

Phonic Progression Document		
<div>Phase 1 continuous through Phase 2 – 6</div> <div>Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes.</div>	Phase 6 (Year 2) Learn new graphemes and alternative pronunciations from the graphemes they already know. Broaden their knowledge of phonemes and graphemes for use in reading and spelling. Greater familiarity with graphemes of two or more letters. Increased numbers of words, which can be read automatically. Read automatically all the common exception words. Accurately spell most of the common exception words.	Spelling <ul style="list-style-type: none"> • Learn simple spelling rules and conventions • Learn conventions for adding common suffixes to nouns, verbs and adjectives eg.,-ed; -ing; --er; -est. • Learn contractions and the possessive apostrophe • Learn homophones and near homophones. • Develop strategies for independent spelling and proof reading.
	Phase 5 (Year 1) Give the sound when shown any grapheme that has been taught For any given sound, write the common graphemes Learn new graphemes and alternative pronunciations from the graphemes they already know: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e. Broaden their knowledge of phonemes and graphemes for use in reading and spelling. Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable. Read and spell phonically decodable 2 syllable and 3 syllable words. Read automatically all the tricky and decodable and common exception words: <ul style="list-style-type: none"> • oh • their • people • Mr • Mrs • looked • called • asked • could • should • would Accurately spell most of the tricky and decodable words and common exception words. Form each letter correctly.	Spelling <ul style="list-style-type: none"> • Learn simple spelling rules and conventions. • Learn to add suffixes to verbs and adjectives without any change to the root word. • Learn simple form of past tense through adding suffix -ed to verbs where there is no change to the root word. • Learn to add -s and -es to words (plurals of nouns and the third singular of verbs) • Learn to add the prefix -un to the beginning of a word without any change to the spelling of the root word. • Understand the difference between compound and polysyllabic words.
	Phase 4 (Reception/Year 1) <ul style="list-style-type: none"> • Give the sound when shown any phase 2 and 3 grapheme • Find any phase 2 and 3 grapheme, from a display, when given a sound 	

<ul style="list-style-type: none">• Be able to blend and read words containing adjacent consonants• Be able to segment and spell words containing adjacent consonants• Be able to read the tricky words: some, one, said, come, do, so, were, when, have, their, out, like, little, what <p>Be able to spell the tricky words she, we, me, be, was, my, you, her, they, all, are</p> <p>Write each letter, usually correctly</p>	
<div>Phase 3 (Reception)</div> <div>Knowing one grapheme for all 43 phonemes</div>	<ul style="list-style-type: none">• Give the sound when shown all or most phase 2 and phase 3 graphemes <p>Set 6: j, v, w, x</p> <p>Set 7: y, z, zz, qu</p> <p>Consonant digraphs: ch, sh, th, ng</p> <p>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <ul style="list-style-type: none">• Find all or most phase 2 and phase 3 graphemes, from a display, when given the sound• Be able to blend and read CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes)• Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes) Read and spell phonically decodable 2 syllable and 3 syllable words• Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are• Be able to spell the tricky words the, to, I, no, go <p>Write each letter correctly when following a model</p>
<p>Phase 2 (Nursery and Reception)</p> <ul style="list-style-type: none">• Give the sound when shown any phase 2 letter, securing 1st the starter letters s, a, t, p, i, o, n <p>Find any phase 2 letter, from a display, when given a sound</p> <p>Set 1: s, a, t, p</p> <p>Set 2: i, n, m, d</p> <p>Set 3: g, o, c, k</p> <p>Set 4: ck, e, u, r</p> <p>Set 5: h, b, f, ff, l, ll, ss</p> <ul style="list-style-type: none">• Be able to orally blend and segment Consonant Vowel Consonant words• Be able to blend and segment in order to read and spell (using magnetic letters), VC words such as: if, am, on, up and silly names such as ip, ug and ock <p>Be able to read the 5 tricky words, the, to, I, no, go</p>	
<p>Phase 1 (Nursery) (seven aspects)</p> <p>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.</p>	