



Progression of Phonics Phases (Based on Letters and Sounds)

Please note that this is how the phonics phases progress as per the curriculum, but that at Sheen Mount we revisit, revise and consolidate each phase throughout children's reading and phonics journey.

Phase	Sounds and Exception Words	Objectives
<p>Phase 1 (Throughout EYFS)</p> <p>Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.</p>	<p>Aspect 1: General sound discrimination – environmental sounds</p> <p>Aspect 2: General sound discrimination – instrumental sounds</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p>	<p>See below for phase 1 aspect 1-7 objectives</p>
<p>Phase 2 (6 weeks) (Reception)</p> <p>In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught in a set sequence. As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words (VC and CVC).</p>	<p>Set 1: s, a, t, p</p> <p>Set 2: i, n, m, d</p> <p>Set 3: g, o, c, k</p> <p>Set 4: ck, e, u, r</p> <p>Set 5: h, b, f, ff, l, ll, ss</p> <p>l, no, the, to, go, into</p>	<p>say the sound, recognise and write a letter for the phonemes s,a,t,p</p> <p>blend and segment the VC words at and as</p> <p>say the sound, recognise and write a letter for the phonemes i,n,m,d</p> <p>blend and segment the VC words is, it, in, an, am</p> <p>blend the CVC words sat, sit, sin, pat, pit, pin, mat, din, dip, dam, nit, nap for reading by sounding out</p> <p>say the sound, recognise and write a letter for the phonemes g, o, c, k</p> <p>say the sound, recognise and write a letter for the phonemes ck, e, u, r</p> <p>say the sound, recognise and write a letter for the phonemes h, b, f, ff, l, ll, ss</p> <p>recognise and read the first 5 tricky words – the, to, l, go, no</p> <p>sound out, blend and read the 26 decodable high frequency words, with support</p> <p>sound out, blend and read the 26 decodable high frequency words</p> <p>begin to read 2 syllable words</p> <p>read a caption by sounding out VC and CVC words write a caption containing VC and CVC words</p> <p>read the first 5 tricky words</p>

Phase	Sounds and Exception Words	Objectives
<p>Phase 3 (12 weeks) (Reception/Year 1)</p> <p>In Phase 3, children will learn ‘the simple code’- one grapheme for each phoneme in the English language. 25 new graphemes are introduced. They will be reading and spelling CVC words using a wider range of letters, some long and short vowels, some digraphs and double letters. Children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. They read words in captions and sentences.</p>	<p>Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs/trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Introduce graphemes (names of letters) e.g A, B, C</p> <p>He, she, we, me, be, you, are, her, was, all, they, my</p> <p>Common exception words year 1</p>	<p>spell phase 2 tricky words – no, go, to, the, I say the sound, recognise and write the letter for phoneme j, v, w, x, y, z say the sound, recognise and write the letter for phoneme zz, ff, ll, ss say the sound, recognise and write a letter for the phoneme q and know that q is always followed by u say the alphabet sing the alphabet song match each individual letter of the alphabet to the sound recognise and say all phase 3 phonemes find the correct grapheme in response to the spoken phonemes read the phase 3 tricky words spell the phase 3 tricky words</p>
<p>Phase 4 (4-6 weeks) (Reception/Year 1)</p> <p>When children start Phase 4 of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling exception words. Children consolidate what they have learnt in the previous phases.</p>	<p>No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants e.g. swim, clap, jump. The progress through Phase 4 can follow the pattern of: – CVCC (e.g.: lost) – CCVC (e.g.: stop) and CCV (e.g.: tree) – CCVCC (e.g.: trust) – CCCVC (e.g.: strap) – CCCVCC (e.g.: shrink)</p> <p>Said, have, like, so, do, some, come, little, one, were, there, what, when, out</p> <p>Common exception words year 1</p>	<p>blend CVCC and CCVC words for reading segment CVCC and CCVC words for spelling read 2 syllable words begin to spell 2 syllable words read sentences containing CVC, CVCC and CCVC words write sentences containing CVC, CVCC and CCVC words read phase 4 tricky words spell phase 4 tricky words</p>

Phase	Sounds and Exception Words	Objectives
<p>Phase 5 (Throughout Year 1/Year 2)</p> <p>In Phase 5, children move on to "complex code". They learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point. The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children will also learn alternative spellings for each phoneme. Children complete a statutory phonics screening check to assess their phonics knowledge.</p>	<p>5a 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>5b Alternative pronunciations for graphemes will also be introduced e.g ea in tea, head, break.</p> <p>5c Alternative Spellings for phonemes already taught.</p> <p>Oh, Mrs, people, their, called, Mr, looked, asked, could</p> <p>Common exception words year 1</p>	<p>recognise and say all phase 5 phonemes</p> <p>find the correct grapheme in response to the spoken phonemes</p> <p>understand the split vowel digraph rule for a-e e-e i-e o-e u-e</p> <p>recognise that alternative pronunciations of some graphemes in some words need to be tried to find the correct one (milk, find, wild, skin, kind, lift, child)</p> <p>read 2 and 3 letter graphemes in words without individually sounding them out</p> <p>read year 1 exception words</p>
<p>Phase 6 (Throughout Year 2)</p> <p>At this stage children should be able to spell words phonemically although not always correctly. In Phase 6 the main aim is for children to become more fluent readers and more accurate spellers. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. Suffixes will be introduced as well as basic grammar strategies.</p>	<p>Investigating and exploring spellings, spelling suffixes, prefixes and different tenses.</p> <p>See NC Objectives for Year 1 and Year 2 Spelling</p> <p>Revision Common exception words year 1 and 2</p>	<p>understand and apply the ed suffix for the past tense</p> <p>understand the rules for adding ing for plurals understand the rules for adding ed, est and y for plurals understand the rules for adding er, ful and ly for plurals understand how adding suffixes and prefixes changes words</p> <p>clap out syllables to spell unfamiliar words</p>

