



## Phonics Progression

<b>Phase 1 Nursery provision</b>	<ul style="list-style-type: none"><li>• Children will have experienced a wealth of listening activities. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally.</li><li>• Effective assessment involves careful observation, analysis and review by practitioners of children's knowledge, skills and understanding in order to track their progress and make informed decisions about planning for the next steps of learning.</li></ul> <p>This is carried out through:</p> <ul style="list-style-type: none"><li>• Look, listen and note</li></ul>
<b>Phase 2</b>	<p>To be secure in Phase 2 children should be able to:</p> <ul style="list-style-type: none"><li>• Give all or most of the phonemes when shown Phase 2 graphemes (e.g. 15 out of the 19 GPCs)</li><li>• Find all or most Phase 2 graphemes, from a display, when given the phoneme</li><li>• Be able to orally blend and segment CVC words</li><li>• Be able to blend and segment in order to read and spell (using magnetic letters) VC words and silly names such as 'ip', 'ug' and 'ock'</li><li>• Be able to read the five tricky words the, to, I, no, go</li></ul>
<b>Phase 3</b>	<p>To be secure in Phase 3 children should be able to:</p> <ul style="list-style-type: none"><li>• Give all or most of the phonemes when shown Phase 2 and Phase 3 graphemes</li><li>• Find all or most Phase 2 and Phase 3 graphemes from a display when given the phoneme</li><li>• Be able to blend and read CVC words</li><li>• Be able to segment and make phonetically plausible attempt at spelling CVC words</li><li>• Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are</li><li>• Be able to spell tricky words the, to, I no, go</li></ul> <p>• Write each Phase 2 and 3 letter correctly when following a model e.g. visual or kinaesthetic Remember they only need to know a majority of the 14 long vowel sounds as they will be revisiting them all in Phase 4 (to support further consolidation).</p>



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<p><b>Year 1 expectations (including elements of Phase 5)</b></p>	<p>To be secure in Phase 4 children should be able to:</p> <ul style="list-style-type: none"> <li>• Give the phoneme when shown any Phase 2 and 3 grapheme</li> <li>• Find any Phase 2 and 3 grapheme, from a display when given the phoneme</li> <li>• Be able to blend and read words containing adjacent consonants</li> <li>• Be able to segment and spell words containing adjacent consonants</li> <li>• Be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what</li> <li>• Be able to spell the tricky words he, she,</li> </ul> <p>To be secure in Y1 learning, children should be able to:</p> <ul style="list-style-type: none"> <li>• Respond 'speedily' with correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes for any given sound, write the common graphemes</li> <li>• Name letters of alphabet in order and use letter names to distinguish between alternative spellings of the same sound.</li> <li>• Read and spell common exception words (tricky words), noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Spell days of the week</li> <li>• Read and spell phonically decodable two-syllable and three-syllable words</li> <li>• Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</li> <li>• Use spelling rules for -s, -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Use prefix un- when spelling</li> <li>• Use -ing, -ed, -er and -est where no change is required in the spelling of the root words.</li> <li>• Read automatically all the words in the list of 100 high-frequency words</li> <li>• Accurately spell most of the words in the list of 100 high frequency words</li> <li>• Apply simple spelling rules and guidelines, as listed in English Appendix 1</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>
<p><b>Year 2 expectations (including elements of Phase 6)</b></p>	<p>To be secure in Y2 learning, children should be able to:</p> <ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the graphemes as above</li> <li>• Read common suffixes</li> <li>• Read further common exception words taught (including the 200 MFW, L&amp;S p195)</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many words correctly</li> <li>• Check and correct their own work</li> <li>• Spell common exception words accurately (including the 200 MFW, L&amp;S p195)</li> <li>• Spell words with contracted forms</li> <li>• Use the possessive apostrophe (singular)</li> <li>• Distinguish between homophones and near-homophones</li> <li>• Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly, -tion.</li> <li>• Apply suffixes where change is needed to the root word –s, -es, -er, -est –ing, -ed, -y.</li> <li>• Apply rules and guidance as listed in English Appendix 1</li> <li>• Apply their phonological, morphological and graphic knowledge if they become stuck on a spelling e.g. to be able to select the right long vowel grapheme</li> <li>• Recognise tricky bits in words e.g. the unusual spelling of /oo/ in beautiful.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught</li> </ul>