

Concept	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<b>Overview</b>	<ul style="list-style-type: none"> <li>Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work, which starts in Phase 2.</li> <li>The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.</li> <li>They will follow 7 aspects. Within each aspects children learn to: Tune into sounds (auditory discrimination) Listen to and remember sounds (auditory memory and sequencing) Talk about sounds (developing vocabulary and language comprehension).</li> <li>As well as Reception children, Nursery children begin learning Phase 1 at Newfield Park</li> </ul>	<ul style="list-style-type: none"> <li>In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week in a set sequence.</li> <li>The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words (VC and CVC)</li> </ul>	<ul style="list-style-type: none"> <li>By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the approximate twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced - one at a time</li> </ul>	<ul style="list-style-type: none"> <li>By Phase 4 children will be able to represent each of 42 phonemes with a grapheme.</li> <li>They will blend phonemes to read CVC words and segment CVC words for spelling.</li> <li>They will also be able to read two syllable words that are 'simple'.</li> <li>They will be able to read all the tricky words learnt so far and will be able to spell some of them.</li> <li>This phase consolidates all the children have learnt in the previous phases. By this point children would be expected to be reading CVC words at speed along with the tricky words from the previous phases.</li> <li>It is important that children are taught that blending is only used when a word is unfamiliar.</li> <li><b>The majority of children should have completed Phase 4 by the end of Reception.</b></li> </ul>	<ul style="list-style-type: none"> <li>Children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know.</li> <li>Children will begin to learn to choose the appropriate grapheme when spelling.</li> <li>The children will be automatically decoding a large number of words for reading by this point. By this phase children should be reading words fluently and no longer be blending and segmenting familiar words. The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations.</li> <li>Children will also learn alternative spellings for each phoneme.</li> <li><b>The majority of children should have completed Phase 5 by the end of Year 1.</b></li> </ul>	<ul style="list-style-type: none"> <li>At this stage, children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.</li> <li>They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.</li> <li>Suffixes will be introduced as well as basic grammar strategies</li> <li><b>The majority of children should have completed Phase 6 by the end of Year 2.</b></li> </ul>
<b>New sounds learnt</b>	<ul style="list-style-type: none"> <li>Aspect 1: General sound discrimination – environmental sounds</li> <li>Aspect 2: General sound discrimination – instrumental sounds</li> <li>Aspect 3: General sound discrimination – body percussion</li> <li>Aspect 4: Rhythm and rhyme</li> <li>Aspect 5: Alliteration</li> <li>Aspect 6: Voice sounds</li> <li>Aspect 7: Oral blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>Set 1: s, a, t, p</li> <li>Set 2: i, n, m, d</li> <li>Set 3: g, o, c, k</li> <li>Set 4: ck, e, u, r</li> <li>Set 5: h, b, f, ff, l, ll, ss</li> </ul>	<ul style="list-style-type: none"> <li>Set 6: j, v, w, x</li> <li>Set 7: y, z, zz, qu</li> <li>Consonant digraphs: ch, sh, th, ng</li> <li>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>Introduce graphemes e.g A, B, C</li> </ul>	<ul style="list-style-type: none"> <li>No new sounds learnt.</li> <li>Consolidation of knowledge to help children learn to read and spell words with adjacent consonants e.g trap, string, milk</li> <li>Adjacent consonants NOT taught as digraphs</li> </ul>	<ul style="list-style-type: none"> <li>Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</li> <li>Alternative pronunciations for graphemes will also be introduced e.g ea in tea, head, break.</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: s, es, ing, ed, er, est, y, en, ful, ly, ment, ness.</li> </ul>
<b>Tricky words</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>l, no, the, to, go, into</li> </ul>	<ul style="list-style-type: none"> <li>He, she, we, me, be, you, are, her, was, all, they, my</li> <li>Common exception words - Reception</li> </ul>	<ul style="list-style-type: none"> <li>Said, have, like, so, do, some, come, little, one, were, there, what, when, out</li> <li>Common exception words - Reception</li> </ul>	<ul style="list-style-type: none"> <li>Oh, Mrs, people, their, called, Mr, looked, asked, could</li> <li>Common exception words year 1</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> <li>Common exception words year 1 and 2</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>(See below for phase 1 aspect 1-7 objectives)</li> </ul>	<ul style="list-style-type: none"> <li>say the sound, recognise and write a letter for the phonemes s,a,t,p</li> <li>blend and segment the VC words at and as</li> </ul>	<ul style="list-style-type: none"> <li>spell phase 2 tricky words – no, go, to, the, l</li> <li>say the sound, recognise and write the letter for phoneme j, v, w, x, y, z</li> </ul>	<ul style="list-style-type: none"> <li>blend CVCC and CCVC words for reading</li> <li>segment CVCC and CCVC words for spelling</li> <li>read 2 syllable words</li> </ul>	<ul style="list-style-type: none"> <li>recognise and say all phase 5 phonemes</li> <li>find the correct grapheme in response to the spoken phonemes</li> </ul>	<ul style="list-style-type: none"> <li>understand and apply the ed suffix for the past tense</li> <li>understand the rules for adding ing for plurals</li> </ul>

