

St Leonard's Primary School

Phonics Progression



Nursery

	Autumn 1 & 2 (Unit 1)	<u>Phonological Awareness</u> • General sound discrimination – environmental sounds • General sound discrimination – instrumental sounds • General sound discrimination – body percussion • General sound discrimination – adding sounds • Rhythm and rhyme – rhyme recognition • Rhythm and rhyme – auditory memory and sequencing • Alliteration – identifying sounds • Oral blending and segmenting – counting sounds • Oral blending and segmenting – segmenting • Oral blending and segmenting – blending • Oral blending and segmenting – phoneme addition • Voice sounds – onomatopoeia • Voice sounds – voice manipulation • Voice sounds – watching and hearing • Voice sounds – remembering sounds • Voice sounds – talking about sounds • Voice sounds – making sounds • Voice sounds – identifying initial sounds • Voice sounds – identifying end sounds	
	Spring 1 (Unit 2)	s, a, t, p, i, n, m, d, g, o, c, k	• Complete alphabet chant daily • Hear phonemes • Read GPC (previously taught) • Present a new GPC • Say it fast – oral blending
	Spring 2 (Unit 2)	e, u, r, h, b, f, l, j, v, w, x, y, z	• Complete alphabet chant daily • Hear phonemes • Read GPC (previously taught) • Present a new GPC

			Say it fast – oral blending Break it down – oral decoding
	Summer 1 (Unit 3)	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b	• Complete alphabet chant daily • Hear phonemes • Read GPC (previously taught) • Stretch and read – blending with cards teacher led (previously taught GPC). • Present a new GPC • Say it fast – oral blending • Break it down – oral decoding • Stretch and read – blending with cards teacher led (new GPC).
	Summer 2 (Unit 3)	f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng	• Complete alphabet chant daily • Hear phonemes • Read GPC (previously taught) • Stretch and read – blending with cards teacher led (previously taught GPC). • Present a new GPC • Say it fast – oral blending • Break it down – oral decoding • Stretch and read – blending with cards teacher led (new GPC).

Reception

	Autumn	<u>Taught GPCs</u> s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z	<u>Red Words</u> (common exception words) the I he she is to go of as we are you into	- Alphabet chant daily - Oral blending and segmenting - Blend and segment CVC words - Read words consistent with phonic knowledge by blending - Read common exception words - Read CVC with -s ending /s/ sound - Read CVC with -z ending /z/ sound - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Write recognisable letters, most of which are correctly formed.
	Spring	<u>Taught GPCs</u> zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (book), oo (moon), ar	<u>Red Words</u> (common exception words) be me his no so has do her my by ask our says they	- Oral blending and segmenting - Read words consistent with phonic knowledge by blending - Read common exception words - Read CCVC and two-syllable words - Read CVC and double-consonant words with -ing endings - Read CVCC words and sentences including CEWs - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words - Spell words by identifying phonemes in them and representing them with graphemes - Write recognisable letters, most of which are correctly formed.

			said was were put all there like	
	Summer	<u>Taught GPCs</u> or, ur, ow (cow), oi (boil), ear (clear), air (hair), ure (pure), er (batter) Common Alternatives: (/or/ ore; /s/ se) Common Alternatives: (/d/ ed; /t/ ed) Common Alternatives: (/v/ ve)	<u>Red Words</u> (common exception words) here where today when what come some push pull friend school out one once your love	• Oral blending and segmenting • Read words consistent with phonic knowledge by blending • Read common exception words • Read CVCC words and sentences including CEWs • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words • Spell words by identifying phonemes in them and representing them with graphemes • Read CVC words with -es endings • Read CVC words with -ed endings • Read nouns and adjectives with -er ending • Read CCVCC words and sentences • Read CCCVC words and sentences • Read CCCVCC words and sentences • Read sentences with contraction words • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Write simple phrases and sentences that can be read by others

Year 1

Autumn

Taught GPCs

- ay (play) Common
Alternatives: (/ai/ a)
- ou (cloud) Common
Alternatives: (/l/ le, el;
/s/ st)
- ie (dried) Common
Alternatives: (/l/ al, il)
- ea (cream) Common
Alternatives: (/ee/ e)
- oy (boy) Common
Alternatives: (/igh/ i)
- ir (girl) Common
Alternatives: (/w/ wh)
- ue (blue/cue) Common
Alternatives: (/oa/ o)
- aw (jaw) Common
Alternatives: (/or/ au)
- ew (blew/new)

Red Words (common exception words)

plant
floor
every
whole
only
move
father
grass
eye
busy
pretty
half
parents
everybody
sugar
improve
prove

