



Phonics Progression Map

Nursery		Reception	Year 1	Year 2
<p>The Foundation Programme (Phase 1) develops speaking and listening skills. Children learn to become attuned to the sounds and begin to develop oral blending and segmenting skills. This teaching lays the foundations for teaching of systematic synthetic phonics.</p> <p>The Phase 1 curriculum consists of 7 aspects. Each aspect contains 3 strands:</p> <ul style="list-style-type: none"> ● Tuning into sounds (auditory discrimination) ● Listening and remembering sounds (auditory memory and sequencing) ● Talking about sounds (developing vocabulary and language comprehension) <p>Each of the first six aspects are rotated for different focuses rather than being taught in order.</p> <p>Aspect 7 is taught once children have had an opportunity to develop their sound discrimination skills.</p> <p>Alongside specific aspect activities, children learn songs and share stories.</p>	<p>Key skills</p>	<p>Children will:</p> <ul style="list-style-type: none"> • develop their phonemic awareness to hear phonemes and identify the corresponding graphemes. • learn to blend graphemes to read words and segment words into graphemes to spell accurately. • learn grapheme phoneme correspondences in a clearly defined sequence. • Learn High Frequency Words (HFWs) and Common Exception Words (CEWs) in a clearly defined sequence. <p>As the number of phonemes and corresponding graphemes that the children know increases, so does the number of words they can decode (read) and subsequently construct (spell then write).</p>	<p>Children learn:</p> <ul style="list-style-type: none"> • digraphs and trigraphs, including alternative graphemes • Plurals • the prefix un- • k before i/e/y • compound words • Common Exception Words (CEWs) • more complex spelling rules for vowel suffixes <p>As the number of phonemes and corresponding graphemes that the children know increases, so does the number of words they can decode (read) and subsequently construct (spell then write).</p>	<p>Children learn:</p> <ul style="list-style-type: none"> • further digraphs and trigraphs • consonant suffixes • contractions • possessive apostrophes • Common Exception Words (CEWs) • more complex spelling rules for adding vowel suffixes <p>As the number of phonemes and corresponding graphemes that the children know increases, so does the number of words they can decode (read) and subsequently construct (spell then write).</p>

<p>Aspect 1 General sound discrimination - environmental sounds This aspect raises children's awareness of the sounds around them and develops their listening skills.</p> <p>Aspect 2 General sound discrimination - instrumental sounds This aspect develops children's awareness of sounds made by various instruments and noise makers.</p> <p>Aspect 3 General sound discrimination - body percussion This aspect develops children's awareness of sounds and rhythms.</p> <p>Aspect 4 Rhythm and rhyme This aspect develops children's appreciation and experiences of rhythm and rhyme in speech.</p> <p>Aspect 5 - Alliteration This aspect focuses on hearing the initial sounds of words.</p>	<p>Term 1</p>	<p>Children learn initial sounds and Reception Decodable and Tricky High Frequency Words (HFWs). Consonant digraphs are introduced, as are some vowel digraphs.</p> <p>GPCs s a t p i n m d g o c k c k e u r h b f ff l ll ss j v w x y z zz qu ch sh th(v) th ng oo ar</p> <p>HFW/CEWs a at as in it is I an and am dad to into go no the get dog can got on not cat up mum put had oh him his big has he she me we be of if off you my then for will all went was from help too her with are yes then them that this said</p>	<p>GPCs ff ss zz ll ck nk tch ve ai oi ay oy a_e e_e i_e o_e u_e u_e are ee ea ea er ir ur oo oo oa oe ou ow ow</p> <p>Suffixes s/es ed/ing</p> <p>CEWs/HFWs a be he me we she no go so to do today I by my love some come was is his has one once friend your the of said here there you school house our where were they says are ask put push pull full from help back animals will this that then them with went off children just made make came like time by my I I'm into too don't see very day have when about out people look looked asked could saw all down now Mr Mrs what their little called more horse gone live would school soon food room play way say may away been need keep feet snow grow window know</p>	<p>GPCs dge g c kn gn wr le el il al y al (or) o (u) ey after w-a after w- or after w-ar s(zsh) ti i</p> <p>Homophones</p> <p>Suffixes Vowel suffix drop e Vowel suffix drop letter Vowel suffix y to i</p> <p>CEWs great break steak find mind kind behind wild child climb old gold hold cold told would could should door floor poor any many pretty move prove improve most both only every everybody even people whole clothes thought busy money hour Christmas grass class pass past fast last bath path father plant half after again sure sugar water parents beautiful eye who Mr Mrs</p>
<p>Aspect 6 - Voice sounds This aspect distinguishes between different vocal sounds and begins oral blending and segmenting.</p>	<p>Term 2</p>	<p>Children continue to learn vowel digraphs and Reception decodable and tricky words. Lessons follow a routine format with familiar activities being</p>	<p>GPCs ue ue ew ew ie ie igh or ore aw au air ear (long E-r) ear (air) are y ph wh e o Revision before statutory</p>	<p>Suffixes Consonant suffixes</p> <p>Contractions Possessive apostrophes</p>

