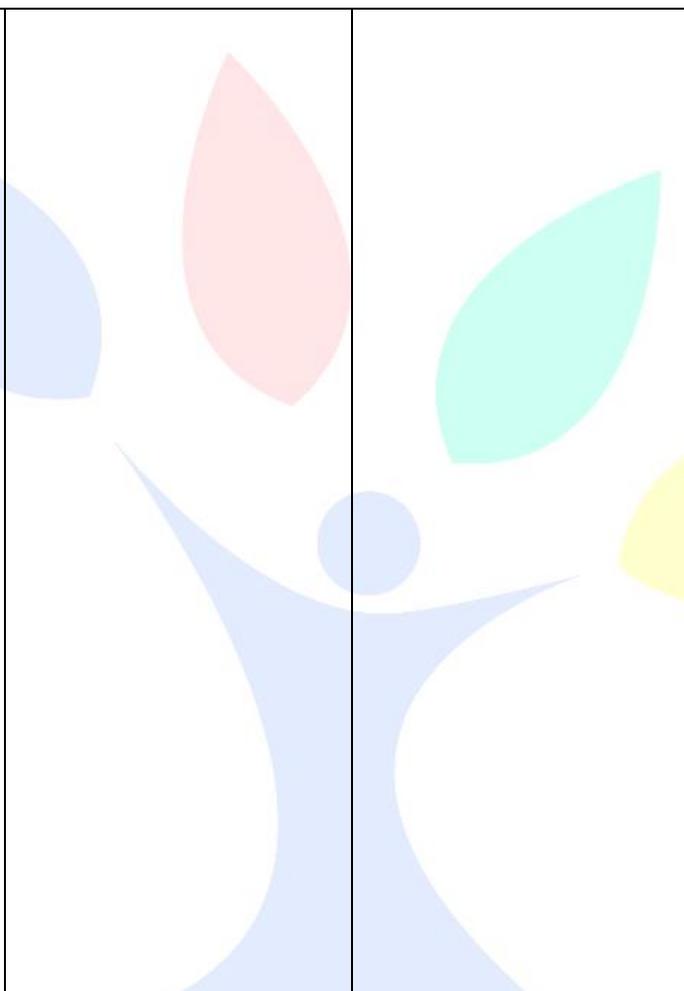


Phonics Progression Overview

Nursery					
Autumn		Spring		Summer	
To know	To know how	To know	To know how	To know	To know how
<p><u>Environmental Sounds</u></p> <p>To know that we use our ears to listen.</p> <p>To know that different environments can have different sounds.</p> <p>To know what sounds everyday objects make e.g. closing the door, phone ringing, the doorbell, etc.</p> <p>To know what sounds may be heard outdoors e.g. crunching leaves, rain, cars, etc.</p> <p>To know what noises different animals make e.g. pig, cow, dog, etc.</p> <p><u>Instrumental Sounds</u></p> <p>To begin to know the names of some musical instruments e.g. tambourine, drum, bell, etc.</p> <p>To begin to know how to make sounds using some of the musical instruments.</p>	<p><u>Environmental Sounds</u></p> <p>To begin to know how to listen to environmental sounds.</p> <p>To begin to know how to show an awareness of environmental sounds.</p> <p><u>Instrumental Sounds</u></p> <p>To begin to know how to use musical instruments to make sounds.</p> <p>To begin to know how to show an awareness of different instrumental sounds.</p> <p><u>Body Percussion</u></p> <p>To know how to be able to use their body to make different sounds.</p> <p><u>Rhythm and Rhyme</u></p> <p>To begin to know how to join in with known rhymes and songs.</p> <p>To begin to know how to develop an awareness of rhyming words.</p>	<p>To begin to know the following phase 2 phonemes:</p> <p>s a t p i n m d g o c k ck</p>	<p>To begin to know how to correctly articulate some phase 2 phonemes.</p> <p>To begin to know how to recognise some phase 2 phonemes.</p> <p>To begin to know how to recognise some phase 2 graphemes.</p> <p>To begin to know how to recognise the initial phoneme in their name.</p> <p>To begin to know how to recognise other phonemes in their name.</p> <p>To begin to know how to recognise the initial phoneme in CVC words.</p> <p>To begin to know how to identify an object from the initial phoneme.</p> <p>To continue to revise skills learnt in Phase 1.</p>	<p>To begin to know the following phase 2 phonemes:</p> <p>e u r h b f ff l ll ss</p>	<p>To begin to know how to correctly articulate some phase 2 phonemes.</p> <p>To begin to know how to recognise some phase 2 phonemes.</p> <p>To begin to know how to recognise some phase 2 graphemes.</p> <p>To begin to know how to recognise the initial phoneme in their name.</p> <p>To be able to recognise other phonemes in their name.</p> <p>To begin to know how to recognise the initial phoneme in CVC words.</p> <p>To know how to identify an object from the initial phoneme.</p> <p>To know how to identify some phonemes in CVC words.</p> <p>To continue to revise skills learnt in Phase 1.</p>

<p>To know that different musical instruments make different sounds.</p> <p><u>Body Percussion</u></p> <p>To know that we can use our bodies to make different sounds e.g. clapping hands, tapping knees, stomping feet, etc.</p> <p>To know that you can repeat the same sound using our bodies e.g. clapping hands.</p> <p>To know that we can make sounds louder or quieter using our bodies e.g. tapping our feet vs stomping our feet.</p> <p><u>Rhythm and Rhyme</u></p> <p>To know that rhyming words sound the same.</p> <p>To know that rhyming words end in the same sound.</p> <p>To know that not all words rhyme together.</p> <p><u>Alliteration</u></p> <p>To know that sounds can be repeated.</p> <p>To know that the repeated sound is the</p>	<p><u>Alliteration</u></p> <p>To begin to know how to develop an understanding of alliteration.</p> <p>To begin to know how to understand that sounds can be repeated.</p> <p>To know how to recognise similar and repeated sounds.</p> <p>To begin to know how to be able to identify the initial sound in a word.</p> <p>To know how to match an object to the initial sound heard.</p> <p><u>Voice Sounds</u></p> <p>To know how to distinguish the differences in vocal sounds.</p> <p>To know how to use their mouth to make different movements.</p> <p>To know how to use their mouth to make different sounds.</p> <p><u>Oral Blending and Segmenting</u></p> <p>To know how to copy an adult who is robot talking.</p> <p>To know how to listen to an</p>				
