

School Skills Progression

Subject area: Phonics Skills

Phonics leader: Helen Trevor



Pre-school

Reception

Year 1

Year 2

National Curriculum, Letters and sounds document – reading and writing linked to phonics

Distinguish one sound from another.
Show interest in play with sounds, songs and rhymes.

Repeat words or phrases from familiar stories.

Enjoy rhyming and rhythmic activities. Beginning to use three fingers (tripod grip) to hold writing tools.

Imitates drawing simple shapes such as circles and lines.

May be beginning to show preference for dominant hand.

Show awareness of rhyme and alliteration.

Recognise rhythm in spoken Words.

Enjoys rhyming and rhythmic activities.

Shows awareness of rhyme and alliteration.

Recognises rhythm in spoken words.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Continues a rhyming string.
Hears and says the initial sound in words.
Explore and experiment with sounds, words and text.
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
Hear and say sounds in words in the order in which they occur.
Read simple words by sounding out and blending the phonemes all through the word from left to right.
Links sounds to letters, naming and sounding the letters of the alphabet.
Recognise common digraphs.
Read some high frequency words.
Begins to read words and simple sentences.
Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
Writes own name and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts. Shows a preference for a dominant hand.
Begins to use anticlockwise movement and retrace vertical lines.

Recognising and joining in with predictable phrases.
Learning to appreciate rhymes and poems, and to recite some by heart.
Apply phonic knowledge and skills as the route to decode words.
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
Read other words of more than one syllable that contain taught GPCs.
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Spell words containing each of the 40+ phonemes already taught.
Spell common exception words.

Recognise simple recurring literary language in stories and poetry.
Discussing their favourite words and phrases.
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
Read accurately words of two or more syllables that contain the same graphemes as above.
Read words containing common suffixes.
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

		<p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p>	<p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>ELG's Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><i>Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and bus to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'</i></p>	<p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Write sentences by saying out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p> <p>Learn to spell more words with contracted forms Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.</p> <p>Learn how to use the present and past tenses correctly and consistently, including the progressive form.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Plan or say out loud what they are going to write about.</p>	
Phonics Phases	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Generic skills	<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>Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters</p>	<p>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. Develops children's knowledge</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs</p>	<p>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. Increases fluency of the</p>

	<p>Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting</p>	<p>and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.</p>	<p>of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.</p>	<p>taught at that phase. 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.</p>	<p>not taught at that phase. 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.</p>	<p>blending of words encountered for the first time in reading and accuracy of spelling choices.</p>
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Phonics Phases	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Grapheme Phoneme Correspondence (GPC)		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, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high frequency words.	Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). Learn new phonemes: ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), ue (rescue), aw (saw), wh (when), ph (photo), ew (new), ew (screw), oe (toe), au (Paul), ey (monkey) Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule), u-e (cube). Teach alternative pronunciations for graphemes: 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). Teach spelling of long words. Introduce & teach the past tense. Learning & practising spelling. Syllables. Base words. Analogy. Mnemonics.
Key words		Be able to read the five tricky words: the, to, I no, go.	Key words: no, go, I, the, to, he, she, my, was, we, me, be, to, they, all	Key words: 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.	Key words: All 100 high frequency words	Key words: The next 200 high frequency words.

Terminology-

GPC'S- This is short for Grapheme Phoneme Correspondence. Knowing a **GPC** means being able to match a phoneme to a grapheme and vice versa.

Digraph - A grapheme containing two letters that makes just one sound (phoneme).

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).

Grapheme- A grapheme is a written symbol that represents a sound (**phoneme**). This can be a single letter, or could be a sequence of letters, such as ai, sh, igh, tch etc. So, when a child says the sound /t/ this is a phoneme, but when they write the letter 't' this is a grapheme.

Phoneme- A phoneme is the smallest unit of sound.

s set	t tap	p pen	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boat	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear ear	air stair	ure sure	er write