

Stoke Bishop Primary School Phonics Progression

Reception Term 1 & 2

<b>PHASE 2</b>				Tricky words/high frequency words
s	a	t	p	
i	n	m	d	is, it, in, at
g	o	c	k	and, on

Ck tick tock clock	e	u	r	to, the
h	b	f, ff huff and puff	l, ll roll down the hill	no, go, l
s, ss mess the dress				

<b>PHASE 3</b>				Tricky words/high frequency words
j	v	w	x	a
y	z,zz fizz buzz	qu quack quack		he, she

Jolly phonics mnemonics are used to teach single letter sounds, to link with nursery settings. RWI mnemonics will then be used to support the teaching of sounds.

The emphasis will be on oral blending and segmenting initially and then move onto blending and segmenting with letters. By the end the children should be able to read and write VC and CVC words.

The focus is on clear pronunciation e.g. mmm, not muh.

They should also be able to read and write the tricky words.

Reception Terms 3 & 4

<b><u>PHASE 3</u></b>				Tricky words/high frequency words
ch Choo choo	sh Shhh baby	th Rude clown	ng weightlifting	we, me, be
ai snail in the rain	ee what can you see?	igh bright light	oa Goat in a boat	Was, of
oo Poo at the zoo	oo Look at a book	ar Start the car	or Shut the door	my, you
ur Nurse with purse	ow Brown cow	oi spoil the boy	ear Hear with ear	her, all
air That's not fair	ure Sure its pure	er Better letter		they, are

The emphasis will be blending and segmenting with letters. By the end the children should be able to read and write VC and CVC words and simple captions.

They should also be able to read and write the tricky words.

Reception Term 5 & 6

<b><u>PHASE 4</u></b>				Tricky words/high frequency words
Initial blends CCVC words				said, so
Final blends CVCC				have, like
Polysyllabic words				some, come
CCVCC				were, there
CCCVC				little, one, out
Polysyllabic words				do, when, what

The emphasis is on consolidating the children's knowledge of graphemes.

They will be taught CVCC and CCVC and polysyllabic words using the sounds previously taught.

The emphasis is on consolidating the children's knowledge of graphemes and introducing them to alternatives.

They will consolidate their tricky word knowledge for reading and writing.

If the children are ready and secure with Phases 1 - 4, teachers may choose to begin Phase 5 from Year 1 Term 1

Year 1 Term 1

<b>PHASE 5</b>				Tricky words/high frequency words	
ay May I play?	ou Shout it out	ie tie your tie	ea Cup of tea	consolidate	l, the, a, to, into
oy toy for a boy	ir Whirl and twirl	ue blue glue			no, go, of, and
aw Yawn at dawn	wh White whale	ph phone Phil	ew Chew the stew		he, she, we, me, be
oe Big toe	au Paul the astronaut	ey Where's my key?			was, with, said
a-e make a cake	e-e go Pete and Steve	i-e Nice smile	o-e Phone home		you, they, are, my
u-e Huge brute					all, have, like

Year 1 Term 2

<b>PHASE 5</b>				Tricky words/high frequency words	
a (acorn)	a (fast)	a (was)	e (he)	oh, their <b>some, come</b>	
i (find)	o (no)	u (unit)	u (put)	Mr, Mrs <b>so, do</b>	
ow blow the snow	ie (chief)	ea (head)		people <b>were, there</b>	
y (by)	y (gym)	y (very) Happy		look, looked <b>little</b>	
ch (school)	ch (chef)	c (cell)	g (gym)	called, asked <b>when, what</b>	
ey (they)				go, going	

The children will learn new pronunciations of known graphemes. (Different ways to say letters they know)

They will also learn new tricky words.

They will practise and consolidate these in reading and writing practise.

**Red** is being revised.

Year 1 Term 3

<b><u>PHASE 5</u></b>				Tricky words/high frequency words	
r (wrap)	m (lamb)	n (gnat)	n (knit)	consolidate	
j (dge)	ch (picture)	ch (catch)			
s (house)	s (listen)	ear (here)	ear (beer)		
ar (father)	ar (half)	er (learn)	er (word)		
air (there)	air (pear)	air (care) care and share			
or (talk)	or (four)	or (caught)			

The children will learn alternative spellings for known phonemes. (Different ways to spell the sounds they know)

They will consolidate their tricky word knowledge for reading and writing.

Teachers will choose the words to consolidate based on assessment.

