

Phonics Term by Term Progression/Assessment

Year Group	Autumn Expectations	Spring expectations	Summer Expectations																																																																																															
Reception	<p>Phase 2 letters Set 1 through to Set 5</p> <ul style="list-style-type: none"> 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 <p>The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words.</p>	<p>Phase 3 – children will be already be able to blend and segment words contacting the 19 letters taught in Phase 2. Over the 12 weeks 25 new graphemes are introduced (one at a time)</p> <ul style="list-style-type: none"> Set 6 j, v, w, x Set 7 y, z, zz, qu Consonant Diagraphs ch, sh, th, ng Vowel Diagraphs ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er 	<p>Phase 3 Tricky words:</p> <table border="1"> <tr><td>we</td><td>me</td><td>be</td><td>was</td></tr> <tr><td>no</td><td>go</td><td>my</td><td>you</td></tr> <tr><td>they</td><td>her</td><td>all</td><td>are</td></tr> </table> <p>Phase 4: Represent 42 phonemes with a grapheme.</p>	we	me	be	was	no	go	my	you	they	her	all	are																																																																																			
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Year 1	<p>Phase 4 (consolidation):</p> <ul style="list-style-type: none"> Represent each of the 42 phonemes with a grapheme. Blend phonemes to read CVC words (at speed). Segment CVC words for spelling. Read simple 2 syllable words. Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr <p>Phase 4 Tricky words:</p> <table border="1"> <tr><td>said</td><td>so</td><td>she</td><td>he</td><td>have</td></tr> <tr><td>like</td><td>some</td><td>come</td><td>were</td><td>there</td></tr> <tr><td>little</td><td>one</td><td>they</td><td>all</td><td>are</td></tr> <tr><td>do</td><td>when</td><td>out</td><td>what</td><td>my</td></tr> <tr><td>her</td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	said	so	she	he	have	like	some	come	were	there	little	one	they	all	are	do	when	out	what	my	her										<p>Phase 5 –</p> <ul style="list-style-type: none"> New graphemes and alternative pronunciations for these graphemes including those they already know. Choose appropriate grapheme when spelling <p>Phase 5 Tricky words:</p> <table border="1"> <tr><td>oh</td><td>their</td><td>people</td><td>Mr</td><td>Mrs</td></tr> <tr><td>looked</td><td>called</td><td>asked</td><td>water</td><td>where</td></tr> <tr><td>who</td><td>again</td><td>thought</td><td>through</td><td>work</td></tr> <tr><td>mouse</td><td>many</td><td>laughed</td><td>because</td><td>different</td></tr> <tr><td>any</td><td>eyes</td><td>friends</td><td>once</td><td>please</td></tr> </table>	oh	their	people	Mr	Mrs	looked	called	asked	water	where	who	again	thought	through	work	mouse	many	laughed	because	different	any	eyes	friends	once	please	<p>Phase 5</p> <p>New graphemes for reading:</p> <table border="1"> <tr><td>ay</td><td>oy</td><td>wh</td><td>a-e</td><td>e-e</td></tr> <tr><td>day</td><td>boy</td><td>when</td><td>make</td><td>these</td></tr> <tr><td>ou</td><td>ir</td><td>ph</td><td>i-e</td><td>o-e</td></tr> <tr><td>out</td><td>girl</td><td>photo</td><td>like</td><td>home</td></tr> <tr><td>ie</td><td>ue</td><td>ew</td><td>u-e</td><td></td></tr> <tr><td>tie</td><td>blue</td><td>new</td><td>rule</td><td></td></tr> <tr><td>ea</td><td>aw</td><td>oe</td><td>au</td><td></td></tr> <tr><td>eat</td><td>saw</td><td>toe</td><td>Paul</td><td></td></tr> </table> <ul style="list-style-type: none"> Children read words fluently Know alternative spellings for each phoneme 	ay	oy	wh	a-e	e-e	day	boy	when	make	these	ou	ir	ph	i-e	o-e	out	girl	photo	like	home	ie	ue	ew	u-e		tie	blue	new	rule		ea	aw	oe	au		eat	saw	toe	Paul	
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<p align="center">Year 2</p>	<p>Phase 6:</p> <ul style="list-style-type: none"> • 'y' saying igh, • 'wr' saying r • 'dge' and 'ge' saying j • 'gn' saying n • 'kn' saying n • 'le' saying l • 'el' saying l • 'al' and 'il' saying l • Adding suffix –es, -ed, -er, -est and –ing to words ending in 'y'. • Adding suffix –ed and –er to words ending in 'e' 	<p>Phase 6:</p> <ul style="list-style-type: none"> • 'o' saying u, • 'eer' saying ear • 'ture' saying cher • 'mb' saying m • 'al' saying or • 'ey' saying ee • 'el' saying l • 'al' and 'il' saying l • 'war' saying wor • Adding suffix –est, -and –y to words ending in 'e' • Adding –er, -est or –y to CVC and CVCC words • Adding –ment and –ness • Contractions 	<p>Phase 6:</p> <ul style="list-style-type: none"> • 's' for zh • 'wa' saying wo • 'qua' saying quo • 'tion' saying shun • Adding –ful, -less and -ly • Adding prefix dis- and un- • Homophones and Near Homophones • Recap and revisit spelling rules taught.