

Phonics and Spelling Progression Overview

EYFS to Year 2

Intent: Our phonics teaching is intensive, following the letters and sounds document. Reception and Year 1 receive two phonics lessons a day: one main session where children move through the order of sounds together, and one additional session to provide further opportunity to practise and consolidate skills, ensuring gaps are closed rapidly.

| | Nursery: Phase 1 | Reception: Phase 2 and Phase 3 | Year 1: Phase 4 and Phase 5 | Year 2: Phase 6 |
|-----------------|---|--|--|--|
| Autumn 1 | Aspect 1: environmental sounds Aspect 4: rhythm and rhyme | s i g ck h a n o e b t m c u f, ff p d k r l, ll ss | Reading CVCC/CCVC/CVCC/CCVCC words using Phase 2 and Phase 3 graphemes. Spelling CVCC/CCVC/CVCC/CCVCC words using Phase 2 and Phase 3 graphemes. Tricky words have, like, some, come, were, there, little, one, they, all, do, when, out, what, my, her Spelling rules: ff, ll, ss, zz, ck – after single vowel nk Common exception words: By, says, his, has | <i>Past tense</i> continuous past tense and adding suffix -ed. <i>Adding suffixes to verbs:</i> -ing, -er, -est, -ful, -ly, -y, -ment, -ness Spelling rules: dge, ge, g – makes /j/ Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children* |
| Autumn 2 | Aspect 2: instrumental sounds Aspect 4: rhythm and rhyme | Tricky words: the, to, go, no, I, into Key words: a, is, it, in, at, and | wh ph long a – ai, ay, a-e, eight, ei, a long e – ee, ea, e-e, ie, ey, y, e short e – e, ea long i – igh, ie, i-e, y, i Tricky words Oh, their, people, Mr, Mrs, looked, called, asked, water, where Spelling rules: ve – at the end of words Words ending in y Common exception words: ask, love, push, pull, full, today | <i>Adding suffixes to nouns and verbs:</i> -s, -es Possessive apostrophe Consolidation of spelling root words and longer words including taught suffixes, using a range of spelling strategies. Spelling rules: c – makes /s/ before e, i and y kn, gn – makes /n/ sound at beginning of words wr – makes /r/ sound at beginning of words Common exception words: wild, climb, most, only, both, old, cold, gold, hold, told, Christmas |
| Spring 1 | Aspect 3: body percussion Aspect 4: rhythm and rhyme | j y ch v z sh w zz th x qu ng Tricky words: she, we, me, be, he, my, by, they | long o – oa, oe, ow, o-e, o, ou long u – ue, oo, ew, u-e, ou short u – oul, u aw, au, al Tricky words who, again, thought, through, work, laughed, because Common exception words: here, your, school, put | <i>Contractions:</i> Isn't, he's, we're, I'll, you're, they're, we'll, can't, didn't, hasn't, couldn't, it's, shouldn't, doesn't, don't, won't. Spelling rules: le - /l/ at the end of words el - /l/ after m, n, r, s, v, w, s. al - /l/ at the end of many adjectives il - /l/ in some exception words Common exception words: every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past |
| Spring 2 | Aspect 5: alliteration Aspect 4: rhythm and rhyme | al, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words was, you, her, they, all, are, of | ou oy <i>Alternative pronunciation – y, ch, c, g, ey</i> <i>Alternative spellings - /ar/, /lear/, /lair/</i> Tricky words mouse, many, different, any, eyes, friends, thirty, thirteen, Thursday, Saturday Common exception words: house, our | <i>Difficult spelling rules:</i> • o following w is (a) • w following q is (qu) • er following w is (or) • or before l is (a) • words never to end in v Spelling rules: o – makes /u/ sound ar – makes /or/ sound after w Common exception words: father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar |
| Summer 1 | Aspect 6: voice sounds Aspect 4: rhythm and rhyme | | <i>Alternative spellings- /chl/, /sl/, /lj/, /ml/, /nl/, /rl/, /cl/, /zl/, /hl/, /arl/,</i> Spelling rules: tch – after single vowel k before e, i and y Prefix -un Tricky words eyes, friends, one, two, once, please, don't, can't, didn't, it's, I'm, I'll, I've, great, clothes, | Difficult spelling rules: • near homophones • ant • ent • -ance • -ence • -tion • ss follows short vowel sound • ff follows a short vowel sound Spelling rules: y - /i/ at the end of words ey – makes /ee/ at the end of words s – makes /zh/ sound Common exception words: eye, could, should, would, who, whole, any, many, clothes, busy, people |
| Summer 2 | Aspect 7: oral blending and segmenting Aspect 4: rhythm and rhyme <i>Extension:</i> Begin to recognise phase 2 s,a,t,p,i,n letter sounds. | Begin Phase 4: Revision of all Phase 2 and 3 graphemes and key words and their application when reading and spelling CVC words. Tricky words said, so, do <i>Extension:</i> Phase 4 reading and spelling CVCC words. | <i>Alternative spellings - /or/, /ur/, /sh/, /zh/</i> Tricky words First, second, third Spelling rules: Adding /ies/ for plurals -ing, -ed, -er -er -est | Consolidation of all spelling rules covered within Phase 6 and secure application within writing. Common exception words: water, again, half, money, Mr, Mrs, parents <i>Extension:</i> Continue to develop knowledge of spelling pattern rules. |

Phonics and Spelling Progression Overview EYFS to Year 2

Intent: Our phonics teaching is intensive, following the letters and sounds document. Reception and Year 1 receive two phonics lessons a day: one main session where children move through the order of sounds together, and one additional session to provide further opportunity to practise and consolidate skills, ensuring gaps are closed rapidly.

