



Ryhope Infant School Academy

Progression in Phonics Skills and Year Group Expectations

Updated September 2021

Ryhope Infant School Academy **Phonics progression of skills (Linking Little Wandle Letters and Sounds Revised programme, Birth to 5 Matters and National Curriculum)**

	Nursery	Reception				Year 1	Year 2
Linking sounds and letters	<p>Distinguish one sound from another.</p> <p>Show interest in play with sounds, songs and rhymes.</p> <p>Repeat words or phrases from familiar stories.</p> <p>Enjoy rhyming and rhythmic activities.</p> <p>Show awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words</p>	<p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words and know which letter represent some of the sounds.</p> <p>ELG's</p> <p>Explore and experiment with sounds, words and text</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly</p> <p>Hear and say sounds in words in the order in which they occur</p> <p>Read simple words by sounding out and blending the phonemes all through the word from left to right</p> <p>Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and bus to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'</p> <p>Recognise common digraphs</p> <p>Read some high frequency words</p> <p>Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p> <p>Read a range of familiar and common words and simple sentences independently</p> <p>Read texts compatible with their phonic knowledge and skills</p> <p>Read and write one grapheme for each of the 44 phonemes</p> <p>Use phonic knowledge to write simple regular words and make phonetically plausible</p>				<p>Word recognition: decoding (reading) and encoding (spelling)</p> <ul style="list-style-type: none"> Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show' Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills Recognise automatically an increasing number of familiar high frequency words Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words Read and spell phonically decodable two-syllable and three-syllable words 	<p>Word recognition: decoding (reading) and encoding (spelling)</p> <ul style="list-style-type: none"> Read independently and with increasing fluency longer and less familiar texts Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns Know how to tackle unfamiliar words that are not completely decodable Read and spell less common alternative graphemes including trigraphs
	Letters and sounds	<p>Phase 1</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 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p> <p>While there is considerable overlap between these aspects, the overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. The boundaries between each strand are flexible and not fixed; practitioners should plan to integrate the activities according to the developing abilities and interests of the children in the setting.</p> <p>Within each aspects children learn to:</p> <p>Tune into sounds (auditory discrimination)</p> <p>Listen to and remember sounds (auditory memory and sequencing)</p> <p>Talk about sounds (developing vocabulary and language comprehension).</p> <p>Activities within the seven aspects are designed to help children:</p> <ol style="list-style-type: none"> listen attentively; enlarge their vocabulary; speak confidently to adults and other children; discriminate phonemes; reproduce audibly the phonemes they hear, in order, all through the word; use sound-talk to segment words into phonemes 	<p>Phase 2</p> <p>Give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n;</p> <p>Find any Phase Two letter, from a display, when given the sound;</p> <p>Be able to orally blend and segment CVC words;</p> <p>Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'silly names' such as ip, ug and ock;</p> <p>Be able to read the five tricky words the, to, I, no, go.</p>	<p>Phase 3</p> <p>Give the sound when shown all or most Phase Two and Phase Three graphemes;</p> <p>Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;</p> <p>Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);</p> <p>Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);</p> <p>Be able to spell the tricky words the, to, I, no, go</p> <p>Be able to spell the tricky words the, to, I, no, go write each letter correctly when following a model.</p>	<p>Phase 4</p> <p>Give the sound when shown any Phase Two and Phase Three grapheme;</p> <p>Find any Phase Two and Phase Three grapheme, from a display, when given the sound;</p> <p>Be able to blend and read words containing adjacent consonants;</p> <p>Be able to segment and spell words containing adjacent consonants;</p> <p>Be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what;</p> <p>Be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are;</p> <p>Write each letter, usually correctly.</p>	<p>Word structure and spelling</p> <ul style="list-style-type: none"> Spell new words using phonics as the prime approach Segment sounds into their constituent phonemes in order to spell them correctly Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch' Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'æe'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives Use knowledge of common inflections in spelling, such as plurals, -ly, -er Read and spell phonically decodable two-syllable and three-syllable words <p>Refer to National Curriculum 2014 Appendix 1 for spelling</p>	<p>Word structure and spelling</p> <ul style="list-style-type: none"> Read high and medium frequency words independently and automatically Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters Read and spell less common alternative graphemes including trigraphs <p>Refer to National Curriculum 2014 Appendix 1 for spelling</p>
						<p>Revision of phases 2,3,4</p> <p>Phase 5</p> <p>Give the sound when shown any grapheme that has been taught; For any given sound, write the common graphemes; apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;</p> <p>Read and spell phonically decodable two-syllable and three-syllable words;</p> <p>Read automatically all the words in the list of 100 high-frequency words</p> <p>Accurately spell most of the words in the list of 100 high-frequency words; Form each letter correctly.</p> <p>Be able to read the tricky words oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>And also have been taught to read - water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p> <p>Be able to spell the tricky words said, so, have, like, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked;</p>	<p>Spelling Rules</p> <p>Intervention for children who have not yet passed the phonics screening check</p>



