



**Phonics Progression**

Year groups	Reception					
		Year 1				
			Year 2			
Letters and sounds phases	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<b>Generic Skills:</b>	<p><b>Aspect 1:</b> General sound discrimination of environmental sounds  <b>Aspect 2:</b> General sound discrimination of instrumental sounds  <b>Aspect 3:</b> General sound discrimination of body percussion  <b>Aspect 4:</b> Rhythm and rhyme  <b>Aspect 5:</b> Alliteration  <b>Aspect 6:</b> Voice sounds  <b>Aspect 7:</b> Oral blending and segmenting</p>	<p>Say the phoneme when shown any of the Phase 2 graphemes.</p> <p>Find any Phase 2 grapheme, when they hear the phoneme.</p> <p>Decode and read VC &amp; CVC and simple 2-syllable words with the Phase 2 GPCs by blending the separate sounds together in the order they appear in words.</p>	<p>Say the phoneme when shown any of the Phase 3 graphemes.</p> <p>Find any Phase 3 grapheme, when they hear the phoneme.</p> <p>Say the letter names.</p> <p>Decode and read CVC and simple 2-syllable words with the Phase 2 and 3 GPCs by blending the separate sounds together in the order they appear in words.</p>	<p>Decode and read longer words with adjacent consonants and the Phase 2 and 3 GPCs by blending the separate sounds together in the order they appear in words.</p> <p>Segment longer words with adjacent consonants containing the Phase 2 and 3 GPCs, into separate sounds and make phonetically plausible attempts to spell them.</p> <p>Read and write</p>	<p>Decode and read words with more graphemes for the 40+ phonemes and more ways of pronouncing graphemes introduced in Phases 2 and 3 by blending the separate sounds together in the order they appear in words.</p> <p>Segment words with more graphemes for the 40+ phonemes and more ways of pronouncing graphemes introduced in Phases 2 and 3 and make phonetically plausible attempts to spell them.</p>	<p>Know most of the common GPCs.</p> <p>Become fluent readers and read words:                      - automatically if they are very familiar by decoding quickly and silently because their sounding and blending routine is now well established                      - by decoding them aloud</p> <p>Become increasingly accurate spellers whose spellings show:                      -an accuracy in phonemic awareness</p>

		<p>Segment VC &amp; CVC words containing the Phase 2 GPCs into separate sounds for spelling.</p> <p>Read captions containing the Phase 2 GPCs</p>	<p>Segment CVC words, containing the Phase 2 and 3 GPCs, into separate sounds and make phonetically plausible attempts to spell them.</p> <p>Read and write captions containing the Phase 2 and 3 GPCs</p>	<p>sentences with words containing adjacent consonants and the Phase 2 and 3 GPCs.</p>	<p>Read and write sentences with words containing more graphemes for the 40+ phonemes and more ways of pronouncing graphemes introduced in Phases 2 and 3.</p>	<p>although they may be a little unconventional at times</p> <ul style="list-style-type: none"> <li>- an awareness of spelling rules</li> <li>-they are able to make choices about how to spell the words they write with regard to the spelling strategies.</li> </ul>
<p><b>Grapheme Phoneme Correspondence (GPC)</b></p>		<p><b>Phase 2 GPCs</b> 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><b>Phases 3 GPCs</b> j, v, w, x, y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs &amp; trigraphs: ai, ee, igh, oa, oo (moon, book), ar, or, ur, ow (owl), oi, ear (dear), air (hair), ure (sure), er</p>	<p><b>No new GPCs</b> Words with adjacent consonants include: <b>Final consonant blends:</b> CVCC (milk) <b>Initial consonant blends:</b> CCVC (trap) <b>Consonant blends:</b> CCVCC (stand) CVCCC (bunch) CCCVC (street) CCCVCC (sprint)</p>	<p><b>Phase 5 GPCs</b> ay (day), ea (eat), ie (tie), oe (toe), ue (blue), ew (new), oy (boy), ou (out), aw (saw), au (Paul), ir (girl), wh (when) ph (photo), zh (treasure)</p> <p><b>Split digraphs</b> a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule)</p> <p><b>Alternative pronunciations for graphemes:</b> i (find), o (cold), c (cent), g (giant), u (put), ow (blow), ie (field, chief), ea (head), er (sister), a (what), y (by, funny), ch (school, chef), ou (shoulder, could)</p>	<p>Investigate and learn how to add suffixes (s, -es, -ing, -ed, -s, er, -est, -y, -en, -ful, ly, -ment, -ness).</p> <p>Investigate the spelling system and learn to spell longer words using knowledge of:</p> <ul style="list-style-type: none"> <li>-<b>Syllables</b>- listen to how many syllables there are in a word to break it into smaller bits to remember (e.g. September, ba-by)</li> <li>-<b>Base words</b>-- find the base word (e.g. Smiling – base smile +ing, e.g. women = wo + men)</li> <li>-<b>Analogy</b>- use known words to help (e.g. could: would, should)</li> <li>-<b>Mnemonics</b>- make up a</li> </ul>

