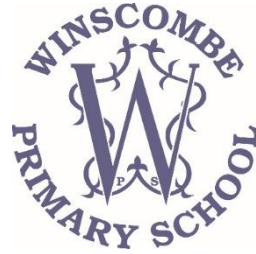


Subject - Phonics



Winscombe Primary School

Skills & Knowledge Progression Map



Level Expected at the End of EYFS



We have selected the Early Learning Goals that link most closely to the Phonics National Curriculum

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Level Expected at the End of KS1

Key Stage 1 National Curriculum Expectations

Year 1

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPC's that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.
- Read words containing taught GPC's
- read other words of more than one syllable that contain taught GPC's
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Year 2

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read further common exception words, noting correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

The Phonics curriculum progression maps comprehensively show the progression of Phonics skills and concepts from Reception to Year 2.



Progression Skills



Skills	EYFS	Year 1	Year 2
Sound discrimination	<p>Sound discrimination – environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds</p> <p>Oral blending and segmenting – reading vc and cvc word – segmenting VC and CVC words for spelling – two syllable words for reading</p> <p>Letter recognition – Phonemes and digraphs</p> <p>Word recognition – sight words</p>	<p>Oral blending and segmenting – two letter and three letter GPC's in words – blending for reading CVCC and CCVC words – segmenting CVCC and CCVC words for spelling</p> <p>Letter recognition – Grapheme recognition for reading and recall</p> <p>Word recognition – High frequency (common exception words) – Reading and spelling two syllable words</p>	<p>Oral blending and segmenting – able to decode words aloud if necessary but also able to read words automatically</p> <p>Letter recognition – Know most of the common GPC's</p> <p>Word recognition – reading familiar words automatically, decoding them quickly and silently</p>
Oral blending and segmenting			
Letter recognition			
Word recognition			

Impact

The impact of using the full range of resources, including display materials, will be seen across the key stage with an increase in the profile of phonics. The learning environment across the school will be more consistent with phonics resources displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of phonic-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning and activities on the class website pages. We want to ensure that reading is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of phonic knowledge and understanding, now and in the future. Impact can also be measured through termly assessments and phonics screening.

Coverage of Knowledge - EYFS – KS2

Each phase focuses on key phonic skills, as well as teaching the knowledge needed to develop an increasingly secure understanding of phonics across the ages. Phases are sequenced in a way to help develop and build upon prior learning.



Unlocking Letters and Sounds Progression

The progression used in **Unlocking Letters and Sounds** largely follows the progression contained in *Letters and Sounds 2007*, with some modifications based upon:

- a decade of experience of teaching using *Letters and Sounds* in schools
- feedback from schools who have been trialling the **Unlocking Letters and Sounds** programme
- refinements and clarifications of learning elements omitted from *Letters and Sounds*
- updated guidance, including requirements from the National Curriculum

The progression is structured broadly to follow Phases 2 to 5 of *Letters and Sounds*, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development. The phases are organised as follows:

- Phase 2
- Phase 3
- Phase 3 Mastery
- Phase 4
- Phase 4 Mastery
- Phase 4 Revision (including NC Y1 requirements)
- Phase 5a)
- Phase 5a) Mastery (including NC Y1 requirements)
- Phase 5b)
- Phase 5c)
- Phase 5a) Spellings recap and 5b) Mastery
- Phase 5c) Mastery

Year group	Week (Phase)	Phase	GPCs taught	CEW taught
Preschool		One	Sound discrimination, phonological awareness, rhyme, oral blending and segmenting	
Reception Autumn Term 1	1	Two	s a t p	
Reception Autumn Term 1	2	Two	i n m d	
Reception Autumn Term 1	3	Two	g o c k	Read: the
Reception Autumn Term 1	4	Two	ck e u r	Read: to, into
Reception Autumn Term 1	5	Two	h b f ff	Read: no, I