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PARK ROAD SALE
PRIMARY SCHOOL

<p>initial sound.</p> <p>To know that words start with an initial sound.</p> <p><u>Voice Sounds</u></p> <p>To know that we can use our mouth to make different movements e.g. blowing, sucking, etc.</p> <p>To know that we can use our voices to make different sounds.</p> <p>To know that we can use our voices to make quieter and louder sounds.</p> <p><u>Oral Blending and Segmenting</u></p> <p>To know that words can be segmented by robot talk.</p> <p>To know that robot talk can be blended together as a word.</p>	<p>adult robot talk and begin to hear the different sounds.</p> <p>To know how to listen to an adult robot talk and begin to blend CVC words.</p> <p>To know how to begin to identify some sounds in CVC words when an adult robot talks.</p> <p>To know how to begin to identify some sounds in CVC words when an adult talks.</p>				
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Reception					
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Autumn		Spring		Summer	
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To know	To know how	To know	To know how	To know	To know how
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<p>To know the phase 2 phonemes: s a t p i</p>	<p>To know how to correctly articulate phase 2 phonemes.</p> <p>To know how to recognise phase 2 phonemes.</p>	<p>To know the phase 3 phonemes: j v w x y</p>	<p>To know how to correctly articulate phase 3 phonemes.</p> <p>To know how to recognise phase 3 phonemes.</p>	<p>To know that a, e, i, o and u are vowels.</p> <p>To know that all other letters of the alphabet are consonants.</p>	<p>To know how to add sound buttons to CCVC, CVCC, CCCVC, CCCVCC and polysyllabic words.</p> <p>To know how to identify a vowel and a consonant.</p>
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<p>n m d g o c k ck e u r h b f ff l ll ss</p> <p>To know that a phoneme is the smallest unit of sound.</p> <p>To know that a digraph is two letters that makes a single sound.</p> <p>To know what sound buttons are and how to use them.</p> <p>To know that a phoneme can be represented as a grapheme (both as a lower case and a capital letter).</p> <p>To know the phase 2 high frequency words: a as at an</p>	<p>To know how to recognise phase 2 graphemes.</p> <p>To know how to recognise the initial phoneme in their name.</p> <p>To know how to recognise other phonemes in their name.</p> <p>To know how to recognise the initial, medial and final phoneme in CVC words containing phase 2 phonemes.</p> <p>To know how to identify an object from the initial phoneme.</p> <p>To know how to correctly form phase 2 graphemes.</p> <p>To know how to orally blend CVC words containing phase 2 phonemes.</p> <p>To know how to orally segment CVC words containing phase 2 phonemes.</p> <p>To know how to robot talk CVC words containing phase 2 phonemes.</p> <p>To know how to add sound buttons to CVC words containing phase 2 phonemes.</p> <p>To know how to decode real</p>	<p>z zz qu ch sh th/th ng ai ee igh oa oo/oo ar or ur ow oi er air ear ure</p> <p>To know that a phoneme is the smallest unit of sound.</p> <p>To know that a digraph is two letters that makes a single sound.</p> <p>To know that a trigraph is three letters that makes a single sound.</p> <p>To know what sound buttons are and how to use them.