

Progression in Phonics

Phase	Main Purpose	Progression	Common Exception Words	National Curriculum	Year Group
Phase 1	Through speaking and listening activities, children will develop their language structures and increase their vocabulary. In developing their phonological awareness, children will improve their ability to distinguish between sounds and to speak clearly and audibly with confidence and control. They become familiar with rhyme, rhythm and alliteration	<p>Working on:</p> <ul style="list-style-type: none"> • showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes • exploring and experimenting with sounds and words • Discriminating speech sounds in words. Beginning to orally blend and segment phonemes 			Nursery
Phase 2	To introduce grapheme-phoneme (letter-sound) correspondences. Typical duration: up to 6 weeks	<p>Working on:</p> <ul style="list-style-type: none"> • Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words. • Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. <p>Letter progression:</p> <p>Set 1 : s a t p Set 2 : i n m d Set 3 : g o c k Set 4 : k e u r Set 5 : h b f, ff l, ll ss</p>	Phase 2 High Frequency Words: is it in at and to the no go l		Nursery Rec

Phase 3	To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words. Typical duration: up to 12 weeks	<p>Working on:</p> <ul style="list-style-type: none"> Knowing one grapheme for each of the 44 phonemes. Reading and spelling CVC words using letters and short vowels. <p>Letter Progression: Set 6 : j v w x Set 7 : y z, zz qu</p> <ul style="list-style-type: none"> Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs: ch sh th ng Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ai ee igh oa oo ar or ur ow oi ear air ure er 	Phase 3 Tricky Words: he she we me be was my you they her all are		Rec
Phase 4	To teach children to read and spell words containing adjacent consonants. Typical duration: 4 to 6 weeks	<p>Working on:</p> <ul style="list-style-type: none"> Blending adjacent consonants in words and applying this skill when reading unfamiliar texts. Segmenting adjacent consonants in words and apply this in spelling 	Phase 4 Tricky Words: said so have like some come was you were there little one they all are do when out what		Rec Year 1

Phase 5	Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught. Typical duration: securing reading and spelling will extend through Year 1.	<p>Working on:</p> <ul style="list-style-type: none"> • Reading phonetically decodable two syllable and three syllable words. • Using alternative ways of pronouncing and spelling the graphemes corresponding to long vowel phonemes. • Spelling complex words using phonically plausible attempts. <p>Graphemes:</p> <p>ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e</p>	<p>Phase 5 words:</p> <p>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> <p>Year 1 Common Exception Words:</p> <p>the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love one come some one once ask friend school put push pull full house our</p>	<ul style="list-style-type: none"> • n before k <i>think</i> • are <i>bare</i> • ore <i>more</i> • ear <i>bear</i> • tch • e after v • plurals -s -es • prefixe un • compound words • syllables • endings: -ing -er -ed -est • examining homographs 	Year 1
Phase 6	Teaching children to develop their skill and automaticity in reading and spelling, creating ever-increasing capacity to attend to reading for meaning. Typical duration: Year 2.	<p>Working on:</p> <ul style="list-style-type: none"> • Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences. • Applying phonic skills and knowledge to recognise and spell an increasing number of complex words. 	<p>Year 2 Common Exception Words:</p> <p>door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas</p>	<ul style="list-style-type: none"> • -el <i>travel</i> • -al <i>animal</i> • -il <i>pencil</i> • -ey <i>donkey</i> • Adding -es to nouns and verbs ending in -y • a sounding as o after w and qu <i>want squash</i> • ar after w sounding as or <i>warm towards</i> • a sounding like or before l/l <i>ball walk</i> • c before e y i <i>race</i> • s pronounced zh <i>pleasure treasure</i> • or after w sounding as er <i>work worm</i> 	Year 2

				<ul style="list-style-type: none">• ge dge g <i>huge badge magic</i>• o as in <i>other mother</i>• suffixes -ment -ness -ful -less -ly• adding ing, er, est to a word ending in y with a consonant before it <i>happier cried</i>• adding -ing, -ed, -er, -est, -y to words ending in -e with a consonant before it <i>hiked shiny nicer</i>• adding -ing, -ed, -er, -est, -y to one syllable words ending in a single consonant letter after a single vowel letter <i>patted runner saddest</i>• contractions <i>can't didn't hasn't couldn't it's I'll</i>• possessive apostrophes <i>the girl's</i>• -tion <i>station fiction</i>• homophones and near-homophones <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>	
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