Progression

Reception Autumn Term 1	6	Two	l ll ss Read words with -s ending	Read: go
Reception Autumn Term 2	1	Three	j v w x	Read: me
Reception Autumn Term 2	2	Three	y z zz qu	Read: we, be Write: the, into, go, to
Reception Autumn Term 2	3	Three	ch sh th (voiced and unvoiced) ng	Read: he, she
Reception Autumn Term 2	4	Three	ai ee igh oa	Read: was, you Write: I, no
Reception Autumn Term 2	5	Three	oo ar or ur	Read: they, all
Reception Autumn Term 2	6	Three	Read words containing -ing endings with no change to the root word Assess and review Phase 3 work Weeks 1 - 5	
Reception Spring Term 1	7	Three	ow oi ear air	Read: are, my
Reception Spring Term 1	8	Three	ure er Reading and spelling words containing digraphs and trigraphs	Read: her
Reception Spring Term 1	9	Three	Assess and review Phase 3 work	
Reception Spring Term 1	1	Three (Mastery)	Revisit GPCs and CEW: j v w x , me	Revisit: me
Reception Spring Term 1	2	Three (Mastery)	Revisit GPCs and CEW: y z zz qu , we, be	Revisit: we, be
Reception Spring Term 1	3	Three (Mastery)	Revisit GPCs and CEW: ch sh th ng , he, she	Revisit: he, she
Reception Spring Term 2	4	Three (Mastery)	Revisit GPCs and CEW: ai ee igh oa , was, you	Revisit: was, you



Progression

Reception Spring Term 2	5	Three (Mastery)	Revisit GPCs and CEW: oo ar or ur they, all	Revisit: they, all
Reception Spring Term 2	6	Three (Mastery)	Revisit GPCs and CEW: ow oi ear air , are, my	Revisit: are, my
Reception Spring Term 2	7	Three (Mastery)	Revisit GPCs and CEW: ure er , her	Revisit: her
Reception Spring Term 2	8	Three (Mastery)	Assess and review Phase 3 work	
Reception Spring Term 2	9	Three (Mastery)	Assess and review Phase 3 work	
Reception Summer Term 1	1	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: said, have Write: he, she, we, me, be
Reception Summer Term 1	2	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: like, so, do Write: was, you
Reception Summer Term 1	3	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: some, come Write: they, all, are
Reception Summer Term 1	4	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: were, there Write: my, her
Reception Summer Term 1	5	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed endings with no change to the root word	Read: little, one
Reception Summer Term 1	6	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ing endings with no change to the root word	Read: when, out, what
Reception Summer Term 2	1	Four (Mastery)	CVCC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: said, have
Reception Summer Term 2	2	Four (Mastery)	CCVC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: like, so, do
Reception Summer Term 2	3	Four (Mastery)	Teach blending of polysyllabic CVCC and CCVC words	Revisit: some, come



Progression

Reception Summer Term 2	4	Four (Mastery)	Teach blending of CCVCC words	Revisit: were, there
Reception Summer Term 2	5	Four (Mastery)	Teach blending of CCVCC and polysyllabic CCVCC words	Revisit: little, one
Reception Summer Term 2	6	Four (Mastery)	Teach blending of CCCVCC words	Revisit: when, out, what
Year 1 Autumn Term 1	1	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding -s and -es as a plural marker for nouns Teach adding -s and -es as a third person singular marker for verbs Revisit blending of words where -s and -es are added	
Year 1 Autumn Term 1	2	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the suffix -ing to verbs	
Year 1 Autumn Term 1	3	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the suffix -ed to verbs Teach adding the suffix -er to verbs to change them to a noun Revisit adding the suffixes -ed and -er to verbs	
Year 1 Autumn Term 1	4	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the suffix -er to adjectives Teach adding the suffix -est	
Year 1 Autumn Term 1	5	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the prefix un- to verbs Teach adding the prefix un- to adjectives	
Year 1 Autumn Term 1	6	Four (Revision plus Y1 NC requirements)	Revise Phase 4. Teach reading words with contractions	
Year 1 Autumn Term 2	1	Five a)	Teach new graphemes for reading: ay ou ie ea Teach the days of the week	Read: oh, their
Year 1 Autumn Term 2	2	Five a)	Teach new graphemes for reading: oy ir ue (as in glue) ue (as in cue)	Read: people Write: said, so



