



Chase Side Primary School – Progression in Phonics

	Nursery		Reception			Year 1		Year 2	
Phonics Phases	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6			
Generic skills	<p>Aspect 1: General sound discrimination – environmental sounds.</p> <p>Aspect 2: General sound discrimination – instrumental sounds.</p> <p>Aspect 3: General sound discrimination – body percussion.</p> <p>Aspect 4: Rhythm and rhyme.</p> <p>Aspect 5: Alliteration.</p> <p>Aspect 6: Voice sounds.</p> <p>Aspect 7: Oral blending and segmenting.</p>	<p>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.</p> <p>Develops children's knowledge of 19 letters of the alphabet with one sound for each.</p> <p>Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.</p>	<p>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.</p> <p>Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter.</p> <p>Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Teaches and practices the skills of blending and segmenting using all GPCs taught.</p>	<p>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.</p> <p>Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.</p>			



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GRAPHEME PHONEME CORRESPONDENCE (GPC)		s, a, t, p, i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss	j, v, w, x, y, z, zz, qu Consonant digraphs: ch, sh, th, ng, nk Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high frequency words.	Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). 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), Split digraphs: a-e (make), e-e (these), ie (like), o-e (home), ue (rule). Teach alternative pronunciations for graphemes : i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou.	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.
Key words		Be able to read the five tricky words : the, to, i, no, go.	Key words: no, go, I, the, to, he, she, my, was, we, me, be, to, they, all, you, are.	Key words: said, so, he, she, we, me, be, have, like, some, come, was, were, there, little, one, they, all, do, when, out, what, my, her.	Key words: All 100 high frequency words	Key words: The next 200 high frequency words.