<p>Aspect 7 Oral blending and segmenting The main purpose of this aspect is to develop oral blending and segmenting skills.</p>		<p>used across the term. Well-known repetitive traditional stories and songs provide a focus for activities to develop reading and writing in sentences. The aim is to provide real and meaningful contexts for practising blending and segmenting graphemes.</p> <p>GPCs oo ow ee ur ai or oa er igh air oi ear ure</p> <p>HFW/CEWs look now down see going just have it's do so come some were one like by when little what day away play children</p>	<p>screening check</p> <p>Spelling pattern K before y i e</p> <p>Prefix un-</p> <p>HFWs three tree trees green sleep queen please ever never river under better after good tool book looks looking car dark park hard garden found round around mouse shouted going most over cold told gave take place he's we're even began before because girls birds first sea tea eat each really these other mother another floppy any many every everyone baby only suddenly pulled want wanted great us has inside liked can't didn't key hear white love something coming fly why new use there where boy which head dragon animals couldn't eyes lived boat cried giant find laughed again friends different door jumped stopped thought through magic narrator once air who I've I'll these</p>	<p>Review and add suffixes using the GPCs dge g c kn gn wr le el il al y al (or)</p> <p>CEW/HFWs gind great kind steak mind break behind may say way away play never ever river under better after wild child climb old gold hold told cold grow snow know window car dark park hard garden would door floor could poor should our found round around mouse shouted good took book looks any move prove many improve pretty gone more horse live lived pulled want wanted most both only every everybody need feet keep queen tree other moth another coming even people clothes whole over most going cold tole love something dragon busy hour Christmas money sea tea eat each really first please bird girl grass class pass past fast last soon food room school air where there bath path father plant half right night use new us has after sure again sugar head door which friends different would</p>
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	<p>Term 3</p>	<p>Children focus on the skills of blending and segmenting <i>CCVC</i>, <i>CVCC</i>, <i>CCVCC</i>, <i>CVC+</i> previously taught digraphs. Well-known traditional repetitive stories and songs provide a focus for activities to blending and segmenting skills, whilst increasing automaticity to read and write captions and sentences.</p> <p>HFW/CEWs your here saw time out house about made make came I'm very old called asked looked their our Mr Mrs don't people could</p>	<p>The learning programme continues to review and embed all <i>GPCs</i>, prefixes and spelling patterns learned in Year 1. There is a focus on 2 syllable words, compound words, numbers contractions, days months and colours for reading and careful spelling.</p> <p>CEWs/HFWs be he me we she no go so to do today I by my love some come was is his has here there friend your the of said house our one once where were they says are ask put push pull full a from help back animals will this that then them with went just children off made make came like time I'm into too don't see day very have when about out people down now look looked asked could saw all Mr Mrs their little what called</p>	<p>Review and add suffixes using the GPCs o (u) <i>ey</i> w-a w-or w-ar z(zsh) ti i</p> <p>Suffixes Vowel suffix drop e Vowel suffix y to i Consonant suffixes</p> <p>Contractions Possessive apostrophes Homophones</p> <p>HFW/CEWs Water parents beautiful gave take place began before because even Mr Mrs who eye he's we're can't didn't couldn't jumped stopped thought laughed magic animals I've I'll who two where once couldn't only baby floppy every suddenly great any many these small bear boat home clothes because we're everyone town how through eyes boy again gone horse which pulled fly why cried find giant narrator different pulled lived grandad morning rabbit that's things king across along great break steak every even busy many everybody pretty people any money find mind behind kind wild child climb both most old gold told</p>
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