- Read words with prefix un
- Read nonsense words
- Read and spell words with ou / ow
- Read and spell words with ie / igh
- Read and spell words with ea / ee / e
- Read and spell words with oy / oi
- Read and spell words with ir / ur / er
- Read and spell words with ue / oo
- Read and spell words with aw / or / ore / au
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read and correct inaccurate reading
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
- Begin to punctuate sentences using an exclamation mark
- Join words and clauses using the conjunction 'and'
- Begin to punctuate sentences using a question mark
- Identify nouns and verbs in a sentence and use them accurately in writing

	Spring	<u>Taught GPCs</u> - a_e (cake) Common Alternatives: (/ai/ ey, ei, eigh) - e_e (delete) Common Alternatives: (/ee/ ie) - i_e (crocodile) Common Alternatives: (/or/ a, al) - o_e (bone) Common Alternatives: (/oa/ ou) - u_e (flute/cute) Common Alternatives: (/oo/ ui, ou; /yoo/ u) -y (happy) Common Alternatives: (/ee/ ey) -y (fly) Common Alternatives: (/oo/ u, oul) - ow (snow) Common Alternatives: (/r/ wr; /or/ oor, our) - soft c (ice) Common Alternatives: (/s/ sc, ce) - soft g (gem) Common Alternatives: (/e/ ea)	<u>Red Words</u> (common exception words) plant floor every whole only move father grass eye busy pretty half parents everybody sugar prove improve	- Read endings on split digraph words - Read and spell words with a_e / ay / ai / a / ey / ei / eigh - Read and spell words with e_e / ea / ee / e / ie - Read and spell words with i_e / ie / igh / i - Read and spell words with o_e / oa / o / ou - Read and spell words with u_e / ew / ue / oo / ui / ou - Read and spell words with -y / e_e / ea / ee / ie / e / ey - Read words with suffix -ly - Read and spell words with c / s / sc / ce - Read and spell words with g / ge / dge / j - Predict what might happen on the basis of what has been read so far - Participate in discussion about what is read to them, taking turns and listening to what others say - Explain clearly their understanding of what is read to them - Discuss word meanings, linking new meanings to those already known - Being encouraged to link what they read or hear read to their own experiences - Use the spelling rule of adding the 's' marker for plurals - Use '-y' endings to create adjectives from nouns - Use the suffix '-ed' for the past tense of verbs - Use the words who/what/where/when/why/how to ask questions
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				• Use ‘-ly’ suffix to form adverbs • Use an apostrophe for ‘it’s’ as a contraction of ‘it is’ • Use the suffix ‘-er’ and the words ‘more’ or ‘most’ for comparison
	Summer	<u>Taught GPCs</u> • ire (fire) Common Alternatives: (/ear/ eer, ere; /er/) • are (care) Common Alternatives: (/air/ ear, ere; /or/ ar; /u/ o) /m/ me; /n/ ne • tch (watch) Common Alternatives: (/o/ a; /c/ ch; /i/ y; /er/ or • oe (toe) Common Alternatives: (/sh/ ch, ti, ci, ssi; /oo/ou; /u/ ou) • ph (phone) Common Alternatives: (/n/ gn, kn; /m/ mb; /c/ que; /zh/ s, si) • Comparing long /a/ GPCs • Comparing long /i/ GPCs • Comparing long /o/ GPCs • Comparing long /u/ GPCs • Comparing long /ur/ GPCs	<u>Red Words</u> (common exception words) Consolidate all red words.	• Read and spell words with ire • Read and spell words with are / air / ear / ere • Read words with suffix -less • Read and spell words with tch / ch / t • Read and spell words with oe / o_e / ow / oa / ou / o • Read words with suffix -ment # • Read and spell words with ph / f Consolidation • Discuss the significance of the title and events • Draw on what they already know or on background information and vocabulary provided by the teacher • Make inferences on the basis of what is being said and done • Check that the text makes sense to them as they read and correcting inaccurate reading • Predict what might happen on the basis of what has been read so far • Discuss word meanings, linking new meanings to those already known • Participate in discussion about what they read, taking turns and listening to what others say • Being encouraged to link what they read or hear read to their own experiences

		Comparing long /e/ GPCs		- Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics - Explain clearly their understanding of what is read to them - Use an apostrophe to show possession - Use an apostrophe for 'I'm' as a contraction of 'I am' - Write sentences using the suffix 'less' - Write expanded noun phrases using the words my/his/her/their, an adjective and a noun - Write sentences using co-ordinating conjunction 'but' to join clauses - Write sentences using subordinating conjunction 'when' to join clauses - Write sentences using subordinating conjunction 'because' to join clauses - Write sentences using 'and' to join two noun phrases - Write sentences using 'if' to introduce the first idea - Write a sentence using more than one noun phrase
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Routes to Reading	Term	Text	Year 2 Objectives
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Year 2

