

Progression in Phonics

Phase One

Phase 1 would have been started in Nursery and Early Years settings but continues to run alongside all phonic phases.

Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects.

General sound discrimination (environmental) - to raise children's awareness of the sounds around them and to develop their listening skills. E.g. what can they hear whilst out on a walk?

General sound discrimination (instrumental sounds) - to develop children's awareness of sounds made by various instruments and noise makers.

General sound discrimination (body percussion) - to develop children's awareness of sounds and rhythms. E.g. singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Rhythm and rhyme - to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Alliteration - to focus on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Voice sounds - to distinguish between different vocal sounds and to begin oral blending and segmenting. E.g. name the object in a robot voice - /c/-/u/-/p/ cup

Oral blending and segmenting - to develop oral blending and segmenting skills. E.g. say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects.

Play a listening and copying game using a small set of instruments and noise makers. Play a sound for the other person to copy. Try creating loud and quiet sounds and also some simple sound patterns.

Play a listening game by hiding a small toy and using vocal clues to guide your partner to find the toy. When they get nearer to the hidden toy, make your voice louder; when they get further away make your voice quieter. You could try singing a song or rhyme at different volumes or making different voice sounds, like 'sss' or 'mmm'.

Play 'Follow the Leader' with your family. One person chooses some body percussion (for example, patting their knees, clapping their hands or clicking their fingers), the rest of the family have to copy them. Take turns to be the leader.

Zoe the Zookeeper wanted to name some of her animals. She wants the names to start with the same letter sound as the animal. So far she has thought of Charlie Chimp and Tommy Tiger. Can you help her think of some names for her lion, snake and panda?



With a grown-up, play a listening game about a visit to a farm. 'I went to the farm and I saw ...' - instead of saying the animal name, split the word up into its 3 letter sounds. The other person has to identify the animal by blending the sounds together. For example: 'I went to the farm and I saw had a 'c-a-t.' - 'It's a cat!' Try the words; cat, dog, pig, cow, hen, sheep, goat, horse.

Use your voice to create some sound effects. Can you make a sound like a ticking clock or a doorbell? Listen to sounds you hear around your home - can you make a sound just like them?

Phase Two

Year Reception

Sound recognition

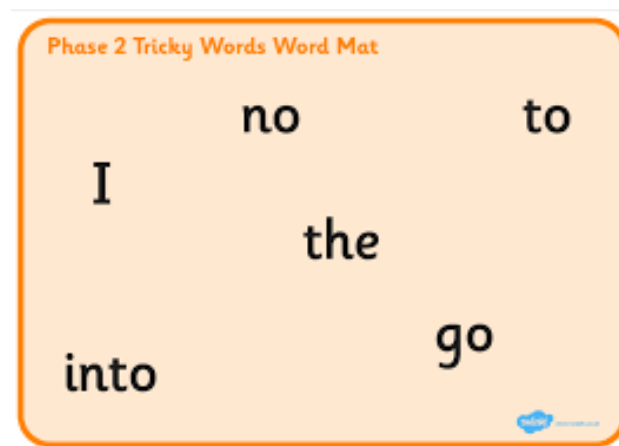
Children begin to learn the sounds that letters make



Sample words to sound out and blend

cat dog hen bag den bell huff

Tricky words to read by sight



Phase Three

Year Reception

Sound recognition

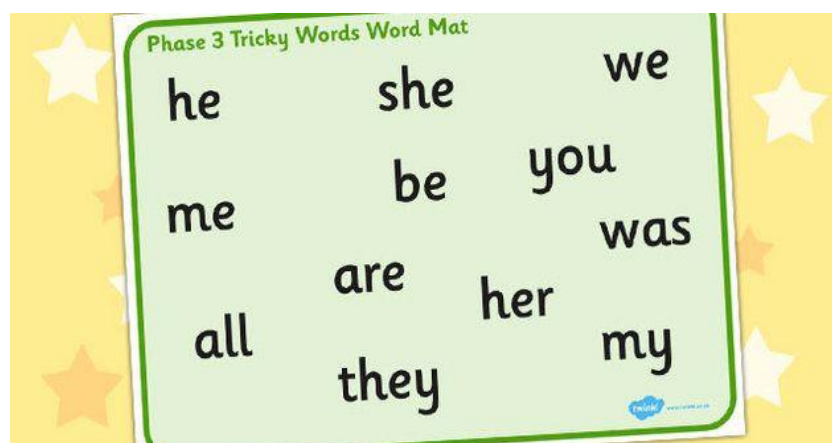
Children learn the remaining sounds that letters make, including more difficult and less commonly used phonemes.



