

Expected Nursery to Year 3 Phonics Half Termly Progression

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | <p><u>Phase 1 Phonics to concentrate on developing children's speaking and listening skills</u></p> <p>Environmental: to raise children's awareness of the sounds around them and to develop their listening skills. Children use clip boards in the garden ticking off sounds heard, e.g. listening for different transport.</p> <p>Instrumental: to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</p> <p>Body Percussion: to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary. Children play with musical instruments and distinguish between different types of sounds.</p> <p><i>(Note: Children must be able to discriminate sounds in order to access Phase 2 Letters and Sounds in Reception.)</i></p> | | | <p>Voice sounds: children distinguish between different vocal sounds and to begin oral blending and segmenting Lots of word play games which children categorise objects into different sounds. Eg. 's' and 'a' and know that snake starts with a 's' phoneme.</p> <p>Rhyming games: develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.</p> <p>Alliteration games: The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p> | <p>Children begin to hear and identify initial sounds in words: s, a, t, p, i, n</p> <p>Voice Sounds continuation from Spring 2</p> <p>Oral blending and segmenting: (To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.)</p> | <p>Children begin to hear and identify initial sounds in words: m, d, g, o, c, k</p> <p>Oral blending and segmenting: (To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.)</p> |

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| <p>Reception</p> <p>Need to know 8 long vowel phonemes up to 'ur'</p> | <p>Children learn to hear, recognise and identify initial sounds:</p> <p>Set 1-2: s, a, t, p, i, n, m, d</p> <p>Set 3: g, o, c, k</p> <p>Set 4: ck, e, u, r</p> <p>Read P2 tricky words: l, go, no, to, the, into</p> | <p>Children learn to hear, recognise and identify initial sounds:</p> <p>Set 5: h, b, f, l, ff, ll, ss</p> <p>Children learn to segment and blend CVC words containing previously learnt sounds.</p> <p>Read and write P2 tricky words</p> | <p>Children continue to segment and blend with P3 phonemes:</p> <p>Set 6: j, v, w, x</p> <p>Set 7: y, z, zz, qu</p> <p>Read P3 tricky words: he, she, we, me, be, was, you, they, all, are, my, her</p> | <p>Children continue to segment and blend with P3 phonemes:</p> <p>Set 8: ch, sh, th, ng</p> <p>Read and write P3 tricky words</p> | <p>Children widen reading and spelling knowledge of further P3 phonemes:</p> <p>Set 9: ai, ee, igh, oa, long oo, short oo</p> <p>Children consolidate P3 tricky words, fill any gaps</p> | <p>Children widen reading and spelling knowledge of further P3 phonemes:</p> <p>Set 10: ar, or, ur, ow, oi</p> <p>Children consolidate P3 tricky words, fill any gaps and begin reading P4 tricky words.</p> |
| <p>Year 1</p> <p>Phonemes in yellow are not needed for the Phonics Screening Assessment (alternative spelling patterns)</p> | <p>Children to consolidate prior knowledge Phase 3</p> <p>Set 6: j, v, w, x</p> <p>Set 7: y, z, zz, qu</p> <p>Set 8: ch, sh, th, ng</p> <p>Consolidate read and write Phase 3 tricky words: he, she, we, me, be, was, you, they, all, are, my, her</p> | <p>Children to consolidate prior knowledge Phase 3</p> <p>Set 9: ai, ee, igh, oa, long oo, short oo</p> <p>Set 10: ar, or, ur, ow, oi</p> <p>Set 11: ear, air, ure, er</p> <p>Phase 3 Tricky words revisited for spelling as appropriate.</p> <p>Read Phase 4 tricky words: said, have, like, do, do, some, come, were, there, little, one, when, out, what</p> | <p>Set 12: Consolidate known phonemes and tricky words for Phase 3 and 4</p> <p>Children to learn Phase 5 sounds</p> <p>Set 13: wh, ph</p> <p>Set 14: 'ai' = ay, a-e, eigh, ey, ei, a</p> <p>Set 15: 'ee' = ea, e-e, ie, ey, y</p> <p>Set 16: 'igh' = ie, i-e, y, i, eigh</p> <p>Read and write Phase 4 tricky words: said, have, like, do, do, some, come, were, there, little, one, when, out, what</p> | <p>Children to continue to learn Phase 5 sounds</p> <p>Set 17: 'oa' = ow, o-e, oe</p> <p>Set 18: Long 'oo' = ew, ue, u-e, u, oul</p> <p>Set 19: 'or' = aw, au, al, our</p> <p>Apply Phase 4 adjacent consonant sounds in reading and writing: xt, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl</p> <p>Read Phase 5 tricky words: oh, Mr, Mrs, people, called, looked, their, could, asked</p> | <p>Children to continue to learn Phase 5 sounds</p> <p>Set 20: 'ur' = ir, er, ear</p> <p>Set 21: ow, ou, oi, oy</p> <p>Apply Phase 4 adjacent consonant sounds in reading and writing: sl, sp, st, tw, sm, pr, sc, ck, sn, nch, scr, shr, thr, str</p> <p>Read and write Phase 5 tricky words: oh, Mr, Mrs, people, called, looked, their, could, asked</p> | <p>Consolidate all prior learning as appropriate</p> <p>Consolidate Phase 5 tricky words: oh, Mr, Mrs, people, called, looked, their, could, asked</p> |

