



# Meadow Primary School Phonics Progression map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Phase 1/2 Listening activities, rhymes, songs and stories Distinguish between speech sounds and orally segment and blend words</p> <p>All children introduced to individual phonemes: Phase 2 s a t p i n m d g o c k c k e u r h b f l</p> <p>Teach HF words (practise blending and reading) <b>at, as, it, an, and, dad, in, is, can, got, off, up, had</b> Tricky words for reading <b>ls, l, the, to, no, go</b></p> <p>Blending and segmenting using grapheme-phoneme knowledge.</p> <p>Read VC and CVC words using the phonemes introduced</p> <p>Spell VC and CVC words using magnetic letters and by writing phonemes introduced</p> <p>Mark-making, including some initial sounds/letters in words</p>	<p>Phase 2 Listening activities, rhymes, songs and stories</p> <p>All children revise phonemes from last half term. Phase 2 s a t p i n m d g o c k c k e u r h b f l</p> <p>Continue teaching Phase 2: ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Teach HF words (practise blending and segmenting) <b>back, get, big, him, his, not, got, mum, but</b> Tricky words for reading <b>put* pull* full* as and has his her go no to into she push* he of we me be</b></p> <p>Blending and segmenting using grapheme-phoneme knowledge.</p> <p>Read VC and CVC words using the phonemes introduced. Read two syllable words (e.g. sunset, laptop) and simple captions.</p> <p>Spell VC and CVC words using magnetic letters and by writing phonemes introduced</p> <p>Write initial sounds in words, and some final/medial sounds.</p>	<p>Phase 2/3 Listening activities, rhymes, songs and stories</p> <p>Revise phonemes from last term. Begin teaching Phase 3 digraphs. ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Teach HF words (practise blending and segmenting) <b>will, that, this, them, with, then</b> Tricky words for reading <b>Was, you, they, my, by, all, are, sure, pure, they, her, as, by</b></p> <p>Practise blending for reading and segmenting for spelling.</p> <p>Begin learning letter names and capital letters</p> <p>Practise reading HF words. Practise reading/recognising tricky words. Practise reading two syllable words, captions and simple sentences.</p> <p>Practise spelling HF words. Practise spelling tricky words.</p> <p>Practise writing captions and sentences.</p> <p>Write CVC words – segmenting and recording all sounds correctly.</p>	<p>Phase 3/4 Listening activities, rhymes, songs and stories</p> <p>Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end</p> <p>Teach HF words (practise blending and segmenting) <b>see, for, now, down, look, too</b> Tricky words for reading <b>Revise all taught so far.</b></p> <p>Practise blending for reading and segmenting for spelling.</p> <p>Practise letter names and capital letters</p> <p>Practise reading HF words. Practise reading/recognising tricky words. Practise reading two syllable words, captions and simple sentences.</p> <p>Practise spelling HF words. Practise spelling tricky words.</p> <p>Practise writing captions and sentences.</p> <p>Write CVC words – segmenting and recording all sounds correctly.</p>	<p>Phase 3/4 Listening activities, rhymes, songs and stories</p> <p>Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, /ed/, –est</p> <p>Tricky words for reading <b>said so have like some come love do were here little says there when what one out today</b></p> <p>Blend and segment using all phonemes taught so far.</p> <p>Practise letter names and capital letters</p> <p>Practise reading HF words. Practise reading/recognising tricky words. Practise reading two syllable words, captions and simple sentences.</p> <p>Practise spelling HF words. Practise spelling tricky words.</p> <p>Practise writing captions and sentences.</p> <p>Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words</p>	<p>Phase 3/4 Listening activities, rhymes, songs and stories</p> <p>Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words</p> <p>Tricky words for reading <b>Revise all taught so far.</b></p> <p>Blend and segment using all phonemes taught so far.</p> <p>Practise letter names and capital letters</p> <p>Practise reading HF words. Practise reading/recognising tricky words. Practise reading two syllable words, captions and simple sentences.</p> <p>Practise spelling HF words. Practise spelling tricky words.</p> <p>Practise writing captions and sentences.</p> <p>Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words</p>



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Year 1	<p>Phase 3/4 Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Practice HF words (practise blending and reading) <b>at, as, it, an, and, dad, in, is, can, got, off, up, had, back, get, big, him, his, not, got, mum, but, will, that, this, them, with, then, see, for, now, down, look, too</b></p> <p>Tricky words for reading <b>the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</b></p> <p>Blending and segmenting using grapheme-phoneme knowledge.</p> <p>Read CVCC and CCVC words using the phonemes introduced.</p>	<p>Phase 5 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Teach HF words (practise blending and segmenting) <b>don't, day, here, old, house, made, saw,</b> Tricky words for reading <b>their people oh your Mr Mrs Ms ask* could would should our house mouse water want</b></p> <p>Blending and segmenting using grapheme-phoneme knowledge.</p> <p>Read CCVCC words using the phonemes introduced. Read two syllable words.</p>	<p>Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>Teach HF words <b>water, where, who, again, thought, through, work, mouse</b> (practise blending and segmenting) <b>I'm, about, came, very, by, your, make, put (south) and time.</b> Tricky words for reading <b>any many again who whole where two school call different thought through friend work</b> Practise blending for reading and segmenting for spelling.</p> <p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught.</p>	<p>Phase 5 /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>Teach HF words <b>many, laughed, because, different, any, eyes, friends, once, please</b> (practise blending and segmenting) Tricky words for reading <b>once laugh because eye</b></p> <p>Practise blending for reading and segmenting for spelling.</p> <p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught.</p>	<p>Phase 5 Phonics Screening Test /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>Tricky words for reading <b>busy beautiful pretty hour move improve parents shoe</b></p> <p>Blend and segment using all phonemes taught so far.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs.</p>	<p>Recap Phase 5</p> <p>Recap all Tricky words for reading</p> <p>Blend and segment using all phonemes taught so far.</p>
Year 2	<p>Revision of Phase 3/5 Y2 spelling rules/common exception words Group and 1:1 intervention for children who did not pass the Y1 phonics screening check.</p>					
Year 3	<p>Group and 1:1 intervention for children who did not pass Y2 phonics screening retake.</p>					