Phase 1: completed by end of Nursery.

Phase One activities pave the way for the systematic teaching of phonic work to begin in Phase Two. Phase One activities are designed to underpin and run alongside activities in other phases.

Assessment: Phase 1

- To distinguish between speech & sounds;
 - To blend and segment words orally;
 - To recognise spoken words that rhyme (some children);
- To provide a string of rhyming words (some children).

Phase 2: completed by Autumn 2 during Reception.

Develops children's knowledge of **grapheme-phoneme correspondences** (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practices the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.

Letter progression

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

Key words: the, to, go, no

Assessment: Phase 2

- Give the sound when shown any Phase Two letter, securing first the starter letters: s, a, t, i, p, n;
- Find any Phase Two letter, from a display, when given the sound;
- To orally blend and segment CVC words;
- To blend and segment in order to read and spell (using magnetic letters).
- VC (Vowel Consonant) words such as: **if, am, on, up** and 'alien words' such as **ip, ug** and **ock**;
- Be able to read the five tricky words: **the, to, I no, go.**



Phonics and Spelling Progression Overview

EYFS to Year 2



Intent: Our phonics teaching is intensive, following the letters and sounds document. Reception and Year 1 receive two phonics lessons a day: one main session where children move through the order of sounds together, and one additional session to provide further opportunity to practise and consolidate skills, ensuring gaps are closed rapidly.

Phase 3: completed by Summer 1 during Reception.

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.

Letter progression

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

Key words: no, go, I, the, to, he, she, my, was, we, me, be, to, they, all

Assessment: Phase 3

- Give the sound when shown all (or most) Phase 2 & 3 graphemes;
 - Find all (or most) Phase 2 & 3 graphemes, from a display when given the sound;
 - To blend and read CVC words (using Phase 2 & 3 graphemes);
 - To segment and make a phonetically plausible attempt at spelling CVC words (using Phase 2 & 3 graphemes);
 - To **read** the tricky words: **he, she, we, me, be, was, my, you, her, they, all, are;**
 - To **spell** tricky words: **the, to, I, no, go;**
- To write each letter correctly when following a model;

Phonics and Spelling Progression Overview EYFS to Year 2

Intent: Our phonics teaching is intensive, following the letters and sounds document. Reception and Year 1 receive two phonics lessons a day: one main session where children move through the order of sounds together, and one additional session to provide further opportunity to practise and consolidate skills, ensuring gaps are closed rapidly.

Phase 4: completed by Autumn 1 during Year 1.

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.

Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words.

Teach blending and segmentation of adjacent consonants.

Teach and practise reading & spelling CVCC words.

Reading common high frequency words.

Read polysyllabic words.

Read compound words.

Key words: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.

Assessment: Phase 4

- Give the sound when shown any Phase 2 & 3 grapheme;
- Find **any** Phase 2 & 3 grapheme, from a display, when given the sound;
- To blend and read words containing adjacent consonants;
- To segment and spell words containing adjacent consonants;
- To **read** the tricky words: **some, one, come, do, so, were, when, have, there, out, like, little, what;**
- To **spell** the tricky words: **he, she, we, me, be, was, my, you, her, they, all, are;**
- To write each letter, usually using the correct formation.

Phonics and Spelling Progression Overview EYFS to Year 2

Intent: Our phonics teaching is intensive, following the letters and sounds document. Reception and Year 1 receive two phonics lessons a day: one main session where children move through the order of sounds together, and one additional session to provide further opportunity to practise and consolidate skills, ensuring gaps are closed rapidly.

Phase 5: completed by end of Year 1.

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practises the skills of blending and segmenting using all GPCs taught.

Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned).

Learn new phonemes:

/zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl),
ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul),

Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule).

Teach alternative pronunciations for graphemes: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou.

Teach alternative spellings for phonemes.

Identify the syllables within words and use this to segment.

Key words: All 100 high frequency words

Assessment: Phase 5

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



Phonics and Spelling Progression Overview

EYFS to Year 2



Intent: Our phonics teaching is intensive, following the letters and sounds document. Reception and Year 1 receive two phonics lessons a day: one main session where children move through the order of sounds together, and one additional session to provide further opportunity to practise and consolidate skills, ensuring gaps are closed rapidly.

Phase 6: completed by end of Year 2

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.

Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness).

Teach spelling of long words.

Introduce & teach the past tense.

Learning & practising spelling.

Syllables.

Base words.

Analogy.

Mnemonics.

Throughout Key Stage 2 children will continue to develop their knowledge of spelling patterns and rules.