						<p>sentence to help remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants, because big elephants always understand small elephants).</p>
<b>Key Words</b>		<p>Read the tricky words - the, to, I, no, go.</p>	<p>Read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are.</p> <p>Spell tricky words - the, to, i, no, go.</p>	<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 the tricky words - oh, their, people, Mr, Mrs, looked, called, asked and the Year 1 Common Exception Words. Spell the tricky words - said, so, have, like, some, come, were, there and the Year 1 Common Exception Words.</p>	<p>Read and spell the Year 2 Common Exception Words</p>



## Reading Progression

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Decoding</u></b>	To continue a rhyming string (40-60 months)	Apply phonic knowledge and skills as a route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Apply their initial knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	To hear and say the initial sound in words. (40-60 months)	Respond speedily with the correct sound to graphemes for all 40+ phonemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*	Read further exception words, noting the unusual correspondences between spelling and sound.		

	To segment the sounds in simple words and blend them together and know which letter represents some of them. (40-60 months)	Read words containing GPCs and -s, -es, -ing, -ed, -er and -est endings		To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*			
	To link sounds to letters, naming and sounding the letters of the alphabet.(40-60 months)	Read other words of more than one syllable that contain taught GPCs.	Read accurately words with 2 or more syllables that contain taught GPCs.				
	To use phonic knowledge to decode regular words and read them aloud accurately.(ELG)	Read words with contractions and understand that apostrophes represent the omitted letters.					
	To read some common irregular words.(ELG)	Read common exception words noting the unusual correspondences between spelling and sound.	Read most words quickly and accurately without overt sounding out and blending, when they have been frequently encountered.	Begin to read Year 3/ 4 common exception words.			

		Read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.					
<b><u>Word meaning</u></b>	To build up vocabulary that reflects the breadth of their experiences.(30-50 months)	Discuss new word meanings linking new meanings to those already known.	Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.	To discuss authors' choice of words and phrases for effect.	Check that a text makes sense to them, beginning discussing their understanding and explaining meaning of words in context.	Check that a text makes sense to them, discussing their understanding and explaining meaning of words in context.	Check that a text makes sense to them, discussing their understanding and explaining and working out the meaning of words in context.
	To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.(40 - 60 months)			Begin to use dictionaries to check the meaning of words they have read.	Use dictionaries to check the meaning of words they have read.	To use dictionaries confidently to check meanings of words and understand how to use a thesaurus to find words with similar meanings.	