Sample words to sound out and blend

chain sheep boat town deep coin light thin chair
boot farm tear

Tricky words to read by sight

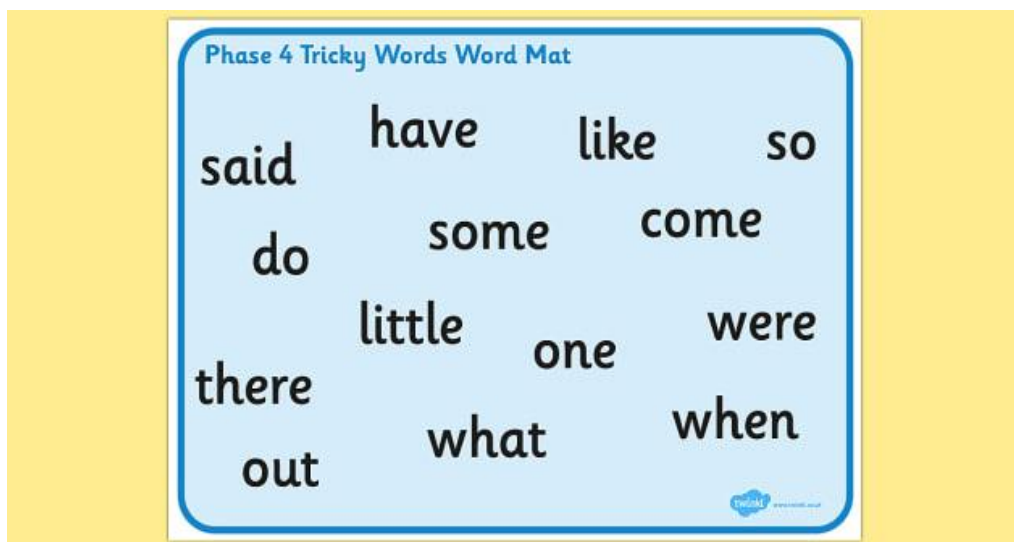


Phase Four

Year Reception

In Phase 4, no new phonemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk, tent, dress, frog, swim, swing, wind, bend.

Tricky words to read by sight



Useful websites to support your child's phonic development

<https://www.phonicsplay.co.uk/> is a really useful and straightforward website to use. Word games are linked to each phase so you are able to match the games to your child's reading ability. Accessing this website would be recommended for 5 to 10 minutes on a daily basis.

<https://www.phonicsbloom.com/> is another good website and has some free online games to play linked to the different phonic phases.

<https://www.ictgames.com/> the Literacy section has some good phonic games to play.

<https://www.starfall.com/> click on the learn to read section for some online stories for your child to practise reading.

Phase Five

Year 1

Sound recognition

Children learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these. For example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'. They should begin to blend words more quickly and start to do it silently.



High frequency words

By the end of year 1, they should be able to read all 100 high frequency words, and begin to spell most of them correctly.

100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	saw	too
as	don't	I'm	Mrs	said	up
asked	down	if	mum	same	very
at	for	in	my	see	was
back	from	into	no	she	we
be	get	is	not	so	went
big	go	it	now	some	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

Phase Six

Year 2

Children should now be spelling most words accurately.

They will also be learning to learn about:

- Prefixes and suffixes,
 - **-s** and **-es**: added to nouns and verbs, as in **cats**, **runs**, **bushes**, **catches**;
 - **-ed** and **-ing**: added to verbs, as in **hopped**, **hopping**, **hoped**, **hoping**;
 - **-ful**: added to nouns, as in **careful**, **painful**, **playful**, **restful**, **mouthful**;
 - **-er**: added to verbs to denote the person doing the action and to adjectives to give the comparative form, as in **runner**, **reader**, **writer**, **bigger**, **slower**;
 - **-est**: added to adjectives, as in **biggest**, **slowest**, **happiest**, **latest**;
 - **-ly**: added to adjectives to form adverbs, as in **sadly**, **happily**, **brightly**, **late**ly;
 - **-ment**: added to verbs to form nouns, as in **payment**, **advertisement**, **development**;
 - **-ness**: added to adjectives to form nouns, as in **darkness**, **happiness**, **sadness**;
 - **-y**: added to nouns to form adjectives, as in **funny**, **smoky**, **sandy**.

The spelling of a suffix is always the same, except in the case of **-s** and **-es**.

- The past tense
- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the apostrophe in words like 'I'm'
- Spelling rules

Strategies	Explanations
1. Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber , ba-by)
2. Base words	To learn my word I can find its base word (e.g. Smiling – base smile + ing , e.g. women = wo + men)
3. Analogy	To learn my word I can use words that I already know to help me (e.g. could : would , should)
4. Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)