</p> <p>To know that a phoneme can be represented as a grapheme (both as a lower case and a capital letter).</p> <p>To know the phase 3 high</p>	<p>To know how to recognise phase 3 graphemes.</p> <p>To know how to recognise the initial, medial and final phoneme in CVC words containing phase 3 phonemes.</p> <p>To know how to correctly form phase 3 graphemes.</p> <p>To know how to orally blend CVC words containing phase 3 phonemes.</p> <p>To know how to blend words containing phase 3 phonemes in order to read a simple sentence.</p> <p>To know how to orally segment CVC words containing phase 3 phonemes.</p> <p>To know how to segment words containing phase 3 phonemes in order to write a simple sentence.</p> <p>To know how to add sound buttons to CVC words containing phase 3 phonemes.</p> <p>To know how to decode real and alien CVC words containing phase 3 phonemes.</p> <p>To know how to decode</p>	<p>To know that a consonant cluster is two or more consonants adjacent to each other in a word.</p> <p>To know the digraph: nk</p> <p>To know that a phoneme is the smallest unit of sound.</p> <p>To know that a digraph is two letters that makes a single sound.</p> <p>To know that a trigraph is three letters that makes a single sound..</p> <p>To know what sound buttons are and how to use them</p> <p>To know that a phoneme can be represented by a grapheme (both as a lower case and a capital letter).</p> <p>To know the phase 4 high frequency words: went just from help it's children</p> <p>To know the phase 4 tricky words: so do one like said</p>	<p>To know how to blend words containing phase 3 phonemes in order to read a simple sentence.</p> <p>To know how to segment words containing phase 3 phonemes in order to write a simple sentence.</p> <p>To know how to blend adjacent consonants.</p> <p>To know how to segment adjacent consonants.</p> <p>To know how to divide words into syllables when blending.</p> <p>To know how to divide words into syllables when segmenting.</p> <p>To know how to recognise, blend and segment the digraph 'nk'.</p> <p>To know how to decode real and alien phase 4 words.</p> <p>To know how to decode phase 4 high frequency words.</p> <p>To know how to read phase 4 tricky words by sight.</p> <p>To know how to spell phase 4 tricky words.</p>
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<p>and it is in on get mum back but had off</p> <p>To know the phase 2 tricky words: I no go to the into</p>	<p>and alien CVC words containing phase 2 phonemes.</p> <p>To know how to decode phase 2 high frequency words.</p> <p>To know how to spell phase 2 high frequency words.</p> <p>To know how to read phase 2 tricky words by sight.</p> <p>To know how to spell phase 2 tricky words.</p> <p>To continue to revise skills learnt in Phase 1.</p>	<p>frequency words: for too look down now see that them this then will with</p> <p>To know the phase 3 tricky words: me be he we she you are her was all my they</p>	<p>phase 3 high frequency words.</p> <p>To know how to spell phase 3 high frequency words.</p> <p>To know how to read phase 3 tricky words by sight.</p> <p>To know how to spell phase 3 tricky words.</p> <p>To continue to revise skills learnt in Phase 1 and 2.</p>	<p>out what have when were come some there little</p>	<p>To continue to revise skills learnt in Phase 1, 2 and 3.</p>
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Year 1

Autumn		Spring		Summer	
To know	To know how	To know	To know how	To know	To know how
