

Phonics Whole-School Curriculum Progression Map

Reading - Word	EYFS	F1			F2		
	Early Learning Goals	Autumn	Spring	Summer	Autumn	Spring	Summer
Phonics and Decoding	<p>Say a sound for each letter in the alphabet and at least 10 digraphs; -</p> <p>Read words consistent with their phonic knowledge by sound-blending; -</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>- Write recognisable letters, most of which are correctly formed; -</p>	Phase 1	Phase 1	Phase 1	Phase 1	Phase 2	Phase 3
		<p>Aspect 1: General sound discrimination - environmental sounds</p> <p>Aspect 2: General sound discrimination - instrumental sounds</p> <p>Aspect 3: General sound discrimination - body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 6: Voice sounds</p> <p>High Frequency Words</p>	<p>Aspect 1: General sound discrimination - environmental sounds</p> <p>Aspect 2: General sound discrimination - instrumental sounds</p> <p>Aspect 3: General sound discrimination - body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>High Frequency</p>	<p>Aspect 1: General sound discrimination - environmental sounds</p> <p>Aspect 2: General sound discrimination - instrumental sounds</p> <p>Aspect 3: General sound discrimination - body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 7: Oral blending and segmenting</p>	<p>Aspect 4: Rhythm and Rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 7: Oral blending and segmenting</p> <p>Based on assessment Phase 2 begins week 2/3 of Autumn 2</p> <p>s a t i m n o p b c g h</p> <p>High Frequency Words</p>	<p>d e f v k l r u j w z x y ff ll ss zz ck</p> <p>With phase 4 consonant blends integrated</p> <p>High Frequency Words</p>	<p>ch sh th ng qu ay ee oa ur ea ow oo igh oo or oi ar ear air er</p> <p>With phase 4 consonant blends integrated</p> <p>High Frequency Words</p>

	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>		Words	High Frequency Words			
--	---	--	-------	----------------------	--	--	--

- * Phonics Assessment trackers will be used half termly to ensure planning address gaps in children's knowledge
- **This plan is subject to change according to the current cohorts needs
- *** Year 1 will use the F2 phonics assessment trackers to plan for the Autumn term,

Reading - Word		Year 1			Year 2		
	<div>Year 1</div> <div>Year 2</div>	Autumn	Spring	Summer	Autumn	Spring	Summer
Phonics and Decoding	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing: -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing</p>	<p>Phase 3 (based on assessments at the end of FS2) With phase 4 consonant blends integrated</p> <p>Recognition and recall of phase 2 & 3 graphemes</p> <p>Teach and practice CVCC words</p> <p>Reading and spelling words with adjacent consonants</p> <p>High Frequency Words</p>	<p>Phase 5</p> <p>ph ow oe ai</p> <p>ie ie o e a e</p> <p>ir ue ea e e</p> <p>au aw ew u e</p> <p>wh ure oy ou</p> <p>High Frequency Words</p>	<p>Phase 5</p> <p>Continue with new phase 5 sounds</p> <p>Alternative pronunciation</p> <p>High Frequency Words</p>	<p>Phase 5</p> <p>Recognition and recall of phase 2, 3 and 5 graphemes</p> <p>High Frequency Words</p>	<p>Reading and spelling</p> <p>Teaching the past tense</p> <p>Adding suffixes</p> <p>Year 2 Common Exception Words</p>	<p>Reading and spelling</p> <p>Teaching the past tense</p> <p>Adding suffixes</p> <p>Year 2 Common Exception Words</p>

	common suffixes:						
--	------------------	--	--	--	--	--	--