



### Phonics Progression

Phase 1	Phase 2	Phase 3	Phase 4	Year 1 Learning with Elements of Phase 5
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	s a t p i n m d g o c k c k e u r h b f f l ll ss  a, at, as, is, it, in an, l, and, on, not, into, can, go, to, get, got, the, put, if, off, big, had, his, him, but, back, of, dad, mum, up, no	j v w x y z zz qu ch sh th th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er  he, me, we, she, be, was, you, then, them, this, that, they, my, see, all, too, look, for, will, with, now, down, her, are	CVCC (nd nt mp st sk ck nk lk xt lp ft) CCVC (fr sw sn pl gr cl gr sm br bl cr fl) CCVC (st sk sc tr dr sp) CCVCC (All blends)  went, from, it's, said, have, like, just, help, children	sh th ch ng kn wh ph tch ai ay a_e ea ey ee e_e -y igh ie i_e ie ar oi oy oa o_e oe ow oo ue ew u_e oo er er ir ur ure or ore au aw ow ou ear are air  says, said, to, do, today, are, were, very, you, your, one, once, where, there, here, their, love, come, some, ask, asked, called, friend, school, house, out, our, put, pull, full, push

### Phase 1

Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. 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.

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>• Notice sounds around them.</li> <li>• Recognise that different objects make different sounds.</li> <li>• Start to identify and name sounds.</li> <li>• Talk about environmental sounds, describing and comparing them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore instrumental sounds.</li> <li>• Build awareness of how to use instruments to make sounds.</li> <li>• Start to identify the sounds of familiar instruments, naming them.</li> <li>• Build awareness of how you act upon an instrument affects the sound it makes.</li> <li>• Talk about instrumental sounds, describing and comparing them.</li> <li>• Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the sounds their bodies can make.</li> <li>• Join in and copy actions of familiar songs.</li> <li>• Join in and copy body percussion patterns and sequences.</li> <li>• Build awareness of how they can change body percussion sounds.</li> <li>• Create their own sequences of body percussions.</li> <li>• Join in with longer sequences of body percussion.</li> <li>• Describe body percussion.</li> <li>• Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes.</li> <li>• Recognise familiar rhythms and rhymes.</li> <li>• Recognise that words rhyme.</li> <li>• Copy and keep a simple beat.</li> <li>• Join in and copy breaking words into syllables with a beat.</li> <li>• Play with rhyme. Make up their own rhyming words.</li> <li>• Complete sentences with their own rhymes orally.</li> <li>• Break words down into syllables with a beat.</li> <li>• Create their own beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore initial sounds of words.</li> <li>• Select objects with a given initial sound from a choice of two.</li> <li>• Identify initial sounds of words.</li> <li>• Match to objects with the same initial sound.</li> <li>• Play with alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different mouth movements and sounds.</li> <li>• Copy different voice sounds and mouth movements.</li> <li>• Recognise different voice sounds.</li> <li>• Make a variety of different voice sounds, including animal sounds.</li> <li>• Say speech sounds clearly.</li> <li>• Talk about voice sounds.</li> <li>• Describe and compare voice sounds.</li> <li>• Create their own ideas for voices of characters/ imitating voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the initial sounds of words.</li> <li>• Build awareness that words can be broken up into sounds.</li> <li>• Choose the correct object when hearing the word broken into single sounds.</li> <li>• Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</li> <li>• Segment CVC and VC words into their individual sounds.</li> <li>• Start to blend the sounds of longer words.</li> <li>• Identify how many sounds are in a CVC or VC word.</li> </ul>

## Phase 2

In Phase 2, letters and their sounds are introduced one at a time. At Thorndown we teach two sounds per week; one day is for reading the sound and the second day is writing the sound. It's taught in a clear progressive sequence. The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words. Alongside this, children are introduced to tricky words. These are the words that are irregular words. That means that phonics cannot be applied to the reading and spelling of these words.

Phase 2																																			
<i>Yr R Autumn 2</i>	Week 1					Week 2					Week 3					Week 4					Week 5					Week 6									
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Sound	s	s	a	a	CEW	t	t	p	p	CEW	i	i	n	n	CEW	m	m	d	d	CEW	g	g	o	o	CEW	c	c	k	k	CEW					
<i>Yr R Spring 1</i>	Week 7					Week 8					Week 9					Week 10					Week 11					Week 12									
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Sound	e	e	u	u	CEW	r	r	ck	ck	CEW	h	h	b	b	CEW	f	f	ff	ff	CEW	ll	ll	ss	ss	CEW	Assessment									

## Phase 3

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 fourteen weeks twenty-six new graphemes are introduced (one at a time). We follow the same pattern in Phase 2, where the children will learn how to read and write the sound over two days.

