

St George's Central CE Primary School and Nursery

Progression in Phonics

| Nursery | |
|--------------|--|
| Key Learning | <p><u>2 – 3 year olds</u></p> <p>Children will learn to:</p> <ul style="list-style-type: none">• tune in and pay attention• enjoy songs and rhymes• join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.• say some of the words in songs and rhymes <p>The ways in which practitioners interact and talk with children are critical to developing children's speaking and listening. This needs to be kept in mind throughout all phase one activities.</p> |
| | <p><u>3 – 4 year olds</u></p> <p>The aim is for children to experience regular, planned and unplanned opportunities to listen carefully and talk extensively about what they hear, see and do.</p> <p>In the Little Wandle Scheme, the most important aspects of Foundations for Phonics to develop in the nursery are:</p> <ul style="list-style-type: none">• sharing high-quality stories and poems with children• learning a range of nursery rhymes and action rhymes• activities that develop focused listening and attention, including oral blending• attention to high-quality language with children <p>Children will learn to:</p> <ul style="list-style-type: none">• listen attentively• spot and suggest rhymes• count or clap syllables in a word• recognise words with the same initial sound, such as money and mother• discriminate phonemes• enlarge their vocabulary <p>The ways in which practitioners and teachers interact and talk with children are critical to developing children's speaking and listening. This needs to be kept in mind throughout all phase one activities.</p> |

'Never settle for less than your best'

Jesus said, I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

| Reception | | | | | | |
|--------------|---|--|---|--|--|--|
| Key Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l</p> <p>New tricky words is i the</p> | <p>Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) <p>New tricky words put pull full as and has his her go no to into she push* he of we me be</p> | <p>Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> words with double letters longer words <p>New tricky words was you they my by all are sure pure</p> | <p>Phase 3 graphemes Review Phase 3</p> <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end <p>New tricky words Review all taught so far</p> | <p>Phase 4 graphemes Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est <p>New tricky words said so have like some come love do were here little says there when what one out today</p> | <p>Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words <p>New tricky words Review all taught so far</p> |
| Year 1 | | | | | | |
| Key Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Review Phase 3 and 4</p> <p>Phase 5 Graphemes /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>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</p> | <p>Phase 5 Graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> | <p>Phase 5 Graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> | <p>Phase 5 Graphemes /ur/ or word /oo/ u oul 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 /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science</p> | <p>Phonics screening check review – no new GPCs or tricky words</p> | <p>Phase 5 Graphemes /ai/ eigh aigh 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 /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> |

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| Year 1 continued | | | | | | |
|------------------|----------|--|---|---|----------|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | | <u>New tricky words</u> their people oh your Mr Mrs Ms ask* could would should our house mouse water want | /oo/ ui ou fruit soup <u>New tricky words</u> any many again who whole where two school call different thought through friend work | /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor <u>New tricky words</u> once laugh because eye | | <u>New tricky words</u> busy beautiful pretty hour move improve parents shoe |

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