



Ingleby Mill Primary School: Phonics Progression Map

Subject area: Phonics Skills

English: Cheryl Mellor

Phonics: Danielle Elwell

End of Year Expectations

Nursery

Reception

Year 1

Year 2

Phonics Phases	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Generic skills	Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting	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. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.	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. Develops children's knowledge of the seven remaining letters of the alphabet and 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.	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. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.	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. 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. Teaches and practices the skills of blending and segmenting using all GPCs taught.	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. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.

Phonics Phases	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Grapheme Phoneme Correspondence (GPC)		s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss	j, v, w, x, y, z, zz, qu Consonant digraphs: ch, sh, th, ng, Vowel digraphs: ai, ee, igh, oa, oo/oo, ar, or, ur, ow, oi, ear, air, ure, er	Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high frequency words.	Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). Learn new phonemes: /zh/ (treasure), 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), i-e (like), o-e (home), u-e (rule) / u-e (cube) Teach alternative pronunciations for graphemes (p136): i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou.	Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness). Teach spelling of long words. Finding and learning the difficult bits in words. Introduce & teach the past tense. Learning & practising spelling. Syllables. Base words. Analogy. Mnemonics. Teach proofreading Use of dictionaries/spell checkers Joined up handwriting
Key words		Be able to read the five tricky words: the, to, I no, go.	Key words: no, go, I, the, to, he, she, my, was, we, me, be, to, they, all	Key words: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.	Key words: All 100 high frequency words	Key words: the next 200 high frequency words.
Teaching sequence	Children will be expected to learn/revisit x3 GPC's per week in the order stated in this document. More detailed information, including suggested timetables for discrete teaching and resource ideas can be found in the DfE's Letters and Sounds document. Children in Year 2 (Phase 6) will learn 1 new spelling rule each week and will complete a weekly spelling test that will link to the spelling rule learned during that week.					