



Archbishop Cranmer C of E Primary Academy

Phonics Progression of Skills/ Knowledge



Curriculum Expectations:

4+ / Pre-School*				
Foundation			Year 1	
			Year 2	
<p>Distinguish one sound from another.</p> <p>Show interest in play with sounds, songs and rhymes.</p> <p>Repeat words or phrases from familiar stories.</p> <p>Enjoy rhyming and rhythmic activities.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools.</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>May be beginning to show preference for dominant hand.</p>	<p>Show awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words.</p> <p>Words.</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Draws lines and circles using gross motor movements. 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>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Explore and experiment with sounds, words and text.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Hear and say sounds in words in the order in which they occur.</p> <p>Read simple words by sounding out and blending the phonemes all through the word from left to right.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Recognise common digraphs.</p> <p>Read some high frequency words.</p> <p>Begins to read words and simple sentences.</p> <p>Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</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: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words.</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>Recognise simple recurring literary language in stories and poetry.</p> <p>Discussing their favourite words and phrases.</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</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</p> <p>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>

4+ / Pre-School*		Foundation				Year 1		Year 2	
Phonics Phases – Generic Skills	Phase 1 Bug Club Units A - F	Phase 2 Bug Club Units 1-5	Phase 3 Bug Club Units 6-11	Phase 4 Bug Club Unit 12	Phase 5 Bug Club Units 13-27	Phase 6 Bug Club Units 27-30 Spelling Play			
		<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>Develops children's knowledge of grapheme-phoneme correspondences (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 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>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 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>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. 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>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. 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>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 blending of words encountered for the first time in reading and accuracy of spelling choices.</p>		
Grapheme Phoneme Correspondence (GPC)		<p>Unit 1: s, a, t, p</p> <p>Unit 2: i, n, m, d</p> <p>Unit 3: g, o, c, k</p> <p>Unit 4: ck, e, u, r</p> <p>Unit 5: h, b, f, ff, l, ll, ss</p>	<p>Unit 6: j, v, w, x</p> <p>Unit 7: y, z, zz, qu</p> <p><u>Consonant digraphs</u></p> <p>Unit 8: ch, sh, th, ng</p> <p><u>Vowel digraphs</u></p> <p>Unit 9: ai, ee, igh, oa, oo (long), oo (short)</p> <p>Unit 10: ar, or, ur, ow, oi</p> <p>Unit 11: ear, air, ure, er</p>	<p>Unit 12: adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)</p>	<p>Unit 13: wh, ph</p> <p>Unit 14: ay, a_e, igh/ey/ei (long a)</p> <p>Unit 15: ea, e_e, ie/ey/y (long e)</p> <p>Unit 16: ie, i_e, y, i (long i)</p> <p>Unit 17: ow, o_e, o/oe (long o)</p> <p>Unit 18: ew, ue, u_e (long u), u/oul (short u)</p> <p>Unit 19: aw, au, al</p> <p>Unit 20: ir, er, ear</p> <p>Unit 21: ou, oy</p> <p>Unit 22: ere/eer, are/ear</p> <p>Unit 23: c, k, ck, ch</p> <p>Unit 24: c(e)/c(i)/c(y), sc/st(l), se</p> <p>Unit 25: g(e)/g(i)/g(y), dge</p> <p>Unit 26: le, mb, kn/gn, wr</p> <p>Unit 27: tch,sh, ea, zh, (w)a, o</p>	<p>Unit 28: suffix morphemes ing, ed</p> <p>Unit 29: plural morphemes s, es</p> <p>Unit 30: prefix morphemes re, un (prefix+root+suffix)</p> <p>Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness).</p> <p>Teach spelling of long words. Introduce & teach the past tense.</p> <p>Learning & practising spelling. Syllables.</p> <p>Base words.</p> <p>Analogy.</p> <p>Mnemonics.</p>			

<p style="text-align: center;">Key Words</p>		<p>the, to, I, no, go, into, her</p>	<p>me, be, he, my, by, she, they, we, are, you, all, was, give, live</p>	<p>said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>	<p>oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third</p>	<p>clearing, gleaming, rained, mailed, men, mice, feet, teeth, sheep, vowel, consonant, prefix, suffix, syllable</p>
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Bug Club – Assessing Progress

Before beginning the programme, pupils should have had experience of:
 Activities to develop phonological awareness;
 The conventions of print and the vocabulary of reading (i.e. left-to-right directionality, top-to-bottom directionality, words are made up of letters, spaces are used between words, use of lower- and upper-case letters, punctuation, positional words, illustrations);
 Match lowercase letters to print;
 Know about alphabetic order;
 Match uppercase letter names to print;
 Know that lower- and upper-case letters correspond to each other;
 Have sufficient pencil control to make straight lines and circles with adequate firmness and good posture.

A child who has mastered Phase 2 can:
 Give the sound when shown any Phase 2 letter, securing first the starter letters s, a, t, p, i, n;
 Find any Phase 2 letter, from a display, when given the sound;
 Orally blend and segment CVC words;
 Blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'silly names' such as ip, ug and ock;
 Read the seven tricky words: the, to, l, no, go, into, her.

A child who has mastered Phase 3 can:
 Give the sound when shown all or most Phase 2 and Phase 3 graphemes;
 Find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound;
 Blend and read CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes);
 Segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes);
 Read the tricky words: he, she, we, me, be, was, my, you, they, all, are, by, give, live;
 Spell the tricky words: the, to, l, no, go, into, her;
 Write each letter correctly when following a model.

A child who has mastered Phase 4 can:
 Give the sound when shown any Phase 2 and Phase 3 grapheme;
 Find any Phase 2 and Phase 3 grapheme, from a display, when given the sound;
 Blend and read words containing adjacent consonants;
 Segment and spell words containing adjacent consonants;
 Read the tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what;
 Spell the tricky words: he, she, we, me, be, was, my, you, they, all, are, by, give, live;
 Write each letter, usually correctly.

Before embarking on Units 13-30, children should:
 Know that the vowels a, e, l, o, u can have both a short and a long sound.
 Be able to clap/ tap the number of beats in one- and two-syllable words.
 Be able to follow the procedure for spelling words, selecting and writing letters for each sound and blending them together to be able to say and read the word.
 Know that:
 (i) a sentence is a group of words
 (ii) a sentence begins with a capital letter
 (iii) a sentence ends with a full stop.
 Be able to help the teacher write sentences from dictation, leading to be able

A child who has mastered Phase 5 can:
 Give the sound when shown any grapheme that has been taught;
 For any given sound, write the common graphemes;
 Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
 Read and spell phonetically decodable two-syllable and three-syllable words;
 Read automatically all the words in the list of 100 high frequency words;
 Accurately spell most of the words in the list of 100 high frequency words;
 Form each letter correctly.

Throughout Phase 6, children will become fluent readers and increasingly accurate spellers.

				<p>to write sentences independently from dictation. Be able to follow the procedure for completing a sentence with a deleted word, by choosing from given words one which will make sense. Be able to follow the assisted cloze procedure technique to complete simple word grids and crossword puzzles.</p>		
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