

Progression in Phonics

	Autumn	Spring	Summer
Nursery (FS1)	Phase 1 – Show interest in play with sounds, songs and rhymes.	Phase 1 – Repeat words or phrases from familiar stories. Enjoy rhyming activities.	Phase 1 – Listen attentively, discriminating sounds from the environmental, instrumental. Listen, remember and talk about sounds, alliteration and developing vocabulary.
Reception (FS2)	<p>Phase 1 – as above</p> <p>Phase 2 – Continue a rhyming string. Give the sound when shown a letter. Find the letter when given the sound. Blend and segment VC words e.g. if, am, on. Phase 2 sounds – 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>Phase 2 – as before, revisit where appropriate. Phase 3 – Give the sound when shown a letter. Find the letter when given the sound. Blend and segment CVC words e.g. cat, dog, pin. Read the tricky words – he, she, we, me, be, was, you, her, they, all, are. Spell tricky words – the, to, l, no, go. Phase 3 sounds – j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.</p>	Phase 3 – as before, revisit where appropriate.
Year 1	<p>Phase 4 - Give the sound when shown a letter. Find the letter when given the sound. Blend and read words containing adjacent consonants. Segment and spell words containing adjacent consonants.</p>	<p>Phase 5 – Give the sound when shown any grapheme. Write the grapheme when given the sound. Apply phonic knowledge and skill as primary approach to reading and spelling unfamiliar words.</p>	Phase 5 – as before, revisit where appropriate.

	<p>Read the tricky words – some, one, said, come, do, so, were, when, have, there, out, like, little, what.</p> <p>Spell the tricky words – he, she, we, me, be, was, my, you, her, they, all, are.</p>	<p>Read and spell phonically decodable two-syllable and three-syllable words.</p> <p>Read all the Year 1 Common Exception Words (CEW).</p> <p>Spell most of the Year 1 CEW.</p>	
Year 2	<p>Phase 6 – To become independent, fluent readers.</p> <p>Follow spelling rules to spell with increasing accuracy.</p> <p>Use word recognition, knowledge of word structure e.g. suffixes and spelling patterns to spell words accurately.</p> <p>Understand and use the past tense.</p>	<p>Phase 6 -as before</p>	<p>Phase 6 – as before</p>