**Progression in Phonics EYFS Year 1 and Year 2 at Finstall First School**

In each of the phases, below, when children learn the grapheme phoneme correspondences, they will also learn:

* to write / form the graphemes
* the skills of segmenting and blending, for reading real and unreal words with these sounds in
* the skills of segmenting, for spelling real and unreal words with these sounds in.

**Year R**

By end of Autumn 1

* Know Grapheme Phoneme correspondences for all Phase 2 sounds. Recognise / read Phase 2 Tricky Words.

By end of Autumn 2

* Read and spell Phase 2 Tricky words and know Grapheme Phoneme correspondences for first 8 Phase 3 sounds – j, v, w, x, y, z, zz, qu. Recognise / read first 6 Phase 3 Tricky words – he, she, we, me, be, was.

By end of Spring 1

* Know Grapheme Phoneme correspondences for a further 14 Phase 3 sounds – ch, sh, **th,** th,ng, ai, ee, igh, oa, **oo,** oo, ar, or, ow, oi, er.
* Read and spell first 6 Phase 3 Tricky words – he, she, we, me, be, was. Recognise / read next 6 Phase 3 Tricky words – you, they, all, are, my, her.

By end of Spring 2

* Read and spell second 6 Phase 3 Tricky words – you, they, all, are, my, her. Know Grapheme Phoneme correspondences for last 4 Phase 3 sounds – ur, ear, air, ure.
* Some pupils may start to work within Phase 4.

By end of Summer 2

* Children should be secure with Phase 2 and 3 and working within Phase 4.

**Year 1**

By end of Autumn 1:

* To recognise and name all phase 3 sounds and be able to read real and unreal words with these sounds.
* To read and spell all phase 3 tricky words- he, she, we, me, be, was, my, you her they all are.
* To be able to segment and blend sounds with adjacent consonants (CCVC, CCVC, CCVCC, CCCVC and CCCVCC).
* To read phase 4 tricky words – some, one, said, come, do, so, were, when, have, there, out, like, little, what.

By end of Autumn 2:

* To recognise and name all phase 3 sounds and be able to read real and unreal words with these sounds.
* To read and spell all phase 3 tricky words- he, she, we, me, be, was, my, you her they all are.
* To be able to segment and blend sounds with adjacent consonants (CCVC, CCVC, CCVCC, CCCVC and CCCVCC).
* To read phase 4 tricky words – some, one, said, come, do, so, were, when, have, there, out, like, little, what.
* To recognise the following phase 5 sounds and be able to read real and unreal words with these sounds – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and zh.
* To practice reading and writing sentences with the sounds learnt.

By end of Spring 1:

* To practice reading and spelling words with adjacent consonants and words with newly learnt graphemes.
* To revise the following phase 5 sounds and be able to read real and unreal words with these sounds – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and zh.
* To read and spell the following phase 4 tricky words – said, so, have, like, some, come, were, there.
* To read and spell phase 5 tricky words – oh their, people, Mr, Mrs, looked, called, asked.

By end of Spring 2:

* To revise the following phase 5 sounds and be able to read real and unreal words with these sounds – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and zh.
* To know the alternative pronunications of graphemes for reading – i, o, c, g, u, ow, ie, ea, er, a, y, c, ou.
* To read and spell phase 4 and 5 tricky words.
* Teach reading the words – water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes. friends, once, please
* To practice reading and writing sentences with the sounds learnt.

By end of Summer 1:

* To revise the following phase 5 sounds and be able to read real and unreal words with these sounds – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and zh.
* To know the alternative pronunications of graphemes for reading – i, o, c, g, u, ow, ie, ea, er, a, y, c, ou.
* To know the alternative spelling of phonemes for spelling- c, ch, f, j, m, n, ng, r, s, sh, v, w, e, I, o, u,
* To read and spell high frequency words.
* To read Year 1 common exception words.
* To read and spell polysyllabic words.
* To practice reading and writing sentences with alternative spellings.

End of Summer 2:

* To revise the following phase 5 sounds and be able to read real and unreal words with these sounds – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and zh.
* To know the alternative pronunications of graphemes for reading – i, o, c, g, u, ow, ie, ea, er, a, y, c, ou.
* To know alternative spelling of phonemes for spelling ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er.
* To read and spell high frequency words.
* To read Year 1 common exception words.
* To read and spell polysyllabic words.
* To practice reading and writing sentences with alternative spellings.

**Year 2**

End of Autumn 1

* To revise the following phase 5 sounds and be able to read real and unreal words with these sounds – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and zh.
* To know the alternative pronunications of graphemes for reading – i, o, c, g, u, ow, ie, ea, er, a, y, c, ou.
* To know the alternative spelling of phonemes for spelling- c, ch, f, j, m, n, ng, r, s, sh, v, w, e, I, o, u,
* To read and spell high frequency words.
* To read and spell Year 1 common exception words.
* To read and spell polysyllabic words.
* To practice reading and writing sentences with alternative spellings.

End of Autumn 2

* To revise the following phase 5 sounds and be able to read real and unreal words with these sounds – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and zh.
* To know the alternative pronunications of graphemes for reading – i, o, c, g, u, ow, ie, ea, er, a, y, c, ou.
* To know alternative spelling of phonemes for spelling ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er.
* To read and spell high frequency words.
* To read and spell Year 1 common exception words.
* To read and spell polysyllabic words.
* To practice reading and writing sentences with alternative spellings.

End of Spring 1

Phase 6 week 1 – 6

* Teach the past tense
* Teach spelling polysyllabic words
* Teach how to use the suffix ‘ed’
* Learn and practise spelling of common words and polysyllabic words
* Teach the past tense (irregular verbs)
* Teach what happens to the meaning of a verb when they add the ‘ing’ suffix.
* Teach how to add the ‘er’ suffix

By End of Spring 2

Phase 6 week 7 – 12

* Learn and practise spelling of common words and polysyllabic words
* how to add the ‘s/es’ suffix verb endings
* the er and est suffix

By end of Summer 1

Phase 6 week 13 – 20

* how to add the ‘ly’ suffix
* how to use a dictionary
* how to add the ‘y’ suffix
* how to add the ‘ness’ suffix

By End of Summer 2

Phase 6 week 21 – 24

* to add the ‘en’ suffix.
* to add the ‘ment’ suffix
* to add the ‘ful’ suffix
* to add the ‘less’ suffix.

Alison Barton

English Subject Co-ordinator

Autumn Term 2020