Progression

Year 1 Autumn Term 2	3	Five a)	Teach new graphemes for reading: aw wh ph ew (as in blew)	Read: Mr, Mrs Write: have
Year 1 Autumn Term 2	4	Five a)	Teach new graphemes for reading: ew (as in few) oe au ey Teach new phoneme /zh/	Read: looked, called Write: like
Year 1 Autumn Term 2	5	Five a)	Teach new graphemes for reading: a-e, e-e, i-e, o-e	Revisit (read): called Write: some, come
Year 1 Autumn Term 2	6	Five a)	Teach new graphemes for reading: u-e (as in flute) u-e (as in cube)	Read: asked Write: were, there
Year 1 Spring Term 1	1	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: ay ou ie ea Revise the days of the week Teach correct use of -nk (NC)	Revisit (read): oh, their
Year 1 Spring Term 1	2	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: oy ir ue (as in glue) ue (as in cue) Teach correct use of ph (NC)	Revisit (read): people Revisit (write): said, so
Year 1 Spring Term 1	3	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: aw wh ph ew (as in blew) Teach correct use of -wh (NC)	Revisit (read): Mr, Mrs Revisit (write): have
Year 1 Spring Term 1	4	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: ew (as in few) oe au ey Teach correct use of -tch (NC)	Revisit (read): looked, called Revisit (write): like
Year 1 Spring Term 1	5	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: a-e e-e i-e o-e Teach correct use of -ve (NC)	Revisit (read): called Revisit (write): some, come
Year 1 Spring Term 1	6	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading: u-e (as in flute) u-e (as in cube) Revise all Phase 5a) Assess and review correct use of NC letters/suffixes	Revisit (read): asked Revisit (write): were, there
Year 1 Spring Term 2	1	Five b)	Teach alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he) Teach reading the common exception words water, where, who, again	Read: water, where, who, again Write: little, one



Progression

Year 1 Spring Term 2	2	Five b)	Teach alternative pronunciations of known graphemes for reading: i (as in mind), o (as in no), u (as in unit), u (as in put) Teach reading the common exception words thought, through, mouse, work	Read: thought, through, mouse, work Write: do
Year 1 Spring Term 2	3	Five b)	Teach alternative pronunciations of known graphemes for reading: ow (as in snow), ie (as in chief), ea (as in head), er (as in her) Teach reading the common exception words many, laughed, because	Read: many, laughed, because Write: when, what
Year 1 Spring Term 2	4	Five b)	Teach alternative pronunciations of known graphemes for reading: ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym) Teach reading the common exception words different, any, eyes	Read: different, any, eyes Write: out
Year 1 Spring Term 2	5	Five b)	Teach alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they) Teach reading the common exception words friends, once, please	Read: friends, once, please
Year 1 Spring Term 2	6	Five b)	Assess and review alternative pronunciations of known graphemes for reading Assess and review reading new common exception words and correct use of NC endings	
Year 1 Summer Term 1	1	Five c)	Teach alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb)	Write: oh
Year 1 Summer Term 1	2	Five c)	Teach alternative spellings of phonemes: /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen)	Write: their
Year 1 Summer Term 1	3	Five c)	Teach alternative spellings of phonemes: /s/ (as in house), /z/ (as in please), /u/ (as in some), /i/ (as in happy)	
Year 1 Summer Term 1	4	Five c)	Teach alternative spellings of phonemes: /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father)	Write: people
Year 1 Summer Term 1	5	Five c)	Teach alternative spellings of phonemes: /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all)	Write: Mr, Mrs
Year 1 Summer Term 1	6	Five c)	Teach alternative spellings of phonemes: /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word)	Write: looked
Year 1 Summer Term 2	7	Five c)	Teach alternative spellings of phonemes: /ool/ (as in could), /ool/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea)	
Year 1 Summer Term 2	8	Five c)	Teach alternative spellings of phonemes: /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key)	Write: called, asked



