



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</p> <p>Teach HF words (practise blending and reading) at, as, it, an, and, dad, in, is, can, got, off, up, had Tricky words for reading the, to, no, go, I</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 term. Some children introduced to: Phase 3 digraphs.</p> <p>Teach HF words (practise blending and segmenting) back, get, big, him, his, not, got, mum, but Tricky words for reading no, go, I, the, to, he, we, me, be</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. Continue teaching Phase 3 digraphs.</p> <p>Teach HF words (practise blending and segmenting) will, that, this, them, with, then Tricky words for reading she, he, we, me, be, was, my, you, they, her, all, are</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. Practise writing captions and sentences Write CVC words – segmenting and recording all sounds correctly.</p>	<p>Phase 3/4 Listening activities, rhymes, songs and stories</p> <p>Revise phonemes from last term. Recap Phase 3 digraphs.</p> <p>Teach HF words (practise blending and segmenting) see, for, now, down, look, too Tricky words for reading my, you, they, all, are, her, was</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. Practise writing captions and sentences Write CVC words – segmenting and recording all sounds correctly.</p>	<p>Phase 3/4 Listening activities, rhymes, songs and stories</p> <p>Reinforce all the phonemes introduced. Some children introduced to: Phase 4 digraphs</p> <p>Tricky words for reading my, you, they, all, are, her, said, like, some, come,</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. Practise writing captions and sentences 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>Reinforce all the phonemes taught. Recap Phase 4.</p> <p>Tricky words for reading said, like, some, come, have, were, there, little, one, do, when, out, what</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. Practise writing captions and sentences 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 Revise phonemes from last term. Recap Phase 3</p> <p>Practice HF words (practise blending and reading) 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</p> <p>Tricky words for reading the, to, no, go, I, she, he, we, me, be, was, my, you, they, her, all, are, my, you, they, all, are, her, said, like, some, come, have, were, there, little, one, do, when, out, what</p> <p>Blending and segmenting using grapheme-phoneme knowledge.</p> <p>Read CVCC and CCVC words using the phonemes introduced.</p>	<p>Phase 5a Listening activities, rhymes, songs and stories</p> <p>Introduce Phase 5a digraphs</p> <p>Teach HF words (practise blending and segmenting) don't, day, here, old, house, made, saw, Tricky words for reading oh, their, people, Mr, Mrs, looked, called, asked</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 5b Listening activities, rhymes, songs and stories</p> <p>Revise phonemes from last term. Introduce Phase 5b digraphs</p> <p>Teach HF words water, where, who, again, thought, through, work, mouse (practise blending and segmenting) I'm, about, came, very, by, your, make, put (south) and time. Tricky words for reading</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 5c Listening activities, rhymes, songs and stories</p> <p>Revise phonemes from last term. Introduce Phase 5c digraphs</p> <p>Teach HF words many, laughed, because, different, any, eyes, friends, once, please (practise blending and segmenting) Recap all Tricky words for reading</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 Listening activities, rhymes, songs and stories</p> <p>Reinforce all the phonemes introduced. Recap Phase 5 digraphs</p> <p>Recap all Tricky words for reading</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>Phase 5d Listening activities, rhymes, songs and stories</p> <p>Reinforce all the phonemes introduced. Introduce Phase 5d</p> <p>Recap all Tricky words for reading</p> <p>Blend and segment using all phonemes taught so far.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.</p>
Year 2	<p>Phase 5a, b, c, d Revise phonemes from last term. Recap Phase 5 alternative sounds.</p> <p>Recap all HF words and tricky words.</p>	<p>Phase 5a, b, c, d To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>	<p>Phase 5a, b, c, d To accurately read most words of two or more syllables. To read most words containing common suffixes.*</p>	<p>Phase 5a, b, c, d To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Phase 5a, b, c, d To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>Phase 5a, b, c, d To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>
Year 3	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.* To begin to read Y3/Y4 exception words.*</p>					
Year 4	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>					
Year 5	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, ate, ise, ify to read aloud fluently.* To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>					
Year 6	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>					