be able to:</p> <p>Listen carefully and identify several sounds they can hear at any time. They should be able to talk about quiet and loud sounds.</p>	<p>By the end of this term, children should be able to:</p> <p>Distinguish between sounds of increasing similarity. e.g a car and a motorbike.</p>	<p>By the end of this term, children should be able to:</p> <p>Begin to be aware of words that rhyme.</p>	<p>By the end of this term, children should be able to:</p> <p>Hear the initial sound in words and sort items starting with the same phoneme into different groups.</p>
<p>Reading Books: Sharing books Lilac</p>		<p>Reading Books: Sharing books Lilac</p>		<p>Reading Books: Sharing books Lilac</p>

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EYFS - Reception

Term 1	Term 2	Term 3
<p>Phonics:</p> <ul style="list-style-type: none"> Learn, hear, say and identify the following Phase 2 sounds in order: <p>Letter progression (one set per week)</p> <p>Set 1: s 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 ss</p> <ul style="list-style-type: none"> Blend and segment with VC and CVC words containing these phonemes both orally and in writing or using magnetic letters etc. Read on sight the tricky words: <i>the, to, I, no, go.</i> 	<p>Phonics:</p> <ul style="list-style-type: none"> Revise Phase 2 phonemes and tricky words. Learn, hear, say and identify the following Phase 3 sounds in order: <p>Set 6: j v w x*</p> <p>Set 7: y z, zz qu* mes Sample words</p> <p>ch chip ar farm</p> <p>sh shop or for</p> <p>th thin/then ur hurt</p> <p>ng ring ow cow</p> <p>ai rain oi coin</p> <p>ee feet ear dear</p> <p>igh night air fair</p> <p>oa boat ure sure</p> <p>oo boot/look er corner</p> <ul style="list-style-type: none"> Practise blending and segmenting, orally and in writing. Read and spell simple two-syllable words and captions. Learn letter names. Read on sight and spell some of the tricky words: <i>he, she, we, me, be, was, my, you, her, they, all, are</i> 	<p>Phonics:</p> <ul style="list-style-type: none"> Revise Phase 2/3 phonemes and tricky words. Consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. Practise blending for reading and segmenting for spelling. Read and write words with initial and/or final blends: <i>st nd mp nt nk f tsk lt lp tr dr gr cr br fr bl fl gl pl cl sl sp st tw sm nch shr str thr</i> Read on sight tricky words: <i>some, one, said, come, do, so, were, when, have, there, out, like, little, what.</i>
<p>By the end of this term, children should be able to:</p> <ul style="list-style-type: none"> give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n; find any Phase Two letter, from a display, when given the sound; be able to orally blend and segment CVC words; be able to blend and segment in order to read and spell VC words such as: if, am, on, up and ‘silly names’ such as ip, ug and ock; be able to read the five tricky words <i>the, to, I, no, go.</i> 	<p>By the end of this term, children should be able to:</p> <ul style="list-style-type: none"> give the sound when shown all or most Phase Two and Phase Three graphemes; find all or most Phase Two and Phase Three graphemes, from a display, when given the sound; be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); be able to read the tricky words <i>he, she, we, me, be, was, my, you, her, they, all, are</i>; be able to spell the tricky words <i>the, to, I, no, go</i>; write each letter correctly when following a model. 	<p>By the end of this term, children should be able to:</p> <ul style="list-style-type: none"> give the sound when shown any Phase Two and Phase Three grapheme; find any Phase Two and Phase Three grapheme, from a display, when given the sound; be able to blend and read words containing adjacent consonants; be able to segment and spell words containing adjacent consonants; be able to read the tricky words <i>some, one, said, come, do, so, were, when, have, there, out, like, little, what</i>; be able to spell the tricky words <i>he, she, we, me, be, was, my, you, her, they, all, are</i>; write each letter, usually correctly.

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Reading Books:
Pink

Reading Books:
Red

Reading Books:
Yellow

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Year 1

Term 1

Phonics:

- Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned.
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Learn, hear, say, identify and write the following Phase 5 sounds:

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
	au Paul	u-e rule	

- Read and spell the tricky words: **oh, their, people, Mr, Mrs, looked, called, asked**
- Teach spelling the words: **said, so, have, like, some, come, were, there**
- Practise reading and spelling high-frequency words
- Practise reading and spelling polysyllabic words
- Practise reading sentences
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- Read and spell phonically decodable two-syllable and three-syllable words;
- Read automatically all the words in the list of 100 high-frequency words;
- Accurately spell most of the words in the list of 100 high-frequency words;
- Form each letter correctly.