		<ul style="list-style-type: none"> <li>say the sound, recognise and write a letter for the phonemes i,n,m,d</li> <li>blend and segment the VC words is, it, in, an, am</li> <li>blend the CVC words sat, sit, sin, pat, pit, pin, mat, din, dip, dam, nit, nap for reading by sounding out</li> <li>say the sound, recognise and write a letter for the phonemes g, o, c, k</li> <li>say the sound, recognise and write a letter for the phonemes ck, e, u, r</li> <li>say the sound, recognise and write a letter for the phonemes h, b, f, ff, l, ll, ss</li> <li>recognise and read the first 5 tricky words – the, to, l, go, no</li> <li>sound out, blend and read the 26 decodable high frequency words, with support</li> <li>sound out, blend and read the 26 decodable high frequency words</li> <li>begin to read 2 syllable words</li> <li>read a caption by sounding out VC and CVC words</li> <li>write a caption containing VC and CVC words</li> <li>read the first 5 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>say the sound, recognise and write the letter for phoneme zz, ff, ll, ss</li> <li>say the sound, recognise and write a letter for the phoneme q and know that q is always followed by u</li> <li>say the alphabet</li> <li>sing the alphabet song</li> <li>match each individual letter of the alphabet to the sound</li> <li>recognise and say all phase 3 phonemes</li> <li>find the correct grapheme in response to the spoken phonemes</li> <li>read the phase 3 tricky words</li> <li>spell the phase 3 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>begin to spell 2 syllable words</li> <li>read sentences containing CVC, CVCC and CCVC words</li> <li>write sentences containing CVC, CVCC and CCVC words</li> <li>read phase 4 tricky words</li> <li>spell phase 4 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>understand the split vowel digraph rule for a-e e-e i-e o-e u-e</li> <li>recognise that alternative pronunciations of some graphemes in some words need to be tried to find the correct one (milk, find, wild, skin, kind, lift, child)</li> <li>read 2 and 3 letter graphemes in words without individually sounding them out</li> <li>read phase 5 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>understand the rules for adding ed, est and y for plurals</li> <li>understand the rules for adding er, ful and ly for plurals</li> <li>understand how adding suffixes and prefixes changes words</li> <li>clap out syllables to spell unfamiliar words</li> </ul>
--	--	--	---	---	---	--