	To use vocabulary and forms of speech that are increasingly influenced by their experiences of books (40-60 months)	To use picture cues to understand the new vocabulary they are introduced to.	To use picture cues and background knowledge to understand new vocabulary they are introduced to.	To read around the word and use clues from the text to help them work out the meanings of new words.	To begin to use a range of strategies to work out the meanings of words they do not understand	To use a range of strategies to work out the meaning of words they do not understand.	Use a range of strategies to work out the meaning of words they do not understand and explain their choices.
				To begin to discuss vocabulary used to capture the readers' interest.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
						To evaluate the use of authors' language and explain how it has created an impact on the reader.	
<b><u>Inference</u></b>	To begin to understand 'why' and 'how' questions.(30 - 50 months)	Making inferences on the basis of what is being said and done.		To ask and answer questions appropriately, including some simple inference questions based on characters'	Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

	To answer 'how' and 'why' questions about their experiences and in response to stories or events.(ELG)	Discussing the significance of the title and events	Answering and asking questions	feelings, thoughts and motives.		To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
<b><u>Prediction</u></b>	To suggest how a story might end (30-50 months)	Predict what might happen on the basis of what has been read so far.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences and making predictions based on indirect clues.
<b><u>Understanding of the text</u></b>	To know that print carries meaning and, in English, is read from left to right and top to bottom.(30-50 months)	Draw on what they already know or on background information and vocabulary provided by the teacher.	Begin asking questions to improve their understanding of the text.	Ask questions to improve their understanding of the text.		
	To demonstrate understanding when talking with others about what they have read. (ELG)	Checking that the text makes sense to them as they read and correcting inaccurate reading.	Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Begin to explain and discuss their understanding of what they have read to them and those they can read for themselves, building on their own and others' ideas and	Explain and discuss their understanding of what they have read to them and those they can read for themselves, building their own and others' ideas and challenging views courteously.	

					challenging views courteously.	
	To follow a story without pictures or props.(40-60 months)	Explain clearly their understanding of what has been read to them	Discuss the sequence of events in books and how items of information are related.	Begin identifying main ideas drawn from more than one paragraph and summarising these.	Begin to summarise the main ideas drawn from more than one paragraph identifying key details that support main ideas.	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
	To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.(ELG)	With encouragement link what they have read or heard read to their own experiences		Identify how language, structure and presentation contribute to meaning.		
<b><u>Non Fiction</u></b>	To know that information can be relayed in the form of print and can be retrieved from books and computers. (40-60 months)	To recognise that non fiction books provide information and understand the difference between fiction and non-fiction.	To recognise that non- fiction books are often structured in different ways.	Retrieve and record information from non-fiction.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre

							programme or review).
<b>Poetry and Performance</b> <u>e</u>	<p>To listen to and join in with stories and poems, repeated refrains in rhyme, one-to-one and also in small groups. (30-50 months)</p>	<p>Appreciate rhymes and poems, and recite some by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p>	<p>Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>To continually show an awareness of the audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
	<p>To enjoy rhyming and rhythmic activities and show an awareness of rhyme and alliteration. (30-50 months)</p>						
	<p>To express themselves effectively, showing awareness of listeners' needs and using intonation, rhythm and phrasing to make their meaning clear to others. (ELG)</p>			<p>To use appropriate intonation and volume when reading aloud.</p>	<p>Recognise different forms of poetry.</p>		
	<p>To play cooperatively as part of a group to develop and act out a narrative.</p>						

	(40-60 months)						
<b><u>Familiarity with texts</u></b>	To listen to stories with increasing attention and recall.(30-50 months)	Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books	To discuss and compare texts from a wide variety of genres and writers.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
	To anticipate key events and phrases in rhymes and stories.(30-50 months)	To retell familiar stories in increasing detail.	To recognise simple recurring literary language in stories and poetry.	To use appropriate terminology when discussing books	To identify themes and conventions in a wide range of books.	To recognise more complex themes in what they read (such as loss or heroism).	
	To begin to be aware of the way stories are structured. (30-50 months)	Discuss the significance of the titles and events of books	To make links between the text they are reading and other texts they have read (in texts that they can read independently).		To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g.	Recommending books that they have read to peers, beginning to give reasons for choices.	To compare characters, settings and themes within a text and across more than one text

					greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).		
						Read books that are structured in different ways and read for a range of purposes.	
	To describe main story settings, events and principal characters.(30-50 months)						