Term 2

Phonics:

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative pronunciations of graphemes for reading
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Alternative vowel graphemes:

- /ai/ ay, ei, ey, a-e
- /igh/ i, i-e
- /oa/ o, oe, ow, o-e, ou
- /oo/ u, ue, ew, ui, ou, u-e
- /oo/ u, oul
- /ee/ ie, ea
- /oi/ oy, ou
- /ar/ a
- /or/ au, aw, our, augh, al
- /air/ ere, ear, are
- /er/ ir, or, ear
- /ear/ ere, eer
- /ure/ our
- /e/ ea
- /i/ y
- /o/ a
- /u/ oul, o, our, o-e

Term 3

Phonics:

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative pronunciations of graphemes for reading
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Alternative vowel graphemes:

- /ai/ a, eigh
- /igh/ ie, y
- /ee/ e-e, ey, y, e
- /oo/ u

Alternative consonant graphemes:

- /ch/ tch, t
- /sh/ ch
- /j/ g, ge, dge
- /l/ le
- /f/ ph
- /w/ wh
- /v/ ve
- /s/ se
- /z/ se

Alternative consonant graphemes:

- /n/ kn, gn
- /m/ mb
- /r/ wr
- /s/ c, ce, sc
- /c/ qu, x
- /zh/ su, si
- /sh/ ti, si, ssi, ci

Words ending with suffixes:

er, est, ful, ly, ant, ent, ance, ment, ness, ous, es, en, ward, self, dom, by, al

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By the end of this year, children should be able to:

- give the sound when shown any grapheme that has been taught;
- for any given sound, write the common graphemes;
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly.

Reading Books:

Blue

Reading Books:

Blue/Green

Reading Books:

Green/Orange/Turquoise

CLARBOROUGH PRIMARY SCHOOL – PHONICS PROGRESSION DOCUMENT

Year 2		
Term 1	Term 2	Term 3
<p>Word Recognition & Spelling: Revise Alternative consonant graphemes: /n/ kn, gn /m/ mb /r/ wr /s/ c, ce, sc /c/ qu, x /zh/ su, si /sh/ ti, si, ssi, ci</p> <p>Words ending with suffixes: er, est, ful, ly, ant, ent, ance, ment, ness, ous, es, en, ward, self, dom, by, al, s, ing, ed, y</p> <ul style="list-style-type: none"> Recognise less common digraphs and trigraphs Explore word families Routinely apply phonic knowledge for reading unknown and difficult words Use syntax, context and word structure when reading for meaning Use knowledge of word structure to support reading, including polysyllabic words Gain confidence and speed in recognising and reading words, blending silently unknown words Read a variety of texts including poems and non-fiction Participate in discussion about what is read, take turns speaking and listening Explain understanding of what is read 	<p>Statutory Spelling Requirements:</p> <ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (bridge) The /s/ sound spelt c before e, i and y (race) The /n/ sound spelt kn and (less often) gn at the beginning of words (knock) The /r/ sound spelt wr at the beginning of words (wrong) The /l/ or /əl/ sound spelt –le at the end of words (table) The /l/ or /əl/ sound spelt –el at the end of words (camel) The /l/ or /əl/ sound spelt –al at the end of words (metal) Words ending –il (pencil) The /aɪ/ sound spelt –y at the end of words (cry) Adding –es to nouns and verbs ending in –y (flies) Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (copied, copying) Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (hiker, nicest) Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, runner) The /ɔ:/ sound spelt a before l and ll (ball, always) The /ʌ/ sound spelt o (other, Mother) The /i:/ sound spelt –ey (donkey, chimney) The /v/ sound spelt a after w and qu (want, watch) The /z:/ sound spelt or after w (word, worm) The /ɔ:/ sound spelt ar after w (warm, towards) The /z/ sound spelt s (television, treasure) Recognise less common digraphs and trigraphs Explore word families Routinely apply phonic knowledge for reading unknown and difficult words Use syntax, context and word structure when reading for meaning Use knowledge of word structure to support reading, including polysyllabic words Gain confidence and speed in recognising and reading words, blending silently unknown words 	<p>Statutory Spelling Requirements:</p> <ul style="list-style-type: none"> Contractions The possessive apostrophe (singular nouns) Words ending in –tion (station, fiction) Homophones and near-homophones Common exception words (see NC English Appendix 1:Spelling) Recognise less common digraphs and trigraphs Explore word families Routinely apply phonic knowledge for reading unknown and difficult words Use syntax, context and word structure when reading for meaning Use knowledge of word structure to support reading, including polysyllabic words Gain confidence and speed in recognising and reading words, blending silently unknown words Read complete fiction and non-fiction texts from a range of classic and contemporary leading children’s authors and poets.

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| | <ul style="list-style-type: none"> Read a variety of texts including poems and non-fiction Discuss word meanings, linking new meanings to those already known Become very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics | |
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By the end of this year, children should be able to:

- Read fluently and accurately a range of fiction, non-fiction and poetry.
- Spell with increasing accuracy.
- Have a greater understanding of what they have read (comprehension skills).

Reading Books:
Turquoise/Purple

Reading Books:
Purple

Reading Books:
Purple/Gold