

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. Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	Phase 1 (7 Aspects) 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.	YR Wk 1 – nursery rhymes, General sound discrimination - environmental + instruments Wk 2 – General sound discrimination - environmental + instruments, Rhythm and rhyme, Wk 3 - oral blending and segmenting	YR Extra phase 1 lesson on oral blending and segmenting daily.				
	Phase 2 Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words. Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. 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	Wk 4 – s,a,t,p Wk 5 – i, n, m, d Wk 6 – g, o, c, k	Wk 1 – ck, e, u, r To and the Wk 2 – h, b, f (ff), l, (ll), ss No, go, l				
	Phase 3 (YR) Working on: Knowing one grapheme for each of the 43 phonemes	3i: Working on: Reading and spelling CVC words using letters and short vowels. Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x	YR Wk 3 – j, v, w, x Wk 4 – y, z, qu He and she				
		3ii: Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs ch, sh, th, ng 3iii: Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Vowel di/trigraphs: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo	Wk 5 – ch, sh, th, ng We, me, be Wk 6- ai, ee, igh, oa Was Wk 7 – oo, ar, or, ur My	YR Wk 1 – ow, oi, ear, air, You Wk 2 – ure, er, They Repeat digraphs Wk 3 – ai, ee, igh, oa Was Wk 4 – oo, ar, or, ur My Wk 5 – assessments Wk 6 – ow, oi, ear, air, ure, er, You They			
	Phase 4 (YR) Working on: Segmenting adjacent consonants in words and applying this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.	Y1 Reading and spelling Wk2 CVCC, CCVC, CCVCC, CCVVC Wk 3 ai, ee, igh, oa 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 – assessments Wk 6 - Using Easter assessments, revise weaker areas for any phases.	YR Wk 1 – Wk 3 Using Easter assessments, revise weaker areas for any phases. Wk 4 – Wk 6 Writing focus – improving sentences, securing letter formation, spacing, punctuation, applying phonic knowledge. Wk 4 – split digraphs i_e, o_e. Wk 5 – split digraphs u_e, a_e, e_e. Wk 6 –all split digraphs. Wk 7 – assessments	YR Wk 1 – Wk 3 Writing focus – improving sentences, securing letter formation, spacing, punctuation, applying phonic knowledge. Wk 4 – split digraphs i_e, o_e. Wk 5 – split digraphs u_e, a_e, e_e. Wk 6 –all split digraphs. Wk 7 – assessments
	Y1 Expectations (including elements of Phase 5 plus NC expectations) Working on: Reading phonically decodable two-syllable and three-syllable words. Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Reading and spelling the 100 High Frequency Words and Common Exception Words. Spelling complex words using phonically plausible attempts. Applying affixes where no change to the root is needed, e.g. un-, -s, -es, -er, -est, -ing, -ed, -y. Writing simple dictations.	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)	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 – ew, oe, au, ey Wk5 – ore + Assessment Wk6 - Alternative pronunciation a,e,i, o, u	Y1 Alternative pronunciation Wk1 – ow, ie, ea, er, Wk2 – ou, y, ey Alternative phonemes for spelling Wk3 – ai/day/came Wk4 – Alternative phonemes for spelling ee/sea/these/ chief/donkey/ happy Wk5 – assessment	Y1 Alternative phonemes for spelling Wk1 – oa/ low/ toe/ bone Wk2 – (y)oo/ cue/tune/stew/ oo – clue, flute Wk3 – new graphemes wh, ph, tch Wk4 – Alternative pronunciation ch, c, g Wk5 - Assessments Wk6 – adding -s/ es, er suffix, ing	Y1 Wk1 – suffix ed Wk2 – prefix un Wk3 – apostrophes for contractions Wk4 – Compound words Wk5 - Assessments	Y1 Wk1 – words rarely end with ‘v’, add letter ‘e’ – have/live/ give Revise phase 5 from assessments Focus on consonant clusters at the start of words Consonant clusters at the end of words

			Wk6 – igh/pie/by/like			Week 8 and 9 Phonics checks Assessments Revise phase 5 from assessments
<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 Wk 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> 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 7ed, -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 Wk 6 to too two</p>	<p>Y2 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>