



Bonneygrove Primary School

Progression of Skills

Phonics

	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 all letters of the alphabet with one sound for each and introduce consonant digraphs. Teach and practise 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 phonemes represented by more than one letter- vowel digraphs. Teach and practise 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
<p>Grapheme Phoneme Correspondence (GPC)</p>		<p>s a t p i n m d g o c k c k e u r h b f l 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>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 • 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>Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC</p> <ul style="list-style-type: none"> • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est <p>Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC</p> <ul style="list-style-type: none"> • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	<p>Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned).</p> <p>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),</p> <p>Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u- e (rule).</p> <p>Teach alternative pronunciations for graphemes: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou.</p>	<p>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. Introduce & teach the past tense. Learning & practising spelling. Syllables. Base words. Analogy. Mnemonics.</p>
<p>Tricky words</p>		<p>Tricky words: is I the put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>Tricky words: was you they my by all are sure pure</p>	<p>Tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Tricky words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want any many again who whole where two school call different thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe</p>	<p>200 High Frequency words.</p>