

Skills Progression: ENGLISH Phonics

Year Groups	Reception					
	Year 1					
	Year 2					
Letters and Sounds phases	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Generic Skills children should:	<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 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>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 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>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>Read and write sentences with words containing adjacent consonants and the Phase 2 and 3 GPCs.</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 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>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>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
Grapheme Phoneme Correspondence (GPC)	<p>Phase 2 GPCs</p> <p>s, a, t, p</p> <p>i, n, m, d</p> <p>g, o, c, k</p> <p>ck, e, u, r</p> <p>h, b, f, ff, l, ll, ss</p>	<p>Phases 3 GPCs</p> <p>j, v, w, x</p> <p>y, z, zz, qu</p> <p>Consonant digraphs:</p> <p>ch, sh, th, ng</p> <p>Vowel digraphs & trigraphs:</p> <p>ai, ee, igh, oa, oo (moon, book), ar, or, ur, ow (owl), oi, ear (dear), air (hair), ure (sure), er</p>	<p>No new GPCs</p> <p>Words with adjacent consonants include:</p> <p>Final consonant blends: CVCC (milk)</p> <p>Initial consonants blends: CCVC (trap)</p> <p>Consonant blends: CCVCC (stand) CVCCC (bunch) CCCVC (street) CCCVCC (sprint)</p>	<p>Phase 5 GPCs</p> <p>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>Split digraphs</p> <p>a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule)</p> <p>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)</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 words using knowledge of:</p> <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 elephants always understand small elephants) 	
Key Words	<p>Read the tricky words - the, to, I, no, go.</p>	<p>Read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are.</p>	<p>Read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what.</p>	<p>Read the tricky words - oh, their, people, Mr, Mrs, looked, called, asked and the Year 1 Common Exception Words.</p> <p>Spell the tricky words - said, so, have, like, some, come,</p>	<p>Read and spell the Year 2 Common Exception Words.</p>	

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