**Phonics sequence and progression**

Our Phonics sequence of progression ensures that teachers have high expectations for coverage. Quality teaching means that the program is rigorous and challenging. Phonics embeds GPC knowledge whilst teaching children how to apply this to independent reading and writing. Rehearsing the application of known GPC’s is at the core of our teaching sessions ensuring that all children make progress in every session.

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| **Year Group** | **Expectations for Coverage** |
| Nursery | Phase 1 |
| Reception | Phase 2 – Phase 5a (Phase 1 skills running throughout the year) |
| Year One | Phase 5a – Phase 5c |
| Year Two | Phase 5 consolidation – Spelling Rules & Patterns |
| Year Three - Six | Spelling Rules and Patterns (Phonics where needed) |

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| **Progression** | |
| **Phase 1:**  *All aspects should be experienced by all children to lay the best, most secure foundations. Aspects 1-6 can be delivered in any order. The children should experience them all in many different ways. They can be differentiated to challenge the most able of children and should not be overlooked at something ‘less important’ than Phases 2-5. Aspect 7 is something that, once introduced, can continue to be delivered alongside Aspects 1-6 as well as Phase 2 teaching in Reception year.*  *NB. If a child has not mastered Aspect 4 and are unable to Rhyme, this should not hold them back from starting Phase 2 in Reception but it should continue as something the children need to experience in their playful situations, stories and singing.* | Aspect 1: General sound discrimination – environmental sounds  Aspect 2: General sound discrimination – instrumental sounds  Aspect 3: General sound discrimination – body percussion  Aspect 4: Rhythm and rhyme  Aspect 5: Alliteration  Aspect 6: Voice sounds  Aspect 7: Oral blending and segmenting |
| **Phase 2:**  *As soon as the children are able to recognise the first set of GPC’s they can begin to rehearse and apply their oral blending and segmenting skills to reading and writing.* | **Set 1: s a t p i**  **Set 2: n m d g**  **Set 3: o c k ck**  **Set 4: e u r h**  **Set 5: b f, ff l, ll ss** |

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| *Children need to have lots of modelling of letter formation and how to blend words using ‘pure sounds.’* |  |
| **Phase 3:** | **Set 1: j v w x**  **Set 2: y z, zz qu**  **Set 3: ch** (chair) **sh** (shark) **th** (thumb) **th** (feather) **ng** (king)  **Set 4: ai** (snail) **ee** (tree) **igh** (light) **oa** (boat)  **Set 5: oo** (moon) **oo** (book) **ar** (car) **or** (fork) **ur** (fur)  **Set 6: ow** (cow) **oi** (coin) **ear** (ear) **air** (hair) **ure** (cure) **er** (teacher) |
| **Phase 4:**  *Revise all previous phonemes learned so far whilst learning new skills and applying them to reading and writing in a more challenging way.* | • Reading and writing CVCC and CCVC words (e.g. just, lamp, chest, pram, drum, fresh)  • Reading and writing words  containing digraphs (e.g. brown,  snail, ladder, charm)  • Reading compound words (e.g. football, handstand, chopstick,  lightbulb)  • Reading polysyllabic (more than one syllable) e.g. faster, parking,  hospital  • Reading CCVCC (e.g. ground, stings, twist)  • Writing words on a line,  remembering when to use a  descender and an ascender.  • Writing short sentences using a mixture of CVCC, CCVC, compound, words with more than one syllable and sight words.  e.g. The fast chap ran under the  carpark |

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|  | • Regular misconceptions: Children regularly hear these adjacent  consonants incorrectly…  jrum instead of drum  jrop instead of drop  sboon instead of spoon  sbot instead of spot  chree instead of tree  chrap instead of trap  sdop instead of stop  sdick instead of stick |
| **Phase 5a:** | **Set 1: ay** (play) **ou** (house) **ie** (tie) **ea** (beach)  **Set 2: oy** (toy) **ir** (shirt) **ue** (glue) **aw** (saw) **Set 3: wh** (wheel) **ph** (dolphin) **ew** (screw) **oe** (toe)  **Set 4: au** (sauce) **ey** (key)  **Set 5: a-e** (cake) **e-e** (athelete) **i-e** (kite) **o-e** (note) **u-e\*** (cube)*(\*extra intro u as in unicorn)* |
| **Phase 5b:** | **Set 1: i** (tiger) **o** (open) **c** (city) **g** (giant) **Set 2: u** (unicorn) **ow** (snow) **ie** (chief) **ea** (bread)  **Set 3: er** (fern) **e** (me) **a** (baby) **a** (swan) **y** (fly) **y** (gym) **y** (pony)  **Set 4: ch** (school) **ch** (chef) **ey** (grey) |
| **Phase 5c:** | **Set 1: t** (picture) **tch** (catch) **wr** (wrap) **ere** (here) **ear** (learn) **or** (worm)  **Set 2: dge** (fudge) **st** (listen) **ere** (there) **ear** (pear) **are** (bare) **oul** (could) **u** push **Set 3: mb** (lamb) **se** (please) **a** (father) **al** (half)  **Set 4: kn** (knit) **gn** (gnat) **o** (some) **al** (all) **our** (four) **augh** (caught) |