<p>To know the phase 5a phonemes: ay ou ie ea oy ir ue/ue aw wh</p>	<p>To know how to correctly articulate phase 5a phonemes.</p> <p>To know how to recognise phase 5a phonemes.</p> <p>To know how to recognise phase 5a graphemes.</p> <p>To know how to recognise</p>	<p>To know the phase 5a phonemes: ay ou ie ea oy ir ue/ue aw wh</p>	<p>To know how to blend and segment various types of words using known GPC.</p> <p>To know how to divide words into syllables when blending and segmenting.</p> <p>To begin to know how to use phonics knowledge of</p>	<p>To know the phase 5b alternative phonemes: ch ou ey</p> <p>To know that some phonemes can be pronounced in alternative ways.</p>	<p>To know how to blend and segment various types of words using known GPC.</p> <p>To know how to divide words into syllables when blending and segmenting.</p> <p>To know how to use phonics knowledge of new graphemes to narrow</p>

<p>ph ew/ew oe au ey a_e e_e i_e o_e u_e/u_e</p> <p>To know that a phoneme is the smallest unit of sound.</p> <p>To know that a digraph is two letters that makes a single sound.</p> <p>To know that a trigraph is three letters that makes a single sound.</p> <p>To know that a split digraph is two vowels split by a consonant.</p> <p>To know what sound buttons are and how to use them.</p> <p>To know that the written form of a phoneme is called a grapheme.</p> <p>To know that some phonemes can have alternative graphemes.</p> <p>To know the phase 5 high frequency words: don't old</p>	<p>the initial, medial and final phoneme in phase 5a words.</p> <p>To know how to correctly form phase 5a graphemes.</p> <p>To know how to orally blend phase 5a words.</p> <p>To know how to blend words containing phase 5a phonemes in order to read a sentence or question.</p> <p>To know how to orally segment phase 5a words.</p> <p>To know how to segment words containing phase 5a phonemes in order to write a sentence or question.</p> <p>To know how to add sound buttons to phase 5a words.</p> <p>To know how to decode real and alien phase 5a words.</p> <p>To know how to decode phase 5 high frequency words.</p> <p>To know how to spell phase 5 high frequency words.</p> <p>To know how to read phase 5a tricky words by sight.</p> <p>To know how to spell phase 5a tricky words.</p>	<p>ph ew/ew oe au ey a_e e_e i_e o_e u_e/u_e</p> <p>To know that a phoneme is the smallest unit of sound.</p> <p>To know that a digraph is two letters that makes a single sound.</p> <p>To know that a trigraph is three letters that makes a single sound.</p> <p>To know that a split digraph is two vowels split by a consonant.</p> <p>To know what sound buttons are and how to use them.</p> <p>To know that the written form of a phoneme is called a grapheme.</p> <p>To know the phase 5b alternative phonemes: i o c g u e</p>	<p>new graphemes to narrow down spelling unfamiliar and longer words.</p> <p>To know how phonemes can be represented in alternative ways.</p> <p>To know how to correctly pronounce alternative graphemes</p> <p>To know how to blend words containing alternative pronunciations.</p> <p>To know how to segment words containing alternative pronunciations.</p> <p>To know how to blend and segment words containing all taught GPC's.</p> <p>To know how to decode phase 5 high frequency words.</p> <p>To know how to spell phase 5 high frequency words.</p> <p>To know how to read Year 1 common exception words.</p> <p>To know how to spell Year 1 common exception words.</p>	<p>To know that some phonemes can have alternative graphemes.</p> <p>To know the phase 5b phoneme 'zh'</p> <p>To know the phase 5c alternative graphemes: ai ee igh oa oo oo c n j m s v w e i o u r sh ch er</p> <p>To know that some graphemes can be written in alternative ways.</p> <p>To know the Year 1 common exception words: friend school</p> <p>To begin know the Year 2 common exception words: because</p>	<p>down spelling unfamiliar and longer words.</p> <p>To know how to pronounce alternative phonemes when blending.</p> <p>To know how to correctly pronounce alternative graphemes</p> <p>To know how to blend words containing alternative pronunciations.</p> <p>To know how to segment words containing alternative pronunciations.</p> <p>To know how to blend and segment words containing all taught GPC's.</p> <p>To know how to represent alternative phonemes when spelling.</p> <p>To know how to begin to use phonics knowledge of alternative pronunciations and spellings to spell complex words.</p> <p>To know how to read Year 1 common exception words.</p> <p>To know how to spell Year 1 common exception words.</p> <p>To begin to know how to read Year 2 common</p>
