

Progression in Phonics

Year	Curriculum Links	Phonics	Writing
Reception	Reading – ‘Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.’	Phonic knowledge is taught in the Speed sounds lessons and applied in the storybook lessons. Children start reading simple sentences in the Red Ditty books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge They decode words using phonic knowledge but also learn Red words (common irregular words). Talking about the books is an integral part of the programme.	
	Writing – ‘Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.’	The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets: * Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k * Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy	1. Play ‘Fred Rhythms’ to learn to spell the words – encoding. 2. Play ‘Fred Fingers’ to memorise the spelling – encoding. 3. hold a sentence encoding
Years 1/2/3	Writing – transcription <i>Spell (words containing phonemes taught, common exception words, days of the week).’</i>	The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.	1. Play ‘Fred Rhythms’ to learn to spell the words – encoding 2. Play ‘Fred Fingers’ to memorise the spelling – encoding 3. Carry out a spelling check – encoding

		<p>* Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>* Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure</p> <p>The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling 'f'.</p> <p>These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.</p>	<p>4. Take a spelling test – encoding</p> <p>5. Hold a sentence – encoding</p> <p>6. Build a sentence – language comprehension and encoding</p> <p>7. Edit for spelling and punctuation – language comprehension and encoding</p>
	<i>'Write from memory simple dictated sentences.'</i>		This skill is developed through the 'Hold a sentence' concept introduced early in the programme and practised throughout.
	Writing Handwriting		
	<i>'Begin to form lower case letters in correct direction.'</i>		Children practise handwriting at each stage of learning to write – letter formation and phonic knowledge go hand in hand.
	<i>'Capital letters.'</i>		
	<i>'Digits 0-9.'</i>		
	<i>'Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.'</i>		
	Reading word reading		
<i>'Apply phonic knowledge and skills as the route to decode words until automatic decoding has become</i>	The majority of these words are practised as Red words in Phonics (high frequency words with a low frequency grapheme. These have a special		

	<p><i>embedded and reading is fluent.'</i> (y1) <i>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.(y2)</i></p>	focus throughout the programme, to ensure children learn to read and spell them with confidence).	
	<i>'Read accurately by blending the sounds in words that contain the graphemes taught so far.'</i>		
	<i>'Read accurately words of two or more syllables that contain the same graphemes as above.'</i> (Y!)		
	<i>'Read words containing common suffixes.'</i>		
	<i>'Read further common exception words.'</i>		
	<i>'Read most words quickly and accurately, without overt sounding and blending.'</i>		
	<i>'Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.'</i>		
	<i>'Re-read these books to build up their fluency and confidence in word reading.'</i>		

National Curriculum English Appendix 1: Spelling Year 1

<i>he sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	<i>off, well, miss, buzz, back</i>	Taught as alternatives to Set 1 sounds as part of the storybook activities.	Throughout.
<i>The /ŋ / sound spelt n before k (bank, sunk)</i>	<i>bank, think, honk, sunk</i>	Since nk and ng are very frequent sound combinations, nk and ng taught together as part of Set 1.	Throughout.
<i>Division of words into syllables</i>		Children's awareness of syllable breaks is developed in the storybook activities for each book.	-
<i>he sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	<i>off, well, miss, buzz, back</i>	Taught as alternatives to Set 1 sounds as part of the storybook activities.	Throughout.
<i>Division of words into syllables</i>		Children's awareness of syllable breaks is developed in the storybook activities for each book.	-
<i>-tch (fetch, hutch)</i>	<i>catch, fetch, kitchen, notch, hutch (rich, which, much, such)</i>	Taught as alternative to Set 1 ch as part of the storybook activities.	Throughout.
<i>The /v/ sound at the end of words (have, live)</i>	<i>have live give</i>	Taught as alternative to Set 1 v as part of the storybook activities.	Throughout.
<i>Adding s and es to words (plural of nouns and the third person singular of verbs)</i>	<i>cats, dogs, spends, rocks, thanks catches</i>	Throughout fiction and non-fiction.	Children will use plural nouns and third person singular verbs ending with s and es where appropriate in their writing.
<i>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</i>	<i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i>	Throughout fiction and non-fiction.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.
<i>Adding -er and -est to adjectives where no change is needed to the root word</i>	<i>grander, grandest, fresher, freshest, quicker, quickest</i>	Throughout fiction and non-fiction.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.