<i>Yr R Spring 2</i>	Week 1					Week 2					Week 3					Week 4					Week 5					Week 6				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Sound	j	j	v	v	CEW	w	w	x	x	CEW	y	y	z	z	CEW	zz	zz	sh	sh	CEW	ch	ch	th	th	CEW	ng	ng	qu	qu	CEW
<i>Yr R Summer 1</i>	Week 7					Week 8					Week 9					Week 10					Week 11					Week 12				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Sound	ai	ai	ee	ee	CEW	oa	oa	oo	oo	CEW	ar	ar	or	or	CEW	igh	igh	ur	ur	CEW	ow	ow	oi	oi	CEW	ear	ear	er	er	CEW
<i>Yr R Summer 2</i>	Week 13					Week 14																								
Day	1	2	3	4	5	1	2	3	4	5																				
Sound	air	air	are	are	CEW	Assessment																								

### Phase 4

By Phase 4 children will be able to represent each of the phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them. 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. It is important that children are taught that blending is only used when a word is unfamiliar.

<i>Yr R Summer 2</i>	Week 1					Week 2					Week 3					Week 4				
<b>Day</b>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Sound</b>	CVCC (nd, nt, mp, st, sk, ck, nk, lk, xt, lp, ft)					CCVC (fr, sw, sn, pl, gr, cl, gr, sm, br, bl, cr, fl,)					CCVC (st, sk, sc, tr, dr, sp)					CCVCC (All blends)				

### Year 1 Learning with Elements of Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point. By this stage children should be reading words fluently and no longer be blending and segmenting familiar words. The real focus throughout is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children also will need to learn alternative spellings for each phoneme.

<i>Yr 1 Autumn 1, Spring 1, Summer 1</i>	Week 1					Week 2					Week 3					Week 4					Week 5					Week 6				
<b>Day</b>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Sound</b>	sh	th	ch	ng	CEW	kn	wh	ph	tch	CEW	ai	ay	a_e	CEW	CEW	ea	ey	ee	e_e	-y	igh	ie	i_e	ie	CEW	ar	oi	oy	CEW	CEW
<i>Yr 1 Autumn 2, Spring 2, Summer 2</i>	Week 7					Week 8					Week 9					Week 10					Week 11					Week 12				
<b>Day</b>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Sound</b>	oa	o_e	oe	ow	CEW	oo	ue	ew	u_e	oo	er	er	ir	ur	ure	or	ore	au	aw	CEW	ow	ou	ear	are	air	Assessment				

Phase 3 CEW						
<i>Yr R Spring 2</i>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revisit CEW	I, go, no, the, to	I, go, no, the, to	he, me, we, she, be	was, you		you, was, they
Teach CEW	he, me, we, she, be	was	you		then, them, this, that, they	my, see
<i>Yr R Summer 1</i>	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Revisit CEW	he, me, we, she, be, was, you, they, my, see	all, be, was, you, they, my, see	all, they, look, you, was	all, too, look, for	all, too, look, for, will, with	will, with, now, down
Teach CEW	all	too, look	for	will, with	now, down	her
<i>Yr R Summer 2</i>	Week 13	Week 14				
Revisit CEW	will, with, now, down, her	her, are				
Teach CEW	are					

Phase 4 CEW				
<i>Yr R Summer 2</i>	Week 1	Week 2	Week 3	Week 4
Revisit CEW	Read all Phase 3	went, from	it's, said	have, like
Teach CEW	went, from	it's, said	have, like	just, help, children

Year 1 Learning with Elements of Phase 5 CEW						
<i>Yr 1 Autumn 1, Spring 1, Summer 1</i>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revisit CEW	I, the, a, of, into	was, is, his, has	be, me, he, we, she	no, go, so, oh	by, my, they	that, them, this, then
Teach CEW	says, said, to, do, today	are, were, very	you, your, one, once where, there, here, their		love, come, some	ask, asked, called friend, school
<i>Yr 1 Autumn 2, Spring 2, Summer 2</i>	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Revisit CEW	for, too, look	all, her, will, with	have, like, little	what, when, went	I'm, it's, don't	Assessment
Teach CEW	house, out, our			put, pull, full, push		

