

Sprowston Infant School
Phonic progression Early Years Foundation Stage through Key Stage 1

Progression		Autumn	Spring	Summer	
Phase 1 continuous through Phase 2 - 6 Phase 1 continuous through Phase 2 - 6 Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	Phase 1 (7 Aspects) <i>Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</i>	YR Wk 2 – nursery rhymes Wk 3 – General sound discrimination – environmental Wk 4 –General sound discrimination – instruments Wk 5 – Rhythm and rhyme Wk 6 – oral blending and segmenting Wk 7 – oral blending and segmentin			
	Phase 2 <i>Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words.</i> <i>Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</i> 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		YR Wk 1 – s,a,t,p Wk 2 – l, n, m, d Wk 3 – g, o, c, k Wk 4- ck, e, u, r To and the Wk 5 – h, b, f (ff), l, (ll), ss No, go, l		
	3i: <i>Working on: Reading and spelling CVC words using letters and short vowels.</i> Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x		Wk 6 – j, v, w, x Wk 7 – y, z, qu He and she		
	Phase 3 (YR) <i>Working on: Knowing one grapheme for each of the 43 phonemes</i> 3ii: <i>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</i> Consonant digraphs ch, sh, th, ng 3iii: <i>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.</i> Vowel di/trigraphs: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo		YR Wk 1 – ch, sh, th, ng We, me, be Wk 2 – ai, ee, igh, oa Was Wk 3 – oo, ar, or, ur My Wk 4 – ow, oi, ear, air, You Wk 5 – ure, er, They Wk 6 – Apply sounds to reading/writing		
			YR Repeat digraphs Wk 1 – ch, sh, th, ng We, me, be Wk 2 – ai, ee, igh, oa Was Wk 3 – oo, ar, or, ur My Wk 4 – ow, oi, ear, air, You Wk 5 – ure, er, They Wk 6 – Consolidate sounds for reading/writing		
Phase 4 (YR) <i>Working on: Segmenting adjacent consonants in words and applying this in spelling.</i> <i>Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</i>	Y1 Reading and spelling Wk2 Cvcc CCVC CCVCC CCVVC Wk 3 <u>ai, ee, igh, oa</u> Wk4 oo, ar, or Wk 5 ur, ow, oi Wk6 ear, air, ure Wk 7 er 2 syllable words			YR Wk 1 – cvcc, said Wk 2 – ccvc, so Wk 3 – Reading sentences. Have, like. Wk 4 – writing sentences. Come, some. Wk 5 – input based on assessments of children.	YR Wk 1 – writing sentences Wk 2 – reading sentences Wk 3 – nonsense words Wk 4 – nonsense words Wk 5 – split digraphs Wk 6/7 – Input based on previous assessments

<p>Y1 Expectations (including elements of Phase 5 plus NC expectations) <i>Working on: Reading phonically decodable two-syllable and three-syllable words.</i> <i>Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.</i> <i>Reading and spelling the 100 High Frequency Words and Common Exception Words.</i> <i>Spelling complex words using phonically plausible attempts.</i> <i>Applying affixes where no change to the root is needed, e.g. un-, -s, -es, -er, -est, -ing, -ed, -y.</i> <i>Writing simple dictations.</i></p>	<p>Y2 Spelling Using alternative ways of spelling graphemes corresponding to the long vowel phonemes Wk 1 ee Wk 2 ai Wk 3 .igh Wk 4 oa Wk 5 ue (-ed -ing)</p>	<p>Y1 New graphemes (same sound different spelling) Wk1 a-e, e-e, i-e, o-e, u-e Wk2 – ay, ou, ie, ea Wk3 – oy, ir, ue, aw Wk4 – wh, ph, ew, oe Wk5 – au, ey, tch, ore Wk6 - Assessment</p>	<p>Y1 Alternative pronunciation Wk1 – a,e,i, o, u Wk2 – ow, ie, ea, er, ou Wk3 – y, ch, c, g, ey</p> <p>Y1 Alternative phonemes for spelling Wk4 – ai/day/came Wk5 – assessment Wk6 – ee/sea/these/ chief/donkey/ happy</p>	<p>Y1 Alternative phonemes for spelling Wk1 – igh/pie/by/like Wk2 – oa/ low/ toe/ bone Wk3 – (y)oo/ cue/tune/stew/ oo – clue, flute Wk4 – adding -s/ es Wk5 – Assessments Wk6 – er suffix, ing</p>	<p>Y1 Wk1 – suffix ed Wk2 – prefix un Wk3 – apostrophes for contractions Wk4 – Compound words Wk5 - Assessments</p>	<p>Y1 Wk1 – words rarely end with ‘v’, add letter ‘e’ – have/live/ give</p> <p>Revise phase 5 from assessments</p> <p>Focus on consonant clusters at the start of words</p> <p>Consonant clusters at the end of words</p> <p>Week 8 and 9 Phonics checks Assessments</p> <p>Revise phase 5 from assessments</p>
<p>Y2 Expectations (including elements of Phase 6 plus NC expectations) <i>Working on: Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences.</i> <i>Reading and spelling the next 200 Medium Frequency Words and Common Exception Words.</i> <i>Applying suffixes where changes are needed to the root (morphology), e.g. -ment, -ness, -ful, -less, -ly, -tion; -s, -es, -er, -est, -ing, -ed, -y.</i> <i>Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</i> <i>Writing simple dictations. .</i></p> <p>In brackets (Best Bet)</p>	<p>Y2 Week 6. Assessment Wk 7. wr</p>	<p>Y2 Wk 8 Long and short vowels dge/ge Wk 9 ge/gy/g (oi/oy) Wk 10 .ce/cy/ci (ar/a) Week 11 -ed/ing DDN (ou/ow) Wk 12 kn (or) Wk 13 le/el Wk 14 Assess Wk 15 al/il</p>	<p>Y2 Wk 1 y” at the end of words <u>cr</u>y Wk 2 -ies to words ending in y Wk 3 ed, -er –est words ending in y with 1 consonant before it Wk4 adding -ing words ending in y with 1 consonant before it Wk 5 assess Wk6 ed, -er –est –ing –y to words ending in e</p>	<p>Y2 Wk 7 ed, -er –est –ing –y to words ending in a single consonant Wk 8 or/ sound spelt ‘a’ before l or ll Wk 9 ment, -ness, -ful Wk 10 suffixes –less, -ly Wk 11 Assess Wk 12 words ending in –tion</p>	<p>Y2 Wk 1 contractions Wk 2 possessive apostrophe Wk 3 homophones there, their, they’re Wk 4 our, are Wk 5 Assess</p>	<p>Y2 Wk 6 to too two Wk 7 homophones here, hear, sea, see Wk 8 (Y 1 Catch-up Phonics Check) homophones: be, quite, bare, one, son Wk 9 (Phonics Check Catch up) homophones: night, blew, hole Wk 10 homophones Wk 11 Assess Wk 12 Yr 2 Spelling patterns: months</p>