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<p>l'm by here saw</p> <p>To know the phase 5a tricky words: Mr Mrs called oh looked asked people could their</p>		<p>ie ea er ow a y</p> <p>To know that some phonemes can be pronounced in alternative ways.</p> <p>To know that some phonemes can have alternative graphemes.</p> <p>To know the phase 5 high frequency words: very about house your make came</p> <p>To know the Year 1 common exception words: today says where once full ask our love</p>	<p>To continue to revise skills learnt in Phase 3 and 4.</p>	<p>who eye should would any sure behind child every moist only children again</p>	<p>exception words.</p> <p>To begin to know how to spell Year 2 common exception words.</p> <p>To continue to revise skills learnt in Phase 5a and 5b.</p>
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Year 2

Autumn		Spring		Summer	
To know	To know how	To know	To know how	To know	To know how
<p>To know the phase 5c alternative graphemes: ai ee</p>	<p>To know how to represent different phonemes when spelling.</p>	<p>To know what a compound word is.</p> <p>To know what a</p>	<p>To know how to recognise phonic irregularities and become more secure with less common GPC's.</p>	<p>To know the spelling rules for adding –ment.</p> <p>To know the spelling rules</p>	<p>To know how to recognise phonic irregularities and become more secure with less common GPC's.</p>

<p>igh oa oo oo c n j m s v w e i o u r sh ch er or ow oi ar air ear</p> <p>To know that the written form of a phoneme is called a grapheme.</p> <p>To know that there are alternative ways to spell graphemes.</p> <p>To know the Year 2 common exception words: hour everybody pretty after money improve</p>	<p>To know how to use phonics knowledge to narrow down alternative phonemes when segmenting.</p> <p>To know how to segment words containing alternative graphemes.</p> <p>To know how to blend and segment words containing all taught GPC's.</p> <p>To know how to divide words into syllables when blending and segmenting.</p> <p>To begin to know how to use phonic knowledge of alternative pronunciations and spellings to spell complex words.</p> <p>To know how to read Year 2 common exception words.</p> <p>To know how to spell Year 2 common exception words.</p>	<p>homophone is.</p> <p>To know the spelling of common homophones.</p> <p>To know what a contraction is.</p> <p>To know how to read a contraction.</p> <p>To know how to spell a contraction.</p> <p>To know how to change a word into a plural.</p> <p>To know the plural spelling rules.</p> <p>To know what irregular past tense means.</p> <p>To know what past tense means.</p> <p>To know the spelling rules for adding –ed.</p> <p>To know the spelling rules for adding –ing.</p> <p>To know the spelling rules for adding –er.</p> <p>To know the spelling rules for adding –est.</p>	<p>To know how to use phonic knowledge of alternative pronunciations and spellings to spell unfamiliar and longer complex words.</p> <p>To know how to confidently apply phonic skills and knowledge to reading and writing.</p> <p>To know how to read compound words.</p> <p>To know how to spell compound words.</p> <p>To know how to read common homophones.</p> <p>To know how to spell common homophones.</p> <p>To know how to use past tense and irregular past tense.