

Phonics - Progression map

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Phase 1 recap + Phase 2. Prompt start.</p> <p>Practise oral blending + segmenting CVC words</p> <p>Practise reading + spelling VC + CVC words</p>	<p>Phase 2 + begin Phase 3 (alongside phase 1)</p> <p>Practise oral blending + segmenting CVC words</p> <p>Practise reading + spelling VC + CVC words</p> <p>Practise reading simple sentences.</p>	<p>Continue Phase 3</p> <p>Practise oral blending and segmenting CVC words with new phonemes.</p> <p>Practise reading + spelling CVC words with digraphs</p> <p>Practise reading + writing simple sentences</p> <p>Secure reading + spelling simple CVC words</p>	<p>Phase 3 consolidation + begin Phase 4</p> <p>Practise reading + spelling CVC words with digraphs + trigraphs</p> <p>Practise oral blending + segmenting CVCC, CCVC, CCVCC, CCCVC words + polysyllabic words.</p> <p>Practise reading + writing simple sentences</p>	<p>Continue Phase 4 + begin Phase 5a</p> <p>Practise reading + spelling words with new graphemes</p> <p>Practise reading + writing simple sentences</p> <p>Practise oral blending + segmenting CVCC, CCVC, CCVCC, CCCVC words + polysyllabic words.</p> <p>Learn letter names</p>	<p>Continue Phase 5a</p> <p>Practise reading + spelling words with new graphemes</p> <p>Secure oral blending + segmenting CVCC, CCVC, CCVCC, CCCVC words + polysyllabic words.</p> <p>Secure reading + writing simple sentences</p>
<p>Teach s a t p l n m d g o c k ck e u r</p> <p>'Ask the question'</p>	<p>Teach b f ff l ll ss</p> <p>Revise Phase 2 Reading multi-syllable words</p> <p>Teach j v w x y z zz qu ch sh ng th</p>	<p>Teach ai ee igh oa oo oo ar or ur ow oi ear air ure er</p> <p>Revise Phase 3 y can make the /ee/ sound at the end of a word</p>	<p>Teach</p> <p>Revise Phase 3</p> <p>Teach CVCC CCVC CCVCC CCCVC</p> <p>Compound + polysyllabic words</p>	<p>Teach Misconceptions sp st dr tr nk</p> <p>Revise Phase 4</p> <p>Teach ay ou ie ea oy ir ue ue aw wh ph ew</p>	<p>Teach oe au ey a_e e_e i_e o_e u_e u_e</p> <p>Revise Phase 5a</p>
<p>Tricky words to the no go</p>	<p>Tricky words I into is as his has of me be he my by she they</p>	<p>Tricky words we are you her all was</p>	<p>Tricky words have said like so do some come were there little one when out what</p>	<p>Tricky words oh love their says</p>	<p>Tricky words</p>

Year 1

- Working on reading and writing words using the previously taught graphemes, in increasingly more complex words
- Working on making phonetically plausible attempts at complex words.
- Being able to talk about alternative spellings of previously taught phonemes, using their developing knowledge of spelling rules to make choices in spelling.
- Secure reading and spelling of phase 2, 3, 4 and 5a in daily revisit sessions.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Revise Phase 2, 3 and 4 Revisit Phase 5a Begin Phase 5b	Continue Phase 5b	Revisit Phase 5b Begin Phase 5c	Continue Phase 5c Begin Phase 5d	Continue Phase 5d CUSP Spelling Block 1 - 3	Continue Phase 5d CUSP Spelling Block 4 - 6
<p>Teach /ai/ : snail, play, cake, baby, grey, eight, reindeer</p> <p>/ee/ : tree, beach, key, athlete, pony, thief, me</p>	<p>Teach /igh/ : light, pie, kite, fly, tiger</p> <p>/oa/ : boat, toe, note, open, snow</p> <p>/oo/ : moon, glue, screw, flute</p> <p>/u/ : unicorn, argue, cube</p> <p>/oo/ : book, put, could</p>	<p>Teach /or/ : fork, saw, sauce, talk, four, caught</p> <p>/ur/ : fur, shirt, teacher, learn, work</p> <p>/ow/ : cow, house</p> <p>/oi/ : coin, toy</p> <p>/e/ : elephant, bread</p> <p>/ear/ : hear, here, cheer,</p> <p>/air/ : hair, square, pear</p> <p>/c/ : cat, kitten, duck, school</p>	<p>Teach /s/ : sun, dress, city, listen, scissors, bounce, purse</p> <p>/j/ : jam, giant, cage, fudge</p> <p>/l/ : leg, bell, puzzle</p> <p>/m/ : mouse, lamb</p> <p>/n/ : net, knit, gnat</p> <p>/r/ : rain, wrap</p> <p>/sh/ : shark, chef (potion, mission, explosion, special, magician)</p>	<p>Teach /ch/ : chair, catch, picture</p> <p>/o/ : orange, swan</p> <p>/u/ : umbrella, honey</p> <p>/ar/ : car, father, half</p> <p>/i/ : igloo, gym</p> <p>CUSP spelling: Common Exception Words</p> <p>Adding -s and -es to words</p> <p>Adding the ending -ing, -er, -ed to words, no change to root word</p>	<p>Teach /g/ : gate, ghost</p> <p>/f/ : fish, coffee, dolphin, laugh</p> <p>CUSP Spelling: Adding the ending -er, -est to adjectives, no change to root word</p> <p>Adding the prefix un- Common exception words</p>
<p>Tricky words Mr Mrs people looked called asked</p>	<p>Tricky words water where friend who who again house could thought though</p>	<p>Tricky words work laughed because your Thursday Saturday thirteen thirty different any many eyes here two once hour</p>	<p>Tricky words great clothes it's I'm I'll I've don't can't didn't Friday Sunday</p>	<p>Tricky words first second third Monday Tuesday Wednesday</p>	<p>Tricky words</p>

