

**Progression of Phonics – Wolds and Vale Federation**

Phase	When and for how long?	What do children need to know in this phase?
Phase 1	<p><b>ONGOING</b> Nursery/Reception Requires high promotion</p>	<p>There are 6 aspects of Phase 1 which are ongoing throughout Nursery and Reception:</p> <p><b><u>Environmental Sounds</u></b></p> <ul style="list-style-type: none"> <li>- Develop listening and awareness of sounds</li> <li>- Listening and remembering sounds</li> <li>- Talking about sounds</li> </ul> <p><b><u>Instrumental Sounds:</u></b></p> <ul style="list-style-type: none"> <li>- Develop and awareness of instrument sounds</li> <li>- To appreciate the difference between instrument sounds and others</li> <li>- To use a wider vocabulary to talk about sounds.</li> </ul> <p><b><u>Body Percussion:</u></b></p> <ul style="list-style-type: none"> <li>- To develop awareness of sound and rhythms</li> <li>- To recall patterns of sounds</li> <li>- To talk about sounds we can make with our bodies.</li> </ul> <p><b><u>Rhythm and Rhyme:</u></b></p> <ul style="list-style-type: none"> <li>- To experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech.</li> <li>- To increase awareness of rhyming words.</li> </ul> <p><b><u>Alliteration:</u></b></p> <ul style="list-style-type: none"> <li>- To develop understanding of alliteration.</li> <li>- To hear the difference between different starting sounds within words.</li> <li>- To explore how different sounds are articulated.</li> </ul> <p><b><u>Voice Sounds:</u></b></p> <ul style="list-style-type: none"> <li>- To distinguish between different vocal sounds (including oral blending and segmenting).</li> <li>- To explore speech sounds</li> <li>- To talk about different sounds we can make with our voices.</li> </ul>
Phase 2	<p><b>6 Weeks</b> Autumn term of Reception</p>	<ul style="list-style-type: none"> <li>• Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. Set 1 – s,a,t,p Set 2 – i, n, m, d Set 3 – g, o, c,k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss</li> <li>• Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.</li> <li>• Children to be taught to blend and read the following high frequency words alongside the set of phonemes: Set 1 – a, at, as Set 2 – is, it, in, an, I Set 3 – and, on, no, to, can, no, go Set 4 - into, get, got, the, back, put Set 5 – his, him, of, dad, mum, up</li> <li>• Children also learn the alphabet and the correlation between phoneme and letter name.</li> </ul>

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Phase 3	<p><b>10 weeks</b> Spring Term of Reception</p>	<ul style="list-style-type: none"> <li>• Children to be taught the phase 3 phonemes in the following order alongside the written graphemes: Set 6 – j,v,w,x Set 7 – y, z, zz, qu (last Letters and Sounds ‘sets’) sh, th, ch, ng ai, ee, long oo, short oo oa, ar, or, igh ur, ow, oi, ear er, air, ure</li> <li>• Diagraphs should be modelled to the children in joined handwriting to support the children with understanding that 2 letters make 1 sound.</li> <li>• Children to blend CVC words using a range of phonemes previous learnt (Phase 2/3)</li> <li>• Children to be taught to blend and read the following high frequency words alongside the set of phonemes: off, can, had, back area, see was, will, with my, for, too you, this, that they, then, them, down her, now all, look</li> <li>• Children to be taught to read the following common exception words: we, me, he, be, she</li> <li>• Children to read decodable 2-syllable words.</li> <li>• Children to read and write sentences using Phase 2 and 3 phonemes.</li> </ul>
Phase 4	<p><b>4 weeks</b> Summer Term of Reception. (Revisited as needed in Autumn 1, Year 1)</p>	<p>Children must have opportunities to:</p> <ul style="list-style-type: none"> <li>• Revise all Phase 2 and 3 phonemes.</li> <li>• Read and write CCVC and CVCC words.</li> <li>• Practise reading and spelling previously taught high frequency words.</li> <li>• Read and spell two-syllable words.</li> <li>• Learn to spell the common exception words: we, me, he, be, she, they, all, are, my, her.</li> <li>• Read common exception words: said, so, was, you have, like, some, come, were, there, little, one, do, when, out, what</li> <li>• <u>Read</u> decodable words: went, from, it’s, just, help. Children.</li> </ul>

