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

Letters and Sounds

We are following Government guidance which refers to 6 phases of Phonics teaching (The Letters and Sounds programme). The six phase teaching programme focuses on high quality phonics work. The intention is to ‘equip children who are 5 with the phonic knowledge and skills they need to become fluent readers by the age of 7.’ By the end of Year Two children should have completed phase 6. The teacher assesses which phase the children should be working on, and appropriate teaching is planned for.

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**

Phase One

The aim of Phase One aims to develop children’s listening and speaking skills as preparation for learning to read and spell with phonics. Children explore and experiment with sounds and become familiar with rhyme, rhythm and alliteration. Parents can play a vital role in helping their children develop these skills by encouraging them to listen carefully and talk extensively about what they hear, see and do. This continues throughout their Primary Education.

By end of Autumn 1

Phase Two introduces grapheme/phoneme (letter/sound) correspondence. Children learn that words are constructed from phonemes and that phonemes are represented by graphemes. They begin with a small selection of common consonants and vowels (s, a, t, p, i, n) and begin to put them together to read and spell CVC words (consonant vowel consonant).

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

By end of Autumn 2

Phase Three teaches children one grapheme for each of the 44 phonemes in order to read and spell simple regular words. Children link sounds to letters, naming and sounding the letters of the alphabet. They hear and say sounds in order they occur in the word and read simple words by blending the phonemes from left to right. They recognise common digraphs (1 sound 2 letters e.g. th) and read some high frequency words.

* 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

Phase Four teaches children to read and spell words containing adjacent consonants. Children will be able to blend and segment these words and apply this skill when reading and spelling. They move from CVC words (pot, sheep) to CVCC words (pots) and CCVC words (spot) and then CCVCC words (spots). They will also explore polysyllabic words (shampoo, helper).

* 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:

Phase Five teaches children to use alternative ways of pronouncing the graphemes and spelling the phonemes already taught. For example they will learn that the phoneme ‘ai’ can be spelt ‘ai’, ‘ay’ ‘ey’ and a\_e’. They will also learn that ‘c’ can be pronounced ‘c’ in coat or ‘c’ in city.

* 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

REVISIT/RECAP Phase 5

Each week a **family of sounds** is revised/revisited from Phase 5. New graphemes are introduced within the family of sounds as they are encountered.

* Revise the following family of sounds

Ay (ai a-e ey eigh)

Ou (oa o-e)

Ie (igh ie i-e )

Ee ( ea ey e-e )

Oy (oi)

Ir (er)

Ew (ue u-e)

Aw (or oor au)

Wh/ph

Oe (o-e o)

Air (are)

* 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, ( revised and revisited through the use of flashcards/PPT)
* 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 continue to revise the following **phase 5 family of sounds** and be able to read real and unreal words within the family of sounds – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e, zh, air
* To know the alternative pronunications of graphemes for reading :-
* Alternative pronunciations for c and g
* Alternative pronunciations for u and ow
* Alternative pronunciations for a
* Alternative pronunciations for y
* Alternative spellings for ch and j
* Alternative spellings for n, r, m
* Alternative spellings for s, z
* Alternative spellings for u and ear
* To know alternative spelling of phonemes for spelling ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er. (revisited and revised through the use of flashcards and PPT)
* To read and spell high frequency words.
* To read and spell Year 1 common exception words.
* To read Year 2 common exception words
* To read and spell polysyllabic words.
* To practice reading and writing sentences with alternative spellings.

End of Spring 1

Phase 6

Phase Six teaches children to develop their skills and automaticity in reading and spelling, creating ever increasing capacity to attend to reading for meaning. They apply phonics knowledge to recognise and spell and increasing number of complex words.

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.

**Blending for Reading**

To learn to read and spell children must be able to smoothly blend sounds together. Blending sounds fluidly helps to improve fluency when reading. Blending is more difficult to do with longer words so learning how to blend accurately at an early age is imperative. Showing your child how to blend is important. Model how to ‘sound talk’ sounds and blend them smoothly together without stopping at each individual sound. We use our fingers to support this. Remember some sounds (digraphs) are resented by two letters, such as ee or oi. Children should sound out the digraph not the individual letters (e.g. oi not o-i). Some words may also have trigraphs, three letters to represent one sound, (.e.g. h-ear or p-air.).

**Segmenting to Spell**

Segmenting is a skill used in spelling. In order to spell the word it is necessary to segment the word into its constituent sounds. E.g. ran r-a-n. Start by having your child listen for the first sound in a word (games like i-spy are ideal). Next try listening for the end sounds and then the middle sounds (middle sounds are hardest to hear). Begin with simple three letters words (e.g. tap or hot) and build it up. Take care with digraphs, the word fish, for example, has four letters but only three sounds f-i-sh. Rhyming games and poems also help tune the ears to the sounds in words. Strategy for spelling: Encourage children to think the word, say it several times and then write it.

**Tricky words**

Tricky words are words that cannot be ‘sounded-out’ but need to be learnt by heart. They don’t fit into usual spelling patterns. When learning these words it is important for children to start with the familiar sounds and then notice the ‘tricky’ bits.

**High Frequency Words**

These are words that recur frequently in much of the written materials young children read and need to write.

**Useful Websites**

There are lots of fantastic websites to support the learning of Phonics, lots have super games that the children love to play. www.phonicsplay.co.uk www.galacticphonics.com www.oxfordowl.co.uk www.ictgames.co.u

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