



St Walburga's Catholic Primary School
Whole School Phonics Progression Overview



EYFS

Early Learning Goal / EYFS Ages and Stages:

Reading 40-60+

- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together
- Links sounds together, naming and sounding the letters of the alphabet
- Begins to read words and simple sentences

Reading ELG

- Children can read and understand simple sentences. They use phonics knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- (ELG+) Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonics, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

Writing 40-60+

- Continues a rhyming string
- Hears and says the initial sounds in words
- Can segment the sounds in simple words and blend them together
- Links sounds to letters, naming and sounding the letters of the alphabet
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels, captions
- Attempts to write short sentences in meaningful contexts

Writing ELG

- Children use their phonics knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
- (ELG+) Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

Reading:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Using phonics for reading Guidance:

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Writing:

Children should continue to be taught to spell common words as well as using their phonics. Spelling

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

The alphabet

- naming the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound

Adding prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Using phonics for writing guidance:

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Year 2

Reading:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Using phonics for reading Guidance:

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are **closely matched to their developing phonic knowledge** and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

Writing:

Children should continue to be taught to spell common words as well as using their phonics.

- segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learn to spell common exception words
- learn to spell more words with contracted forms
- learn the possessive apostrophe (singular) [for example, the girl's book]
- distinguish between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance (see NC guidance)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Using phonics for writing Guidance:

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

This document aims to give guidance on the progression of phonic knowledge, skills and techniques across Key Stage 1. It can also be used to differentiate work and expectations appropriately for children working above and below ARE.

Potential GD pupils should also be encouraged to look at alternative spellings of the graphemes or spelling patterns to help them decode words containing sounds they have not been taught.

Teaching Sequence in – scheme of lessons following	1.
	2.
	3.
	4.
	5.

	EYFS	Year 1
Graphemes	PHASE 2: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r h, b, f(ff), l(ll), ss	
	PHASE 3: j, v, w, x y, z(zz), qu ch, sh, th, ng ai, ee, igh, oa oo (short), oo (long), ar, or ur, ow, oi, ear air, ure, er	

Decodable words

PHASE 2:

a
had
an
back
as
and
at
get
if
big
in
him

is
his
it
not
of
got
off
up
on
mum
can
but
dad

PHASE 3:

will
that
this
then
them
with

see
for
now
down
look
too

PHASE 4: (when ready)

went
it's
from
children
just
help

PHASE 5:

don't
old
I'm
by
time
house
about
your
day
made
came
make
here
saw
very
put

Tricky words

PHASE 2:

the
to
I
no
go
into

PHASE 5:

oh
their
people
Mr

	PHASE 3: he she we me be was	you they all are my her	Mrs looked called asked could
	PHASE 4: (when ready) said have like so do some come	were there little one when out what	

Year 2 – Next 200 common words in order of frequency				
water	other	fast	air	use
away	food	only	tree	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	

know bear can't again cat long things new after wanted eat everyone our two has yes play take thought dog well find more I'll round tree magic shouted us	work lots need that's baby fish gave mouse something bed may still found live say soon night narrator small car couldn't three head king town I've around every garden	before gran clothes tell key fun place mother sat boat window sleep feet morning queen each book its green different let girl which inside run any under hat snow	across gone hard floppy really wind wish eggs once please thing stopped ever miss most cold park lived birds duck horse rabbit white coming he's river liked giants looks	
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