<i>ai, oi (rain, oil)</i>	<i>rain, wait, train, paid, afraid oil, join, coin, point, soil</i>	Speed sound set 3.	Yellow Level onwards.
<i>ay, oy (day, enjoy)</i>	<i>day, play, say, way, stay boy, toy, enjoy, annoy</i>	Speed sounds set 2.	Pink Level onwards.
<i>a-e (made, safe)</i>	<i>made, came, same, take, safe</i>	Speed sound set 3.	Yellow Level onwards.
<i>e-e (these, complete)</i>	- <i>these, theme, complete</i>	-	-
<i>i-e (five, ride)</i>	<i>five, ride, like, time, side</i>	Speed sound set 3.	Grey level.
<i>o-e (home, hope)</i>	<i>home, those, woke, hope, hole</i>	Speed sound set 3.	Blue and Grey Level.
<i>u-e (June, rude)</i>	<i>June, rule, rude, use, tube, tune</i>	Speed sound set 3.	Grey Level.
<i>ar (car, garden)</i>	<i>car, start, park, arm, garden</i>	Speed sound set 2.	Orange Level onwards.
<i>ee (see, green)</i>	<i>see, tree, green, meet, week</i>	Speed sound set 2.	Pink Level onwards.
<i>ea (/i:/) (sea, each)</i>	<i>sea, dream, meat, each, read (present tense)</i>	Speed sound set 3.	Blue and Grey Level.
<i>ea (/ε/) (bread, instead)</i>	<i>head, bread, meant, instead, read (past tense)</i>	Speed sound set 3.	Blue and Grey Level.
<i>er (/ɜ:/) (her, person)</i>	<i>(stressed sound): her, term, verb, person</i>	Speed sound set 3.	Grey Level.
<i>er (/ə/) (<u>better</u>, <u>sister</u>)</i>	<i>(unstressed schwa sound): better, under, summer, winter, sister ir</i>	Not taught in Phonics as the unstressed schwa because so many sounds can be pronounced this way in natural spoken English. Sounds are individually taught if stressed.	-
<i>ir (girl, third)</i>	<i>girl, bird, shirt, first, third</i>	Speed sound set 2.	Blue and Grey Level.
<i>ur (turn, burst)</i>	<i>turn, hurt, church, burst, Thursday</i>	Speed sound set 3.	Grey Level.
<i>oo (/u:/) (food, soon)</i>	<i>food, pool, moon, zoo, soon</i>	Speed sound set 2.	Pink Level onwards.

<i>oo (/ʊ/) (book, good)</i>	<i>book, took, foot, wood, good</i>	Speed sound set 2.	Orange Level onwards.
<i>oa (boat, goal)</i>	<i>boat, coat, road, coach, goal</i>	Speed sound set 3.	Grey Level onwards.
<i>oe (toe, goes)</i>	<i>toe, goes</i>	Taught as alternative to Set 3 o-e as part of the storybook activities.	Blue Level onwards.
<i>ou (out, sound)</i>	<i>out, about, mouth, around, sound</i>	Speed sound set 2.	Orange Level onwards.
<i>ow (/aʊ/) (now, brown)</i> <i>ow (/əʊ/) (own, show)</i> <i>ue (blue, rescue)</i> <i>ew (new, drew)</i>	<i>now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw</i>	Set 2 ow. Set 3 ow. ue taught as alternative to Set 3 ew.	Pink onwards for Set 2 ow; Yellow onwards for Set 3 ow, ew and alternative ue.
<i>ie (/aɪ/) (tie, dried)</i>	<i>lie, tie, pie, cried, tried, dried</i>	Speed sounds set 3.	Blue Level onwards.
<i>ie (/i:/) (chief, thief)</i>	<i>chief field thief</i>	Taught as alternative to Set 2 ee.	Blue and Grey Level.
<i>igh (high, right)</i>	<i>high, night, light, bright, right</i>	Speed sound set 2..	Pink Level onwards.
<i>or (for, horse)</i>	<i>for, short, born, horse, morning</i>	Speed sound set 2.	Pink Level onwards.
<i>ore (more, shore)</i>	<i>more, score, before, wore, shore</i>	Taught as alternative to Set 2 as part of the storybook activities.	Yellow Level onwards.
<i>aw (saw, yawn)</i>	<i>saw, draw, yawn, crawl</i>	Speed sound set 3.	Yellow Level onwards.
<i>au (author, dinosaur)</i>	<i>author, August, dinosaur, astronaut</i>	Taught as alternative to Set 3 aw as part of the storybook activities.	Grey Level onwards.
<i>air (fair, pair)</i>	<i>air, fair, pair, hair, chair</i>	Speed sound set 2.	Pink Level onwards.
<i>ear (dear, year)</i>	<i>dear, hear, beard, near, year</i>	Speed sound set 3.	Yellow Level onwards.
<i>ear (/ɛə/) (bear, pear)</i>	<i>- bear, pear, wear</i>	<i>-</i>	<i>-</i>
<i>are (/ɛə/) (dare, care)</i>	<i>bare, dare, care, share, scared</i>	Speed sound set 3.	Yellow Level onwards.

<i>Words ending –y (/i:/ or /ɪ/) (happy, funny)</i>	<i>very, happy, funny, party, family</i>	Speed sound set 3.	Yellow Level onwards.
<i>New consonant spellings ph and wh (dolphin, where)</i>	<i>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</i>	ph taught as alternative for Set 1 f; wh taught as alternative for Set 1 w.	Ditties.
<i>Using k for the /k/ sound (kit, skin)</i>	<i>Kent, sketch, kit, skin, frisky</i>	K taught as alternative sound for Speed sound set 1 ch.	Throughout.
<i>Adding the prefix -un</i>	<i>unhappy, undo, unload, unfair, unlock</i>	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing as modelled by the teacher.
<i>Compound words</i>	<i>football, playground, farmyard, bedroom, blackberry</i>	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing it modelled by the teacher.
<i>Common exception words</i>	<i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</i>	The majority of these words are practised as Red words in Phonics. From Yellow level onwards particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).	The majority of these words are practised as Red words in Phonics. From Yellow level onwards (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).