Phase 1: Objectives

Aspect 1 – Environmental sounds	Aspect 2 – Instrumental sounds	Aspect 3 – Body percussion	Aspect 4 – Rhythm and rhyme	Aspect 5 – Alliteration	Aspect 6 – Voice sounds	Aspect 7 – Oral blending and segmenting
<p>listen to and identify outdoor sounds listen to and identify indoor sounds use drumsticks (stroke, beat, tap) to make different sounds use my voice to sing at different volumes identify the sounds in a sounds lotto game identify sounds made behind a screen (keys, bells) make the correct animal noise from a set of clues give others a set of clues to guess an animal guess what is inside the container by the sound it makes</p>	<p>identify and name the instruments being played remember and repeat a rhythm discriminate and copy loud and quiet sounds stop and start playing my instrument at a signal play my instrument to describe an action (fairy footsteps) perform a short instrumental piece for others play an instrument to match the sound an animal might make</p>	<p>perform a song with actions perform an action to match a musical instrument perform actions increasing and decreasing my speed as necessary copy a body sound copy a sequence of body sounds identify a body sound (snoring, eating) suggest times when be noisy or quiet use my voice to make slow, fast, quiet, loud, long, short sounds move my body in response to an instrument sound</p>	<p>join in with repetitive story phrases perform actions to a nursery rhyme move in time to the beat fast, slow, skipping marching put rhyming objects in the soup play rhyming bingo continue a rhyming string</p>	<p>suggest a person who has a name beginning with a given letter suggest an object that begins with the same sound as a name suggest non-words that begin with the same sound sort objects that begin with the same sound suggest animals that begin with the same sound join in with an alliterative story and make suggestions look at an object and recognise the initial sound think of an alliterative sentence for the names of children in my group make the right movements with my mouth to say some sounds select a set of objects for alliterative 'silly soup'</p>	<p>make sounds with my voice – be a clock, tick tock share my favourite sound with a group talk like a robot – c-a-t 'Metal Mike' continue a sound pattern with my voice and vary the pitch add a target sound to a story when I hear a buzz word or character listen to a recorded voice and identify the speaker record sounds for a lotto game and then match my sounds to pictures describe a voice sound using words like long, short, loud, high, low use my voice to add sounds to a story by whispering, growling use a megaphone to make sounds with my voice listen to and sing a variety of songs</p>	<p>understand 'sound talk' words that are segmented like c-oa-t sound out and clap CVC words from the set of letters s,a,t,p,i,n identify objects with three phonemes from 'sound talk' like f-i-sh blend 2 or 3 phonemes from 'sound talk' to make a word play eye spy by blending sounds copy 'sound talk' speak in 'sound talk' say how many phonemes hear</p>

Phonics Progression by Year Groups and Terms:

Term	Reception	Year 1	Year 2	Year 3
		(Phase 5 throughout with consolidation of previous phases)	(Phase 6 throughout with consolidation of previous phases)	
Autumn 1	Phase 1 throughout Phase 2 (6 weeks) Set 1-5	<i>First few weeks Phase 2</i> Phase 3	<i>First few weeks, recap of Phase 3 and 4</i> <i>Revision of Year 1 Exception words based on transition information</i> Phase 5c	For those that are working towards Phase 5 sounds and words, extra support and intervention is put in place. NC Objectives for Year 3 in line with spelling.
Autumn 2	Consolidation of Phase 2 Phase 3 (12 weeks)	<i>First few weeks Phase 4</i> Phase 5a Year 1 Exception words started	Phase 5c Year 2 Exception words started Phase 6 throughout as part of grammar	
Spring 1		Finish Phase 5a, recap and consolidation	Phase 5c Phase 6 throughout as part of grammar	
Spring 2		Phase 5b Alternative Pronunciation and revision and consolidation	Phase 6 NC Objectives for Year 2 spelling	
Summer 1	Phase 4 (4-6 weeks)	Consolidation of Phase 5a and 5b	Phase 6 NC Objectives for Year 2 spelling	
Summer 2	Consolidation of Phase 3 and 4	Consolidation of Phase 5a/5b Starting some of Phase 5c Alternative Spellings NC Objectives for spelling	Phase 6 NC Objectives for Year 2 spelling	