



Brockton C.E. Primary School - Phonics Progression Map



Phase	4+	Yr1	Yr2	Yr3	Generic Skills	Grapheme Phoneme Correspondence	Key Words	Vocabulary
Phase 1	Reception Ongoing				<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 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p>			<p>listen, say, hear, sound, loud/soft/quiet, match, find,</p> <p>slow/fast, fierce, rough, squeaky, smooth, bumpy, high/low, wobbly, long/short,</p> <p>pattern, rhyme, word, nursery rhyme</p>
Phase 2	Autumn	Revisited for WTS/ EXS Autumn	Revisited for WTS Autumn	Revisited for WTS Autumn	<p>Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.</p> <p>Develops children's knowledge of 19 letters of the alphabet with one sound for each and their letter names.</p> <p>Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling VC and CVC words (not necessarily write).</p> <p>Enables children to read and write captions.</p> <p>Enables children to read two syllable words.</p>	<p>Set 1: s, a, t, p</p> <p>Set 2: i, n, m, d</p> <p>Set 3: g, o, c, k</p> <p>Set 4: ck, e, u, r</p> <p>Set 5: h, b, f, ff, l, ll, ss</p>	<p>Be able to read decodable HFW: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, is, not, got, up, mum, can, put</p> <p>Be able to read the five tricky words: the, to, l, no, go, into</p>	<p>chop up, stretch the word, segment, robot arms, sound buttons, blend, digraph, tricky words</p> <p>alphabet, letter name, letter sounds, alien/real words</p>

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Phase 3	Spring and Summer	Revisited for EXS/GDS Autumn WTS Spring / Summer	Revisited for WTS Autumn / Spring Revisited EXS Autumn	Revisited for WTS Autumn / Spring / Summer Revisited EXS Autumn	Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of the alphabet and high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet, their letter names and the graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter. Enables children to write each letter correctly when following a model. Enables children to spell two syllable words.	Set 6: j, v, w, x, Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng, Vowel digraphs: preferred order? ee, oo/oo, ai, igh, oa, ar, ow (cow), er, or, ur, oi, ear, air, ure,	Be able to spell phase 2 tricky words (no, go, I, to, the). Be able to read decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too Be able to read tricky words: he, she, we, me, be, was, my, you, they, all, her, are	grapheme sound-talk syllable (claps)
Phase 4	Summer / GDS	EXS/GDS Autumn WTS Summer	Revisited for WTS Autumn / Spring / Summer Revisited EXS/ GDS Autumn	Revisited for WTS Spring / Summer Revisited EXS / GDS Autumn	There are no <i>new GPCs to be learnt in this phase</i> . Develop children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC words). Enables children to write each letter, usually correctly. Enables children to spell polysyllabic words.	Practice recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Examples of blends and clusters can include: st, nd, mp, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, sw, tw, sm, pr, sc, sk, sn, nch, scr, shr, thr, str, spl Teach and practise reading & spelling CVCC and CCVC words. Reading common high frequency words.	Be able to spell Phase 3 tricky words (he, she, we, me, be, was, my, you, they, all, her, are) Be able to read decodable HFW : went, it's, from, children, just, help Be able to read tricky HFW: said, were, have, there, like, little, so, one, do, when, some, out, come, what	

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Phase 5		EXS / GDS Spring / Summer	Revisited for WTS Spring / Summer EXS / GDS Autumn	LAPs Spring / Summer Revisited EXS / GDS Autumn	<p>Develops children’s knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.</p> <p>Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three.</p> <p>Teaches and practices the skills of blending and segmenting using all GPCs taught.</p> <p>Enables children to begin to build word-specific knowledge of the spellings of words.</p> <p>Enables children to read all 100 HFWs on sight.</p> <p>Enables children to spell accurately most 100 HFWs.</p> <p>Enables children to form all letters correctly.</p>	<p>Practice recognition and recall of Phase 2, 3 & 5 graphemes (as learned).</p> <p>Learn new graphemes: ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul), Split digraphs: a-e (make), e-e (these), ie (like), o-e (home), ue (rule).</p> <p>Learn new phoneme: /zh/ (treasure, television, usual),</p> <p>Teach alternative pronunciations for graphemes (p136): i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou</p> <p>Teach alternative spellings for graphemes (p154-157): /ch/ (ture, tch), /j/ (dge, dg), /m/ (mb), /n/ (gn, kn), /r/ (wr), /s/ (st, se), /z/ (se), /u/ (eg: some, sun nothing, done, worry), /i/ (eg. gym), /ear/ (ere, eer), /ar/ (al, ath), /air/ (ere, ear, are), /or/ (al, all, our, augh), /ur/ (ear, wor), /oo/ (oul), /ee/ (eg: happy, field), /igh/ (eg: by), /oa/ (eg: low), /oo/ (eg: blew), /sh/ (eg: special, station, sugar, mission, chef)</p>	<p>Be able to spell Phase 4 tricky HFW (said, were, have, there, like, little, so, one, do, when, some, out, come, what)</p> <p>Be able to read decodable HFW : don’t, old, I’m, by, time, day, made, came, make, here, saw, house, very, about, your</p> <p>Be able to read tricky HFW: oh, their, people, Mr, Mrs, looked, asked, called, could, should, would</p> <p>Teach spelling of the above words</p> <p>Be able to read some words from the next 200 HFW: water, where, who, again, thought, through, work, mouse, many, laughed, because, different,, any, eyes, friends, once, please</p>	<p>Read sentences with homographs eg.</p> <p>wind/wind,</p> <p>bow/bow</p> <p>Read/read</p>
Phase 6			GDS Spring Through- out Year 2 and beyond	Revisited EXS / GDS Autumn and beyond	<p>Develop children’s knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices. Enables children to read for information and to read for pleasure. Teaches strategies for memory of spellings: syllables, base words/root words; analogy; mnemonics. Enables children to use a dictionary to help check their spelling.</p>	<p>Investigate and learn how to add suffixes (s, -es, -ing, -ed, -s, er, -est, -y, -en, -ful, ly, -ment, -ness).</p> <p>Teach spelling of long words.</p> <p>Introduce & teach the past tense.</p> <p>Learning & practising spelling.</p>	<p>Be able to read (and spell most) of the remaining 200 high frequency words.</p>	<p>Long and short vowel sounds, past tense, base words/root words. mnemonics, proof-reading, dictionary, spell-check</p>