

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 oe</p>	<p>Teach 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 their says</p>	<p>Tricky words love</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 split digraphs Revisit Phase 5a graphemes Begin Phase 5b	Continue Phase 5b	Revisit Phase 5b Begin Phase 5c	Continue Phase 5c Begin Phase 5d	Continue Phase 5d Consolidation	Consolidation Additional content of the Year 1 NC spelling rules
Teach /ai/ : snail, play, cake, baby, grey, eight, reindeer /ee/ : tree, beach, key, athlete, pony, thief, me	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	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	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)	Teach /ch/ : chair, catch, picture /o/ : orange, swan /u/ : umbrella, honey /ar/ : car, father, half /i/ : igloo, gym /g/ : gate, ghost /f/ : fish, coffee, dolphin, laugh When you use digraphs ff, ll, ss, zz, ck in words When to use 'k' spelling	Teach /v/ at the end of a word Contractions (I'm. I'll) Adding prefix un- Adding 's' and 'es' to words Adding -ing -ed -er to verbs where the root word does not change Adding -est -er to adjectives where the root word does not change
Tricky words Mr Mrs people looked called asked	Tricky words water where friend who who again house could thought though	Tricky words work laughed because your Thursday Saturday thirteen thirty different any many eyes here two once hour	Tricky words great clothes it's I'm I'll I've don't can't didn't Friday Sunday	Tricky words first second third Monday Tuesday Wednesday	Tricky words Revise previous tricky words