**Our Aim for Teaching Progression…**

All suggestions for progression will be carefully considered in line with the cohort’s needs and stage of development, using professional judgement and discussion with the subject lead.

Teaching Phoneme and Grapheme Correspondences (GPC’s) is only a small element to the teaching of phonics. A huge emphasis is placed on the **application** of known GPC’s to reading and writing. Every phonics session must include:

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| Revise and Rehearse  Learn and Apply  Reading Rehearsal  Writing Rehearsal  Challenge  Teaching Tricky words |

**All sessions must be fast-paced, rigorous, challenging and no longer than 20/25 minutes.**

**Assessment** should be completed (where possible) outside of the phonics sessions to enable every session to be a teaching, learning and rehearsal of application of skills. Ongoing teacher assessment (involving observation as the children apply their knowledge to reading and writing) will always be the most effective way to ensure children are given the opportunities they need to develop into independent, confident and successful readers and writers.

Teaching:

• All children must be actively encouraged to ‘ask the question,’ to embed the knowledge of the various GPC’s and to develop an understanding of spelling rules and patterns.

• All children must be taught to form their letters using the handwriting rhymes/stories.

• All children must be encouraged to use sound buttons for reading and blending where necessary.

• All children must be encouraged to use ‘sound fingers’ to count the phonemes when first learning to write using new GPC’s or when rehearsing writing.

• All children must be encouraged to position their writing on the line, thinking about ascenders and descenders. (whether on a whiteboard or in an exercise book)

**Reception**

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| Year | Objectives |
| R | Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some CEWs.  Write recognisable letters, most of which are correctly formed.  Spell words by identifying the sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. |

**Autumn Term:**

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| **Week** | **Phase and Focus GPC’s** |
| 1 | Phase One (Listening and Voice Sounds) |
| 2 | Phase One (Rhyme and Alliteration) |
| 3 | Phase One (Oral Blending and Segmenting) |
| 4 | Phase One (All aspects + Oral Blending and Segmenting) |
| 5 | Phase Two (s,a,t, p, i,) |
| 6 | Phase Two (n, m, d, g, o) |
| 7 | Phase Two ( c, k, ck, e, u) *Introduce asking the question* |
| 8 | Phase Two (r,h,b,f, ff) |
| 9 | Phase Two (l, ll, ss) *Introduce common exception words* |
| 10 | Phase Two (Recap any difficulties) |
| 11 | Phase Three (j,v,w,x,y) |
| 12 | Phase Three (z,zz,qu,ch,sh) |

**Spring Term**

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| **Week** | **Phase and Focus GPC’s** |
| 1 | Recap all P2 and P3 covered so far. |
| 2 | Phase Three (th, th, ng, ai ) |
| 3 | Phase Three (ee, igh, oa, oo, oo) |
| 4 | Phase Three (ar, or, ur, ow) |
| 5 | Phase Three (oi, ear, air) |
| 6 | Phase Three (ure, er plus recap pf any difficulties) |
| 7 | Phase Three (Recap any difficulties) |
| 8 | Phase Three (Recap any difficulties) |
| 9 | Phase Four (ending adjacent consonants e.g. st, nd, lk, mp, nt) |
| 10 | Phase Four (beginning adjacent consonants. e.g. br, sp, cl, pr) |
| 11 | Phase Four (Polysyllabic words, e.g. farmyard, laptop, wigwam. |
| 12 | Phase Four (Common Misconceptions e.g. st, dr, sp, tr) |