</p> <p>To know how to add the suffixes –ing, -ed, -er where there is no change to the root word.</p> <p>To know how to add the suffixes –ed, -ing, -er and –est to a root word ending in y, e or with a consonant before it.</p> <p>To know how to add the suffixes –er/-est to adjectives.</p>	<p>for adding –ness.</p> <p>To know the spelling rules for adding –ful.</p> <p>To know the spelling rules for adding –less.</p> <p>To know the spelling rules for adding –ly.</p> <p>To know what a prefix is.</p> <p>To know how to add a prefix to a word.</p> <p>To know what a synonym is.</p> <p>To know what a mnemonic is.</p> <p>To know how to successfully use a mnemonic.</p>	<p>To know how to use phonic knowledge of alternative pronunciations and spellings to spell unfamiliar and longer complex words.</p> <p>To know how to confidently apply phonic skills and knowledge to reading and writing.</p> <p>To know how to add the suffix –ment using the correct spelling rules.</p> <p>To know how to add the suffix –ness using the correct spelling rules.</p> <p>To know how to add the suffix –ful using the correct spelling rules.</p> <p>To know how to add the suffix –less using the correct spelling rules.</p> <p>To know how to add the suffix –ly using the correct spelling rules.</p> <p>To know how to identify synonyms for said.</p> <p>To know how to use mnemonics to help with spellings.</p> <p>To know how to read polysyllabic words.</p>
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climb clothes beautiful busy past water whole move parents pass told path			To know how to add the prefix un-. To know how to add the suffixes –s and –es to both nouns and third person singular verbs to change them to plurals. To know how to add the suffix –es to nouns and verbs ending in y. To continue to revise skills learnt in Phase 5b and 5c.		To know how to spell polysyllabic words. To continue to revise learnt Phase 6 skills.
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Other

National Curriculum 2014	Key Stage 2
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Objectives	Interventions
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<p><i>The following objectives are taught during Year 1 Literacy lessons. It is also revisited and built upon during Phase 6 in Year 2.</i></p> <p>To be able to divide words into syllables to read and spell.</p> <p>To be able to read and add –s and –es to nouns and third person singular verbs.</p> <p>To be able to read and add the suffixes –ing, -ed and –er where no change is needed to the root word.</p> <p>To be able to read and add –er and –est to adjectives where no change is needed to the root word.</p> <p>To be able to read and add the prefix un- without any change to the spelling of the root word.</p> <p>To be able to read words with contractions and understand that the apostrophe represents the omitted letter.</p>	<p>We expect all children to have the phonics skills and knowledge that they need to be successful fluent readers and writers by the end of Key Stage 1. However, there are some children who still need support with their phonics as they transition into Key Stage 2.</p> <p>Children who did not pass the phonics screener In Year 1 and again in Year 2 are identified and supported as they transition into KS2. They are provided with specific tailored interventions that support them in a way that suits their additional needs. Gaps in their phonics skills and knowledge are identified quickly and the phonics scheme is then used as a basis for their interventions.</p> <p>Children in KS2 use the phonics scheme and teacher’s professional judgement of their own class as a basis for their interventions. However, this is sometimes supplemented with: Toe by Toe, IDL, Word Wasp, Word Shark, Lifeboat Phonics, etc.</p>
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