



'Inspiring Minds Together'

Phonics - Skills Progression

Phonics Intent

The teaching of phonics at The Cambridge Primary School is of the highest priority. We are committed to ensuring that every child will learn to read and write, regardless of ability, need or background. Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond.

Year Groups	Reception					
	Year 1			Year 2		
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Generic Skills	<p>Aspect 1: General sound discrimination of environmental sounds</p> <p>Aspect 2: General sound discrimination of instrumental sounds</p> <p>Aspect 3: General sound discrimination of body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p>	<p>Say the phoneme when shown any of the Phase 2 graphemes.</p> <p>Find any Phase 2 grapheme, when they hear the phoneme.</p> <p>Decode and read VC & CVC and simple 2-syllable words with the Phase 2 GPCs by blending the separate sounds together in the</p>	<p>Say the phoneme when shown any of the Phase 3 graphemes.</p> <p>Find any Phase 3 grapheme, when they hear the phoneme.</p> <p>Say the letter names.</p> <p>Decode and read CVC and simple 2-syllable words with the Phase 2 and 3 GPCs by blending the</p>	<p>Decode and read longer words with adjacent consonants and the Phase 2 and 3 GPCs by blending the separate sounds together in the order they appear in words.</p> <p>Segment longer words with adjacent consonants containing the Phase 2 and 3 GPCs, into separate sounds and make phonetically plausible attempts to spell them.</p>	<p>Decode and read words with more graphemes for the 40+ phonemes and more ways of pronouncing graphemes introduced in Phases 2 and 3 by blending the separate sounds together in the order they appear in words.</p> <p>Segment words with more graphemes for the 40+ phonemes and more ways of pronouncing</p>	<p>Know most of the common GPCs.</p> <p>Become fluent readers and read words:</p> <ul style="list-style-type: none"> • automatically if they are very familiar • by decoding quickly and silently because their sounding and blending routine is now well established • by decoding them aloud

		<p>order they appear in words.</p> <p>Segment VC & CVC words containing the Phase 2 GPCs into separate sounds for spelling.</p> <p>Read captions containing the Phase 2 GPCs.</p>	<p>separate sounds together in the order they appear in words.</p> <p>Segment CVC words, containing the Phase 2 and 3 GPCs, into separate sounds and make phonetically plausible attempts to spell them.</p> <p>Read and write captions containing the Phase 2 and 3 GPCs.</p>	<p>Read and write sentences with words containing adjacent consonants and the Phase 2 and 3 GPCs.</p>	<p>graphemes introduced in Phases 2 and 3 and make phonetically plausible attempts to spell them.</p> <p>Read and write sentences with words containing more graphemes for the 40+ phonemes and more ways of pronouncing graphemes introduced in Phases 2 and 3.</p>	<p>Become increasingly accurate spellers whose spellings show:</p> <ul style="list-style-type: none"> • an accuracy in phonemic awareness although they may be a little unconventional at times • an awareness of spelling rules • they are able to make choices about how to spell the words they write with regard to the spelling strategies
<p>Grapheme Phoneme Correspondence (GPC)</p>		<p>Phase 2 GPCs s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss</p>	<p>Phases 3 GPCs j, v, w, x y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs & trigraphs: ai, ee, igh, oa, oo (moon, book), ar,</p>	<p>No new GPCs</p> <p>Words with adjacent consonants include: Final consonant blends: CVCC (milk)</p> <p>Initial consonant blends: CCVC (trap)</p>	<p>Phase 5 GPCs ay (day), ea (eat), ie (tie), oe (toe), ue (blue), ew (new), oy (boy), ou (out), aw (saw), au (Paul), ir (girl), wh (when) ph (photo), zh (treasure)</p>	<p>Investigate and learn how to add suffixes (s, -es, -ing, -ed, -s, er, -est, -y, -en, -ful, ly, -ment, -ness).</p> <p>Investigate the spelling system and learn to spell longer</p>



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			or, ur, ow (owl), oi, ear (dear), air (hair), ure (sure), er	Consonant blends: CCVCC (stand) CVCCC (bunch) CCCVC (street) CCCVCC (sprint)	Split digraphs a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule) Alternative pronunciations for graphemes: i (find), o (cold), c (cent), g (giant), u (put), ow (blow), ie (field, chief), ea (head), er (sister), a (what), y (by, funny), ch (school, chef), ou (shoulder, could)	words using knowledge of: <ul style="list-style-type: none">• Syllables- listen to how many syllables there are in a word to break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by)• Base words-- find the base word (e.g. Smiling – base smile +ing, e.g. women = wo + men)• Analogy- use known words to help (e.g. could: would, should)• Mnemonics- make up a sentence to help remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants, because- big
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						elephants always understand small elephants)
Key Words		Read the tricky words - the, to, I, no, go.	Read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are. Spell the tricky words - the, to, I, no, go.	Read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what. Spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are.	Read the tricky words - oh, their, people, Mr, Mrs, looked, called, asked and the Year 1 Common Exception Words. Spell the tricky words - said, so, have, like, some, come, were, there and the Year 1 Common Exception Words.	Read and spell the Year 2 Common Exception Words.