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| | | | Apply Phase 4 adjacent consonant sounds in reading and writing: st, nd, mp, nt, nk, ft, sk, lt, lp, lf, lk, pt | | | |
| Year 2 Phonemes in green have been taught in Year 1 for the Phonics Screening Assessment | <p>Set 13: wh, ph</p> <p>Set 14: 'ai' = ay, a-e eigh, ey, ei, a</p> <p>Set 15: 'ee' = ea, e-e, ie, ey, y</p> <p>Set 16: 'igh' = ie, i-e, y, l, eigh</p> <p>Set 17: 'oa' = ow, o-e, oe</p> <p>Set 18: Long 'oo' = ew, ue, u-e, u, oul</p> | <p>Set 19: 'or' = aw, au, al, our</p> <p>Set 20: 'ur' = ir, er, ear</p> <p>Set 21: ow, ou oi, oy</p> <p>Set 22: ear, eer, ere air, are</p> <p>Set 23: 'c' = k, ck, ch</p> <p>Set 24: 's' = ce, c, st, se</p> | <p>Set 25: 'j' = ge, g, dge</p> <p>Set 26: l, le, el m, mb n, kn, gn r, wr</p> <p>Set 27: ch, tch sh, tion, ssion, cial, cian ea as e (ready) o as u(wonder) a as o (watch)</p> | <p>Phase 6 Suffixes:</p> <p>Adding -es to words ending in 'y'</p> <p>Adding -ed or -ing to words ending in 'y'</p> <p>Adding -er and -est to words ending in 'y'</p> <p>Adding -est and -y to words ending in e</p> | <p>Phase 6 further suffixes:</p> <p>Adding -ed and -er to words ending in e</p> <p>Adding -ing and -ed to CVC, CCVC words</p> <p>Adding -er, -est or -y to CVC and CVCC words</p> <p>Contractions</p> | <p>Phase 6 alternative spellings:</p> <p>s for zh</p> <p>Adding -ment and -ness</p> <p>Adding -ful, -less and -ly</p> <p>eer saying ear</p> <p>ture saying cher</p> <p>qua saying quo</p> <p>Homophones and Near Homophones</p> |
| Year 3 | <p>Consolidate Phase 5 phonemes in writing</p> <p>Consolidate Phase 5 tricky words: oh, Mr, Mrs, people, called, looked, their, could, asked</p> | <p>Phase 6 (Spelling Patterns)</p> <p>Consolidate Phase 5 alternative pronunciations: i (mind), o (closed), c (city), g (giant), u (unicorn), ow (grow), ie (field), ea (bread), a (path), a (acorn), a (wasp), y (sunny), y (sky), y (gym), ch (school), ch</p> | <p>Phase 6 (Spelling Patterns)</p> <p>Prefixes re, un, super, sub, anti, auto,</p> | <p>Phase 6 (Spelling Patterns)</p> <p>Suffixes le to ly, ic to ally, tion, ation</p> | <p>Phase 6 (Spelling Patterns)</p> <p>Prefixes dis, re, un, mis, in, im, il, ir, inter</p> | <p>Phase 6 (Spelling Patterns)</p> <p>Homophones</p> <p>Suffix sion</p> <p>Word types eg: beginning/beginner gardening/gardener</p> |

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| | | (chef), ou (soup), ou (could), ou (shoulder), ey (grey) Prefixes: un, dis, mis, re | | | | |
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