Aspects of Phonics						
Aspect 1 – Environmental sounds	Aspect 2 – Instrumental sounds	Aspect 3 – Body percussion	Aspect 4 – Rhythm and rhyme	Aspect 5 – Alliteration	Aspect 6 – Voice sounds	Aspect 7 – Oral blending and segmenting
<ul style="list-style-type: none"> <li>listen to and identify outdoor sounds</li> <li>listen to and identify indoor sounds</li> <li>use drumsticks (stroke, beat, tap) to make different sounds</li> <li>use my voice to sing at different volumes</li> <li>identify the sounds in a sounds lotto game</li> <li>identify sounds made behind a screen (keys, bells)</li> </ul>	<ul style="list-style-type: none"> <li>identify and name the instruments being played</li> <li>remember and repeat a rhythm</li> <li>discriminate and copy loud and quiet sounds</li> <li>stop and start playing my instrument at a signal</li> <li>play my instrument to describe an action (fairy footsteps)</li> <li>perform a short instrumental piece for others</li> </ul>	<ul style="list-style-type: none"> <li>perform a song with actions</li> <li>perform an action to match a musical instrument</li> <li>perform actions increasing and decreasing my speed as necessary</li> <li>copy a body sound</li> <li>copy a sequence of body sounds</li> <li>identify a body sound (snoring, eating)</li> </ul>	<ul style="list-style-type: none"> <li>join in with repetitive story phrases</li> <li>perform actions to a nursery rhyme</li> <li>move in time to the beat fast, slow, skipping marching</li> <li>put rhyming objects in the soup</li> <li>play rhyming bingo</li> <li>continue a rhyming string</li> </ul>	<ul style="list-style-type: none"> <li>suggest a person who has a name beginning with a given letter</li> <li>suggest an object that begins with the same sound as a name</li> <li>suggest non-words that begin with the same sound</li> <li>sort objects that begin with the same sound</li> <li>suggest animals that begin with the same sound</li> </ul>	<ul style="list-style-type: none"> <li>make sounds with my voice – be a clock, tick tock</li> <li>share my favourite sound with a group</li> <li>talk like a robot – c-a-t ‘Metal Mike’</li> <li>continue a sound pattern with my voice and vary the pitch</li> <li>add a target sound to a story when I hear a buzz word or character</li> </ul>	<ul style="list-style-type: none"> <li>understand ‘sound talk’ words that are segmented like c-oo-t</li> <li>sound out and clap CVC words from the set of letters s,a,t,p,i,n</li> <li>identify objects with three phonemes from ‘sound talk’</li> <li>like f-i-sh</li> <li>blend 2 or 3 phonemes from ‘sound talk’ to make a word</li> <li>play eye spy by blending sounds</li> <li>copy ‘sound talk’</li> </ul>

# Newfield Park Primary School

## Phonics Progression



<ul style="list-style-type: none"> <li>▪ make the correct animal noise from a set of clues</li> <li>▪ give others a set of clues to guess an animal</li> <li>▪ guess what is inside the container by the sound it makes</li> </ul>	<ul style="list-style-type: none"> <li>▪ play an instrument to match the sound an animal might make</li> </ul>	<ul style="list-style-type: none"> <li>▪ suggest times when be noisy or quiet</li> <li>▪ use my voice to make slow, fast, quiet, loud, long, short sounds</li> <li>▪ move my body in response to an instrument sound</li> </ul>		<ul style="list-style-type: none"> <li>▪ join in with an alliterative story and make suggestions</li> <li>▪ look at an object and recognise the initial sound</li> <li>▪ think of an alliterative sentence for the names of children in my group</li> <li>▪ make the right movements with my mouth to say some sounds</li> <li>▪ select a set of objects for alliterative 'silly soup'</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen to a recorded voice and identify the speaker</li> <li>▪ record sounds for a lotto game and then match my sounds to pictures</li> <li>▪ describe a voice sound using words like long, short, loud, high, low</li> <li>▪ use my voice to add sounds to a story by whispering, growling</li> <li>▪ use a megaphone to make sounds with my voice</li> <li>▪ listen to and sing a variety of songs</li> </ul>	<ul style="list-style-type: none"> <li>▪ speak in 'sound talk'</li> <li>▪ say how many phonemes hear</li> </ul>
--	--	---	--	---	--	---