Ryhope Infant School Academy Little Wandle Letters and Sounds Revised - Expectations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
Reception	As part of baseline, assess children's phase 1 understanding. Phonics teaching must start within the first 2 weeks of school Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
New Graphemes	s a t p i n m d g o c k c k e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags)	ai ee igh oa oo oo ar or ur ow ol ear air er • words with double letters • longer words	Review Phase 3 • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words and compound words
New Tricky words	is I the	put* pull* full* as and has his her go no to into she push* he of we me be *The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.	was you they my by all are sure pure	Review all taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far
Year 1	Assess children's knowledge Review phase 3 and 4, introduce phase 5	Phase 5	• Phase 5	Phase 5	Phonics Screening check Revision of all sounds and apply them to segmenting and blending real and nonsense words to read.	Phase 5
New Graphemes	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/ur/ ir bird /igh/ ie pie /ool/ /uo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ail/ a paper /eel/ e he /ail/ a-e shake /igh/ ie time /oa/ o-e home /ool/ /yoo/ u-e rude cute /eel/ e-e these /ool/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	/eel/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y /fu/ /oa/ ow snow /l/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /ul/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /eel/ ey donkey /ool/ ui ou fruit soup	/ur/ or word /oo/ u ou awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /ol/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /cl/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	Phonics Screening check – No new graphemes or tricky words	/ai/ eigh igh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /l/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more
New Tricky words	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today *The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.	their people oh your Mr Mrs Ms ask* could would should our house mouse water want *The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.	any many again who whole where two school call different thought through friend work	once laugh because eye *The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.		busy beautiful pretty hour move improve parents shoe
Year 2	<ul style="list-style-type: none"> Spelling Rules Consolidation of phase 2, 3, 4, 5 for those children who did not pass phonics screening check Intervention groups identified to support children 	<ul style="list-style-type: none"> Spelling Rules Consolidation of phase 2, 3, 4, 5 for those children who did not pass phonics screening check Intervention groups identified to support children 	<ul style="list-style-type: none"> Spelling Rules Consolidation of phase 2, 3, 4, 5 for those children who did not pass phonics screening check Intervention groups identified to support children 	<ul style="list-style-type: none"> Spelling Rules Consolidation of phase 2, 3, 4, 5 for those children who did not pass phonics screening check Intervention groups identified to support children 	<ul style="list-style-type: none"> Spelling Rules Consolidation of phase 2, 3, 4, 5 for those children who did not pass phonics screening check Intervention groups identified to support children 	<ul style="list-style-type: none"> Spelling Rules Consolidation of phase 2, 3, 4, 5 for those children who did not pass phonics screening check Intervention groups identified to support children
Assessment	Children's phoneme/grapheme knowledge and ability to segment and blend will be assessed half termly by Class Teachers and progress will be tracked using Little Wandle Tracker. It will be monitored by phonics leader. Class Teachers are to use information from their assessments to identify and plan for 1-1 interventions. Reception – working with mastery approach. Year 1 and 2 (2021-2022) using trained staff to teach children in phase groups due to the impact of covid.					