**Summer Term**

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| **Week** | **Phase and Focus GPC’s** |
| 1 | Phase Four: (Recap any difficulties) |
| 2 | Phase Four: (Recap any difficulties) |
| 3 | Phase 5a: (ay, ou, ie, ea) |
| 4 | Phase 5a: (oy, ir, ue, aw)ay |
| 5 | Phase 5a: (wh, ph, ew, oe) |
| 6 | Phase 5a: (au, ey, a-e) |
| 7 | Phase 5a: (e-e, i-e, o-e) |
| 8 | Phase 5a: (u-e \**extra teach ‘u’ as in unicorn)* |
| 9 | Consolidate |
| 10 | Consolidate |
| 11 | Consolidate |
| 12 | Consolidate |

**Year One**

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| 1 | To spell words containing each of the 40+ phonemes already taught To know the common exception words  To spell the days of the week  To name the letters of the alphabet  To name the letters of the alphabet in order  To use the letter names to distinguish between alternative spellings of the same sound  To add prefixes and suffixes  To use the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs  To use the prefix un  To use –ing, -ed, -er and –est where no change is needed in the spelling of root words  To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far |

**Autumn Term:**

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| **Week** | **Phase and Focus GPC’s** |
| 1 | Recap on Phase 3. |
| 2 | Recap on Phase 4 misconceptions and syllables. |
| 3 | Recap on Phase 5a: (ay, ou, ie, ea) |
| 4 | Recap on Phase 5a: (oy, ir, ue, aw) |
| 5 | Recap on Phase 5a: (wh, ph, ew, oe) |
| 6 | Recap on Phase 5a: (au, ey, a-e) |

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| 7 | Recap on Phase 5a: (e-e, i-e, o-e) |
| 8 | Recap on Phase 5a: (u-e \**extra teach ‘u’ as in unicorn)* |
| 9 | (Recap any difficulties) |
| 10 | Phase 5b: Set 1**: i** (tiger) **o** (open) **c** (city) **g** (giant) |
| 11 | Phase 5b: Set 2**: u** (unicorn) **ow** (snow) **ie** (chief) **ea** (bread) |
| 12 | Phase 5b: Set 3: **er** (fern) **e** (me) **a** (baby) **a** (swan) **y** (fly) **y** (gym) **y** (pony) |

**Spring Term**

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| **Week** | **Phase and Focus GPC’s** |
| 1 | Recap on Phase 5b (Set 1-3) |
| 2 | Phase 5b: Set 4: **ch** (school) **ch** (chef) **ey** (grey) |
| 3 | (Recap any difficulties) |
| 4 | Consolidate use of Phase 5a and 5b. |
| 5 | Phase 5c: Set 1: t (picture) tch (catch) wr (wrap) ere (here) ear (learn) or (worm) |
| 6 | Phase 5c: Set 2: dge (fudge) st (listen) ere (there) ear (pear) are (bare) oul (could) u push |
| 7 | Phase 5c: Set 3: mb (lamb) se (please) a (father) al (half) |
| 8 | Phase 5c: Set 4: kn (knit) gn (gnat) o (some) al (all) our (four) augh (caught) |
| 9 | (Recap any difficulties) |
| 10 | Consolidate Phase 5a-5c (*Focus on most likely positions of spelling choices within words)* |
| 11 | Consolidate Phase 5a-5c (*Focus on most likely positions of spelling choices within words)* |
| 12 | Consolidate Phase 5a-5c (*Focus on most likely positions of spelling choices within words)* |

**Summer Term**

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| **Week** | **Phase and Focus GPC’s** |
| 1 | To add prefixes and suffixes |
| 2 | To use the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs |
| 3 | To use the prefix un |
| 4 | To use –ing, -ed, -er and –est where no change is needed in the spelling of root words |
| 5 | Applying Phase 2-5c GPCs and common exception words taught so far |
| 6-12 | Consolidate all GPC knowledge using Letter names to spell.  (*Focus on most likely positions of spelling choices within words)* |

**Year Two**

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| 2 | To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  To learn the new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  To learn to spell common exception words  To learn to spell words with contracted forms  To learn the possessive apostrophe  To distinguish between homophones and near homophones  To add suffixes to spell longer words, e.g. –ment, -ness, -ful, -less, -ly To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far |