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Phase 5	<b>30 weeks</b> Autumn/Spring/Summer of Year 1	<p>Children must be taught:</p> <ul style="list-style-type: none"> <li>• New graphemes for reading in the following order (Phase 5 Letters and Sounds): <i>wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, 'zh' (treasure), ore</i></li> <li>• <u>Alternative pronunciations</u> for the following letters: <i>i, o, c, u,, ow, ie, ea, er, ch, a, y, ou, e, ey</i></li> <li>• <u>Alternative spellings</u> for the following phonemes: <i>ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh</i></li> <li>• Practise <u>reading and spelling</u> all previously taught High Frequency Words.</li> <li>• <u>Read and spelling</u> polysyllabic words.</li> <li>• <u>Read and write</u> sentences.</li> <li>• <u>Read</u> the following words: <i>oh, old, their, people, house, about, Mr, Mrs, don't, by, looked, time, your, called, asked, very, water, where, day, who, because, again, different, thought, any, saw, though, eyes, work, friends, mouse, once, could, put, many, good, away, laughed, want, over, how, did, man.</i></li> <li>• Children should be able to <u>spell</u> the following words: <i>said, so, have, like, some, come, were, there, when, out, made, came, one, make, here, do, what, please, little, oh, how, did, man, their, going, people, would, or, Mr, Mrs, took, home, looked, who, think, called, school, didn't, asked, know, can't, ran, bear, long, things, new, eat, everyone, our, two, has, yes, play, atke, will, find, more, I'll, round, tree, magic, shouted, us, other.</i></li> <li>• Read words containing taught GPC and <i>-s, -es, -ed, -er, and -est</i> endings.</li> <li>• Read words with <b>contractions</b>, and understand that the apostrophe represents omitted letter(s).</li> <li>• Use the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs.</li> <li>• Using the prefix <i>un-</i></li> <li>• Using <i>-ing, -ed, -er, and -est</i> where no change is needed in the spelling of root words.</li> <li>• Children must practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</li> <li>• Children must practice <u>reading and spelling</u> words with adjacent consonants and words with newly learned graphemes.</li> </ul>
Phase 6	<b>44 weeks</b> Throughout Year 2 (Addressed through spelling)	<ul style="list-style-type: none"> <li>• Children to be taught <u>past tense</u> and <u>past tense irregular verbs</u>.</li> <li>• Children to be taught to <u>spell polysyllabic</u> words:</li> <li>• <i>animals, garden, another, everyone, dragon, morning, grandad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm, nightmare, nightdress, founder, importantly, especially, confidently, immediately, enormous, terrific, horrific, fantastic.</i></li> <li>• Children learn and practise writing common words:</li> <li>• <i>Keep, last, even, before, been, must, hard, am, run, bed, air, gran, key, fun, inside, hat, snow, live, next, first, lots, need, fish, gave, may, still, found, say, soon, night, best, bad, tea, top, fell, box, sleep, told, hot, book, cold, park, dark, gone, please, ever, miss, cat, after, much, most tell, boat, let, every, stop, right, sea, began, feet, around, great, suck, horse, rabbit, small, giant, use, along, grow, sat, window, really, floppy, baby, door, boy, food, fox, way, room, these, car, three, king, town, its, green, girl, which, wind, wish, fly, only, place, mother, queen, fast, dog.</i></li> <li>• Children be taught a range of memory strategies for spellings.</li> <li>• Children to learn how to use the following suffixes: <i>-ed; jumped, cried, stopped, wanted, lived, liked, pulled.</i> <i>-ing; something looking, coming, thing.</i> <i>-er; never, better under, river.</i> <i>-s/es; clothes, birds, plants</i> <i>-ly; suddenly, lovely, carefully.</i> <i>-ness; homelessness, hopelessness, forgetfulness.</i> <i>-ment; enjoyment, requirement, achievement.</i> <i>-ful; joyful, cheerful, successful.</i> <i>- less; homeless, priceless.</i> <i>-en; loosen.</i></li> <li>• Children will be taught how to proof read.</li> <li>• Children will be taught contractions using the common words: <i>that's, I've, let's, there's, he's, we're, couldn't.</i></li> <li>• Children to be taught rules for common positions of a phoneme/grapheme. E.g. <i>ai/oi</i> do not occur in ends of words so are changed to the <i>ay/oy</i> grapheme.</li> <li>• Children taught common exception spelling pattern – 'w special' : that when an 'o' sound follows a 'w' it is usually represented by the letter 'a'.</li> <li>• Children to be taught common spelling patten – that when an 'ur' sound comes after a 'w', ot is usually spelt 'or'. The exception being 'were'.</li> <li>• Children to be taught how to use a dictionary.</li> <li>• Children to be taught common spelling [atters – that and 'or' soiund before and 'l' is usually spelt with an 'a'</li> <li>• Children to be taugh the difference between 'there' and 'their'.</li> <li>• Leaning the possessive apostrophe (singular).</li> <li>• Distinguishing between homophones and near-homophones.</li> </ul>