Autumn	The Tale of Chicken Little	- To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales - To recognise simple recurring literary language in stories - To discuss the sequence of events in books and how items of information are related - Read and listen to the story and make links to books they have read.
	Extreme Earth	- To listen, discuss and express views about non-fiction text - To be introduced to non-fiction books that are structured in different ways - To discuss and clarify the meanings of words, linking new meanings to known vocabulary - To explore syllable boundaries and read each syllable separately before they combine them to read the word - To explain and discuss their understanding of the book
	Animal Poems	- To listen, discuss and express views about a range of contemporary poetry - To recognise simple recurring literary language in poetry - To discuss their favourite words and phrases - To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	The Great Escape	- To identify the different variations to how –ed words are spelt and pronounced. - To identify sentences with different forms: statement, question, exclamation, command. - To discuss and clarifying the meanings of words, linking new meanings to known vocabulary - To discuss the sequence of events in the story and how they are related - Justify their preferences and point of view
	Ants are Everywhere	- To listen, discuss and express views about non-fiction text - To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect

			• To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book
	Spring	Kongy Arrives Why Do Stars Twinkle? The Dreams of Moxie Mouse and Cat Capone	• To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Read and listen to the story and make links to books they have read • Justify their preferences and point of view • To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book • To listen, discuss and express views about a range of contemporary poetry • To recognise simple recurring literary language in poetry • To discuss their favourite words and phrases • To identify expanded noun phrases to describe and specify - for example, the blue butterfly

		It came from Outer Space In the Year 2100	• To identify expanded noun phrases to describe and specify [for example, the blue butterfly] To identify commas for lists • To read words containing common suffix -ly • To listen, discuss and express views about a range of contemporary poetry • To recognise simple recurring literary language in poetry • To discuss their favourite words and phrases • To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book
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Spelling with the Jungle Club	Term	Review from Year 1	New Skills for Year 2	Red Words (Common Exception Words)	Special Skill
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Year 2

Autumn 1

- Compare: long /a/ (/ai/ay/a_e/a/)
- Compare: long /e/ (/ee/ea/-y/)
- Compare: long /e/ (/ie/e_e/e/)
- Compare: long /i/ (/igh/ie/i_e/-y/) Prefix un
- Compare: long /o/ (/oa/oe/o_e/ow/)
- Compare: long /u/ (/oo/ue/u_e/ew/u/)

- Adding endings to split digraph words
- Adding endings to split digraph words and other words ending in 'e'
- Practise adding endings to split digraph words and other words ending in 'e'
- Adding endings to split digraph words and other words ending in 'e'

great
break
steak
because
again
even
people
find
mind
kind
wild
child
child(ren)
climb
old
cold
gold
hold
fold
told
most
only
clothes
both
hello

- Contraction: can't. I'll, you'll, we'll, don't
- Homophones: see / sea
be / bee
blue/ blew

	Autumn 2	• 'ph' 'wh' • Compare: /ur/ /er/ /ir/ • Compare: /ou/ /ow/ • Compare: /or/ /ore/ /au/ /aw/ • Compare: /ear/ /eer/ /air/ /ear/ /are/	• Words beginning 'wr' • Apostrophes for possession • Suffix – full • Suffix – less	who whole Mr Mrs after pass grass class hour door poor floor water beautiful sure sugar Christmas	• Homophones: right / write here / hear there / their bear / bare • Contractions: won't
	Spring 1		• Words ending in: -le/-el • Words ending in: -al/-il • Words ending in: -y (happy) • Words ending in: -y (cry) • Adding endings to single-syllable words ending in a single consonant (e.g. pat/patted) • Consolidation	parents father past last fast what pretty everybody any many busy does could would	• Contractions: it's wasn't isn't what's doesn't couldn't wouldn't shouldn't

				should	
	Spring 2		- Adverbs ending in -ly (including to split digraph and -y words) - Irregular plural nouns & revise rule for -s /-es - Compare: /j/ /g/ /ge/ /dge/ - Compare: /se/ /c/ /ce/ - Compare: /-y/ /-ey/	plant bath path half woman women move prove improve eye money monkey honey	- Apostrophes for possession - Contraction: haven't - Homophone: piece / peace - to / too / two - Near homophones: - quite / quiet
	Summer 1		/or/ phoneme spelt 'a' before 'l' and 'll' (e.g. fall/ball, talk/walk) /u/ phoneme spelt 'o' (e.g. other/mother) /o/ phoneme spelt 'a' (e.g. want/wash) /er/ phoneme spelt 'or' (e.g. work/world) /or/ phoneme spelt 'ar' after 'w' (e.g. warm/towards) /n/ phoneme spelt 'kn' or 'gn' (e.g. knight/gnat) - Suffixes: -ment/-ness -tion ending on words (e.g. station/nation)		- Homophones: there / their / they're - sun / son - one / won - no / know - not / knot - meet / meat
	Summer 2		s pronounced as /z/ (e.g. television/usual/pleasure)		Homophones: plain / plane

			• Compare /ch/ phoneme (e.g. nature/stretcher) • Consolidation		grown / groan
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