

## Phonics Progression

### Phase 1 (EYFS)

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. 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.

### Phase 2 (EYFS)

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

**Set 1:** s, a, t, p

**Set 2:** i, n, m, d

**Set 3:** g, o, c, k

**Set 4:** ck, e, u, r

**Set 5:** h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words.

### Phase 3 (EYFS)

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng

**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

### Phase 3 Tricky words:

we	me	be	was	no	go
my	you	they	her	all	are

### Phase 4 (EYFS / Year 1)

By Phase 4 children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases.

### Phase 4 Tricky words:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			

By this point children would be expected to be reading CVC words at speed along with the tricky words from the previous phases. It is important that children are taught that blending is only used when a word is unfamiliar.

### Phase 5 (Year 1)

Children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point.

### Phase 5 Tricky words:

oh	their	people	Mr	Mrs	looked
called	asked				
water	where	who	again	thought	through
work	mouse	many	laughed	because	different
any	eyes	friends	once	please	

### New graphemes for reading:

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

By this phase children should be reading words fluently and no longer be blending and segmenting familiar words.

The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. **Children will also learn alternative spellings for each phoneme.**

### Year 2 onwards:

Spelling progression in line with the National Curriculum continues, underpinned by phonics knowledge.