

Letters and Sounds: Phonic progression – Early Years Foundation Stage through Key Stage 1

Phase 1 continuous through Phase 2 - 6	<p>Phase 6 (Year 2) Working on: Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondence.</p> <p>Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p>
	<p>Phase 5 (Y1) Working on: Reading phonically decidable two-syllable and three-syllable words.</p> <p>Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.</p> <p>Working on: Spelling complex words using phonically plausible attempts.</p>
	<p>Phase 4 (Year Reception/Year 1) Working on: Segmenting adjacent consonants in words and applying this in spelling.</p> <p>Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</p>
	<p>Phase 3 (Reception) Working on: Knowing one grapheme for each of the 43 phonemes</p> <p>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.</p> <p>Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo</p> <p>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonants digraphs and double letters.</p> <p>Consonant Digraphs: ch, sh, th, ng</p> <p>Working on: Reading and spelling CVC words using letters and short vowels.</p> <p>Letter progression: Set 7: y, z, zz, qu Set 6: j, v, w, x</p>
	<p>Phase 2 (Reception) Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling some VC and CVC words.</p> <p>Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</p> <p>Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: l, n, m, d Set 1: s, a, t, p</p>
	<p>Phase 1 (seven aspects) Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</p>