Year 2

- Securing reading and writing with more fluency, using phonics to decode more complex/unfamiliar words
- Using phonic knowledge to make decisions about spelling when words use a phoneme with multiple spellings.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Revise Phase 5b Year 1 CEWs CUSP Spelling Block 1 - 3</p>	<p>Revise Phase 5b CUSP Spelling Block 4 - 6</p>	<p>Revise Phase 5b + c CUSP Spelling Block 7 - 9</p>	<p>Revise Phase c + d CUSP Spelling Block 10 - 12</p>	<p>Revise Phase d CUSP Spelling Block 13 - 14</p>	<p>Revise Phase d CUSP Spelling Block 15 - 16</p>
<p>Teach /ai/ : snail, play, cake, baby, grey, eight, reindeer /ee/ : tree, beach, key, athlete, pony, thief, me</p> <p>CUSP Spelling: Common Exception Words</p> <p>Use of -ge, -dge at the end of words Set 25 Recap</p> <p>Alt spelling of /j/ j before a/u/o + g before e/i/y Set 25 Recap</p>	<p>Teach /igh/ : light, pie, kite, fly, tiger /oa/ : boat, toe, note, open, snow /oo/ : moon, glue, screw, flute /u/ : unicorn, argue, cube /oo/ : book, put, could</p> <p>CUSP Spelling: Alt spelling of /s/: c before a/e/y Set 24 Recap</p> <p>The /zh/ sound spelt 's' Set 27 Recap</p> <p>homophones and near-homophones</p>	<p>Teach /or/ : fork, saw, sauce, talk, four, caught /ur/ : fur, shirt, teacher, learn, work /ow/ : cow, house /oi/ : coin, toy /e/ : elephant, bread /ear/ : hear, here, cheer, /air/ : hair, square, pear /c/ : cat, kitten, duck, school</p> <p>CUSP Spelling: Common Exception Words</p> <p>Alt. spelling of /l/: 'le' + 'al' at end of word Set 26 Recap</p> <p>Alt. spelling of /l/: 'al' at end of word + 'il' at end Set 26 Recap</p>	<p>Teach /s/ : sun, dress, city, listen, scissors, bounce, purse /j/ : jam, giant, cage, fudge /l/ : leg, bell, puzzle /m/ : mouse, lamb /n/ : net, knit, gnat /r/ : rain, wrap /sh/ : shark, chef (potion, mission, explosion, special, magician)</p> <p>CUSP spelling: Alt spelling of /igh/: 'y' at the end of a word Set 16 Recap</p> <p>Adding -es to nouns + verbs ending in 'y'</p> <p>Adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it.</p> <p>Adding -ing, -ed, -er, -est, -y to words ending in -e with a consonant before it. Adding -ing, -ed, -er, -est, -y to words of 1 syllable ending in a single consonant, after a single vowel.</p>	<p>Teach /ch/ : chair, catch, picture /o/ : orange, swan /u/ : umbrella, honey /ar/ : car, father, half /i/ : igloo, gym</p> <p>CUSP spelling: Alt spelling of /ur/: 'or' after a 'w' Set 20 Recap Alt spelling of /or/: 'ar' after a 'w' Set 19 Recap</p> <p>The suffixes -ment, -ness, -ful, -less, -ly</p>	<p>Teach /g/ : gate, ghost /f/ : fish, coffee, dolphin, laugh</p> <p>CUSP spelling: Contractions</p> <p>Words ending in -tion</p>