Year 1 Term 4

<b><u>PHASE 5</u></b>				Tricky words/high frequency words	
ai family (ai, ay, a-e, a,ey)				went, put	
ee family (ee, ea, e-e, ey, y, ie,e)				Children, very	
igh family (igh, ie, i-e, y)				don't, I'm, it's	
oa family (oa, ow, o-e, oe)				saw, about	
oo family (oo, ew, u-e, ue)				could	

The emphasis is on consolidating and making good grapheme choices for words.

They will also learn new tricky words.

They will practise and consolidate these in reading and writing practise.

Year 1 Term 5

<b>PHASE 5</b>				Tricky words/high frequency words
Silent letters (kn, wr, gn, wh, mb)		Or family (or, au, al, augh, our)		your
ou family (ou, ow)		Ear family (eer, ear, ere)		here
er family (er, ir, ur, ear, or)		Ar family (ar, a, al)		off
Air family (air, are, ear)				want
Initial blends		Final blends		numbers

The emphasis is on consolidating and making good grapheme choices for words.

They will also learn new tricky words.

They will practise and consolidate these in reading and writing practise.

Year 1 Term 6

<b>PHASE 6</b>				Tricky words/high frequency words
Plurals (s and es)				Consolidate
ing suffix				
ed suffix				
er and est suffixes				
un prefix				

The emphasis is consolidation of graphemes learnt for reading and writing. Children will be introduced to simple spelling rules.

They will continue to practise and develop fluency with tricky/high frequency words.

Teachers will choose the words to consolidate based on assessment.

Year 2 Term 1

<u>PHASE 5/6</u>				Tricky words/high frequency words
Alternative ai (ai, ay, a-e, ey, a)	TEACH eigh	TEACH ei	Suffix -ed no change to root	Consolidate was, saw here, there, where some, come <b>**pretty, busy, money**</b> one, once Said <b>**most, both, clothes, only**</b> me, be, she, we, he Because <b>**father**</b>
Alternative ee (ee, ea, e-e, ey, e, y, ie)			Suffix -ing no change	
Alternative igh (igh, i-e, ie, l, y)			-ed / -ing double consonant	
Alternative oa (oa, ow, o-e, oe)			-ed / -ing drop e	
Alternative oo (oo, ew, ue, u-e, u)			-ed, y to i	
Alternative ur (er, ur, ear, ir, or)				

The emphasis is on consolidating and making good grapheme choices for words.

The will consolidate spelling rules learnt in Year 1 and will extend to change the root word.

They will consolidate high frequency words, and be introduced to new ones linked to alternative spellings

They will practise and consolidate these in reading and writing practise.

Year 2 Term 2

<u>PHASE 5/6</u>				Year 2 Common Exception Words
Alternative oo (oo, u)	TEACH oul		Plurals s and es Plurals s y to i	Should, could, would
Alternative f (f, ff, ph)		Alternative w (w, wh)		door, floor, poor
Alternative or (or, al, au, augh, our)	TEACH oor	TEACH ore	TEACH oar	past, last, fast
Silent letters (mb, kn, gn, wr)			Suffix -y	grass, pass, class <b>**climb**</b>
Alternative j (j, g, dge)	TEACH ge	Alternative c (c, ck, s, ch)		<b>people</b> <b>**Christmas**</b>
Alternative s (s, ss, c, se)	TEACH ce	TEACH cy		

**\*\*** Words link to sounds being revised or taught that week.

**Red** is being revised.

Year 2 Terms 3 & 4

<b><u>PHASE 5/6</u></b>				Year 2 Common Exception Words
Alternative l (l, ll)	TEACH le	Alternative air (air, are, ere, ear)	Suffix er	old, cold, gold, hold, told
Alternative ear (ear, eer, ere)	TEACH ier		Suffix est	our, hour
Alternative oy (oy, oi)	Alternative ow (ow, ou)		Suffix es	find, kind, mind, behind
Alternative er (er, our, or, ar)		Alternative v TEACH ve	Suffix ful	Every, everybody
Alternative ar (ar, a, al)			Suffix less	after, beautiful,
Alternative air (air, are, ear)				love, improve, move, prove

Year 2 Terms 5 & 6

<b><u>PHASE 5/6</u></b>				Year 2 Common Exception Words
Alternative ai			Suffix ness	wild, child, <b>children</b> **again**
Alternative ee			Suffix ly	bath, path many, any
Alternative igh			Suffix ment	great, break, steak
Alternative oa			Prefix un	sure, sugar
Alternative oo			Prefix dis	eye, parents
Alternative ur				plant, water

The emphasis is on applying all the skills learnt in Reception, Year 1 and 2. The children continue to practise the sounds, but in words that use the spelling rules e.g. playing, playful, tallest, enjoyment.

At this point the teacher will identify the sounds from previous terms that their class need further practise and include these in term 6