**Autumn Term:** (throughout the year, use mnemonics for tricky words such as could, said, people, half etc.)

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| **Week** | **Phase and Focus GPC’s** |
| 1 | Recap on Phase 5a: (ay, ou, ie, ea) *Most likely positions.* |
| 2 | Recap on Phase 5a: (oy, ir, ue, aw) *Most likely positions.* |
| 3 | Recap on Phase 5a: (wh, ph, ew, oe) *Most likely positions.* |
| 4 | Recap on Phase 5a: (au, ey, a-e) *Most likely positions.* |
| 5 | Recap on Phase 5a: (e-e, i-e, o-e) *Most likely positions.* |
| 6 | Recap on Phase 5a: (u-e \**extra teach ‘u’ as in unicorn) Most likely positions.* |
| 7 | Recap on Phase 5b: Set 1**: i** (tiger) **o** (open) **c** (city) **g** (giant) *Most likely positions.* |
| 8 | Recap on Phase 5b: Set 2**: u** (unicorn) **ow** (snow) **ie** (chief) **ea** (bread) *Most likely positions.* |
| 9 | Recap on Phase 5b: Set 3: **er** (fern) **e** (me) **a** (baby) **a** (swan) **y** (fly) **y** (gym) **y** (pony) *Most likely positions.* |
| 10 | Recap on Phase 5b: Set 4: ch (school) ch (chef) ey (grey) *Most likely positions.* |
| 11 | Phase 5c: Set 1: t (picture) tch (catch) wr (wrap) ere (here) ear (learn) or (word) *Most likely positions* |
| 12 | Phase 5c: Set 2: dge (fudge) st (listen) ere (there) ear (pear) are (bare) oul (could) u push *Most likely positions* |

**Spring Term (**As the Y2 Spelling Rules are explored, the R&R element to every lesson must include all Phonics Phases and continue to develop and rehearse, ‘asking the question.’)

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| **Week** | **Phase and Focus GPC’s** |
| 1 | Phase 5c: Set 3: mb (lamb) se (please) a (father) al (half) *Most likely positions* |
| 2 | Phase 5c: Set 4: kn (knit) gn (gnat) o (some) al (all) our (four) augh (caught) *Most likely positions* |
| 3 | (Recap any difficulties) |
| 4 | Consolidate and address gaps/misconceptions of the cohort. |
| 5 | Consolidate and address gaps/misconceptions of the cohort. |
| 6 | Introduce Y2 spelling Chart. (Positions) |
| 7 | Y2 Spelling Chart. (Positions) |
| 8 | Y2 Spelling Chart. (Contractions) |
| 9 | Y2 Spelling Chart. (Possessive apostrophes) |
| 10 | Y2 Spelling Chart. (Suffixes –ed, -ing, -er and –est) words ending in y |
| 11 | Y2 Spelling Chart. (Suffixes –ed, ing, -er, est, y) words ending in e |
| 12 | Y2 Spelling Chart (Suffixes –ed, -ing, -er, -est, -y) words ending with consonant |

**Summer Term**

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| **Week** | **Phase and Focus GPC’s** |
| 1 | Y2 Spelling Chart (Suffixes –ment, -ness, -ful, less, ly) |
| 2 | Y2 Spelling Chart (Recap on Mnemonics & Images and recap on positions j and c.) |
| 3 | Y2 Spelling Chart (Alternatives for ‘n’ kn and gn and ‘u’ o.) |
| 4 | Y2 Spelling Chart (Homophones and near homophones) |
| 5 | Y2 Spelling Chart (Patterns, a (not o), or (not ur), ar (not or), al (not or). |
| 6 | Y2 Spelling Chart (s (zh) and –tion) |
| 7 | Y2 Spelling Chart- Apostophes (contractions and possession) |
| 8 | Y2 Spelling Chart – Suffixes |
| 9 | Y2 Spelling Chart – Suffixes |
| 10 | Y2 Spelling Chart – Homophones and near homophones |
| 11 | Y2 Spelling Chart – Recap on difficulties for cohort. |
| 12 | Consolidate and Recap |

**Year Three, Four, Five and Six** (Continue to refer to Phonics as a strategy for spelling, refer to the Y3/4 and Y5/6 charts linking Statutory Spellings to the Q Phonics charts and spelling choices.)

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| 3/4 | To use further prefixes and suffixes and understand how to add them To spell further homophones  To spell words that are often misspelt  To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  To use the first two or three letters of a word to check its spelling in the dictionary To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |
| 5/6 | To use further prefixes and suffixes and understand the guidelines for adding them To spell some of the words with ‘silent’ letters  To continue to distinguish between homophones and other words which are often confused  To use the morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically  To use dictionaries to check the spelling and meaning of words  To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  To use a thesaurus |