Progression

Year 1 Summer Term 2	9	Five c)	Teach alternative spellings of phonemes: /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in low)	
Year 1 Summer Term 2	10	Five c)	Teach alternative spellings of phonemes: /oa/ (as in toe), /oa/ (as in bone), /yoo/ (as in cue), /yoo/ (as in tune)	
Year 1 Summer Term 2	11	Five c)	Teach alternative spellings of phonemes: /yoo/ (as in stew), /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew)	
Year 1 Summer Term 2	12	Five c)	Teach alternative spellings of phonemes: /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)	
Year 2 Autumn Term 1	1	Five a) (Spellings recap)	Spellings: choosing from alternative graphemes with the same sound: oi/oy , ow/ou , ur/er/ir , or/aw/au , ai/ay/a-e Revise reading all common exception words	
Year 2 Autumn Term 1	2	Five a) (Spellings recap)	Spellings: choosing from alternative graphemes with the same sound: ee/ea/e-e/ey , igh/ie/i-e , oa/oe/o-e , oo/ew/ue/u-e (oo) , ew/ue/u-e (you) Revise reading all common exception words	
Year 2 Autumn Term 1	1	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he), i (as in mind) Revisit reading the common exception words water , where , who , again	
Year 2 Autumn Term 1	2	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: o (as in no), u (as in unit), u (as in put), ow (as in snow), ie (as in chief) Revisit reading the common exception words thought , through , mouse , work	
Year 2 Autumn Term 1	3	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: ea (as in head), er (as in her), ou (as in you), ou (as in could), ou (as in mould) Revisit reading the common exception words different , any , eyes	
Year 2 Autumn Term 1	4	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: y (as in by), y (as in gym), y (as in very), ch (as in school), ch (as in chef) Revisit reading the common exception words friends , once , please	
Year 2 Autumn Term 1	5	Five b) (Mastery)	Revisit alternative pronunciations of known graphemes for reading: c (as in cell), g (as in gent), ey (as in they) Revisit reading all common exception words Practise common misconceptions	



Progression

Year 2 Autumn Term 2	1	Five c) (Mastery)	Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap) Revisit reading all common exception words	
Year 2 Autumn Term 2	2	Five c) (Mastery)	Revisit alternative spellings of phonemes: /s/ (as in listen), /s/ (as in house), /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer) Revisit reading all common exception words	
Year 2 Autumn Term 2	3	Five c) (Mastery)	Revisit alternative spellings of phonemes: /ar/ (as in father), /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /oo/ (as in could), /oo/ (as in put) Revisit reading all common exception words	
Year 2 Autumn Term 2	4	Five c) (Mastery)	Revisit alternative spellings of phonemes: /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in toe), /oa/ (as in bone), /yoo/ (as in cue), /yoo/ (as in tune), /yoo/ (as in stew) Revisit reading all common exception words	
Year 2 Autumn Term 2	5	Five c) (Mastery)	Revisit alternative spellings of phonemes: /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef) Revisit reading all common exception words	
Year 2 Autumn Term 2	6	Five c) (Mastery)	Assessment and review of all alternative spellings of phonemes. Assessment and review of all common exception words	

- ★ At this point phonics teaching will continue as an intervention for those children who still require it. Year 2 children will move on to learning spelling as per National Curriculum requirements.
- ★ **Note:** Y1 NC coverage should also be taught within Year 1 English lessons.