

Norton C of E Primary School Phonics Progression Map 2019-

- Taught daily - whole class or group work
- Assessed 3x a year
- Intervention put in place where needed

Glossary	
Phoneme	The smallest unit of speech-sounds which make up a word.
Grapheme	The written representation of sounds.
Tricky Word	Word which can't be sounded out.
Keywords	High frequency words.
VC Word	Vowel consonant word (it, is)
CVC Word	Word made up of consonant, vowel, consonant (cat, dog)
Initial sound	First sound in word.

<p><u>Phase 1</u> (pre-school) Activities are divided into seven aspects; environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.</p>	<p>7 aspects: Aspect 1- General sounds discrimination - environmental sounds. Aspect 2 - General sound discrimination - instrumental sounds. Aspects 3 - General sound discrimination - body percussion. Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration Aspect 6- Voice sounds Aspect 7 - Oral blending and segmenting (note: no graphemes are involved., and that this aspect is only introduced when children are very secure with 1-6)</p>
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<p><u>Phase 2</u>  (YR 6ish weeks)  Learning 19 letters of the alphabet and one sound for each.  Blending sounds together to make words. Segmenting words into their separate sounds.  Beginning to read simple captions.</p>	Sounds	s, a, t, p i, n, m, d, o, g, c, k, ck, e, u, r h, b, f, ff, ll, ss
	Words	Tricky words: the to go no  High frequency words: a, at, as is, it, in, an, I and, on, not, into, can, no, go to, get, got, the, back, put no, go, his, him no, go, to and, the

Phase 3	Sounds	j, v, w, x,
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<p>(YR 12ish weeks)  The remaining 7 letters of the alphabet, one sound for each.  Graphemes such as, ch, oo, th representing the remaining phonemes not covered by single letters.  Reading captions, sentences and questions. On completion of this phase, children will have learnt the 'simple code' i.e. one grapheme for each phoneme in the English language.</p>		<p>y, z, zz, qu  ch, sh, th, ng  ai, ee, oo, oo  oa, ar, or, igh.  ur, ow, oi, ear  er, air, ure,</p>
	<p>Words</p>	<p>Tricky words: no, go, I, the, to he, she we, me, be, was, my, you, they, her, all, are</p> <p>High frequency words:  off, can, had, back  we, me, he, be, she  are, see  was, will, with  my, for, too  you, this, that  they, then, them, down</p>

<p>Phase 4  (YR/Y1 4-6 weeks)  No new grapheme-phoneme</p>	<p>Sounds</p>	<p>Re-cap all previous sounds</p> <p>Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl,</p>
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<p>correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.</p>		gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr,
	Words	<p>Reading and spelling of tricky words:</p> <p>he, she, we, me, be</p> <p>was, you</p> <p>they, all, are</p> <p>my, her, said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out what, my, her, there</p>

Phase 5 (Throughout year1)	Sounds	<p>Learn new Phoneme <u>zh</u></p> <p>ay (ai), ou (ow), ie (I), ea (ee), oi (oy), ir (er), ue (oo).</p>
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<p>Now we move on to the 'complex code'. Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.</p>		<p>Ue (you), wh (w and why), wh (h), ph (f) ew (oo), oe (o), au (or), ey (ee), a-e (ai), ee (e-e), i-e (I), o-e (oe and o), u-e (oo), u-e (oo and ou), zh, n (gn), pronunciations of e, s, (st), u-e, ar,ur, oo-oul, air  Alternative spelling: ee (ea, ee,ie,y), igh (ie,y, i-e), oa (ow,oe,o_e,o), (y) oo, (u_e, ue, ew), oo (ue, u_e, ew), sh (ci, tv, s, ss)</p>
	<p>Words</p>	<p>Teach reading the words:</p> <p>Oh, old, their, people, house, about, mr, mrs, don't, by, looked, time, you, call, asked, very. Where, water, day, out, made, came, who, because, again, different, thought, any, saw, though, eyes, again, different, thought, any, saw, eyes, friends, work, many, good, away, laughed, want, over, oh, how, did, man, looked, who, think, their, going</p> <p>Teach spelling the words:</p> <p>Said, so, have, like, when, came, one, make, here, though, any, saw, what, please, little, people, would, or, mr, mrs, took, asked, know, can't, ran, bear, long, things, new, eat, everyone, our, two, has, yet, play, take, find, more, I'll, round, tree, shouted, us, other</p>



Phase 6 (Throughout year)	Sounds	Change sound by adding suffix 'ed', 'ing', 'er', 'est', 'se/es', 'ly', 'ful', 'less', 'en'.
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Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Words

Teach the spelling of polysyllabic words:

Animal, another, everyone, dragon, morning, grandad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm, nightmare, nightdress, founder, importantly, especially, confidently, immediately, homelessness, hopelessness, forgetfulness, enormous, terrific, horrific, fantastic, car, three, head, king, town, each, its, green, girl, which.

Learn and practise spelling the common exception words:

Keep, last, even, before, jumped, cried, stopped, wanted, lived, liked, pulled, been, must, hard, am, run, red, bed, air, something, looking, coming, thing, gran, key, fun, inside, hat, show, live, never, first, lots, need, fish, better, under, river, gave, may, still, found, say, soon, night, best, bad, tea, top, fell, box, sleep, that's, I've, lets, there's, he's, we're, couldn't, clothes, birds, plants, trees, eggs, looks, told, hot, book, cold, park, dark, why, white, end, than, sun, across, please, ever, miss.