



**Skills Progression**

Subject area: Phonics Skills

| Nursery               |   |   |   |  |  |   |
|-----------------------|---|---|---|--|--|---|
| Reception             |   |   |   |  |  |   |
| Year 1                |   |   |   |  |  |   |
| Year 2                |   |   |   |  |  |   |
| Phonics Phases        | Phase 1   | Phase 2   | Phase 3   | Phase 4  | Phase 5  | Phase 6   |
| <b>Generic skills</b> | Aspect 1: General sound discrimination - environmental sounds<br>Aspect 2: General sound discrimination - instrumental sounds<br>Aspect 3: General sound discrimination - body percussion<br>Aspect 4: Rhythm and rhyme<br>Aspect 5: Alliteration<br>Aspect 6: Voice sounds<br>Aspect 7: Oral blending and segmenting | Develops children's knowledge of <b>grapheme-phoneme correspondences</b> (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.<br>Develops children's knowledge of 19 letters of the alphabet with one sound for each.<br>Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling. | Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.<br>Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter.<br>Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter. | Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.<br>There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants. | Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.<br>Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practices the skills of blending and segmenting using all GPCs taught. | Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.<br>Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices. |

| Phonics Phases   | Phase 1 | Phase 2   | Phase 3  | Phase 4  | Phase 5  | Phase 6  |
|--|---------|---|--|--|--|--|
| <b>Grapheme</b><br><b>Phoneme</b><br><b>Correspondence</b><br><b>(GPC)</b> |         | s, a, t, p<br>i, n, m, d<br>g, o, c, k<br>ck, e, u, r<br>h, b, f, ff, l, ll, ss | j, v, w, x, y, z, zz, qu<br><br><b>Consonant digraphs:</b><br>ch, sh, th, ng, nk<br><br><b>Vowel digraphs:</b><br>ai, ee, igh, oa, oo, ar,<br>or, ur, ow, oi, ear, air,<br>ure, er | Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words.<br>Teach blending and segmentation of adjacent consonants.<br>Teach and practise reading & spelling CVCC words.<br>Reading common high frequency words. | Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned).<br><b>Learn new phonemes:</b><br>/zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul),<br><b>Split digraphs:</b> a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule).<br><b>Teach alternative pronunciations for graphemes (p136):</b> i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou. | Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness).<br>Teach spelling of long words.<br>Introduce & teach the past tense.<br>Learning & practising spelling.<br>Syllables.<br>Base words.<br>Analogy.<br>Mnemonics. |
| <b>key words</b>   |         | Be able to read the five tricky words:<br><b>the, to, I no, go.</b>             | <b>Key words:</b> no, go, I, the, to, he, she, my, was, we, me, be, to, they, all  | <b>Key words:</b> said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.   | <b>Key words: All 100 high frequency words</b>   | <b>Key words: he next 200 high frequency words.</b>  |