



Kingswood Parks Primary School

Phonics Progression and Assessment Programme EYFS to end of Year 3



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
FS2 Sounds -Write	<p>Teach: The Initial Code</p> <p>Segment, blend and manipulate sounds in words with the structure CVC Unit 1: a, i, m, s, t Unit 2: n, o, p Unit 3: b, c, g, h Unit 4: d, e, f, v</p> <p>Each Unit is to be taught for 2 weeks</p> <p>Teach High frequency words Unit 2: is, a Unit 3: the l Unit 4: for, of</p>	<p>Teach: The Initial Code</p> <p>Segment, blend and manipulate sounds in words with the structure CVC Unit 5: k, l, r, u Unit 6: j, w, z Unit 7: x, y, ff, ll, ss, zz</p> <p>Each Unit is to be taught for 2 weeks</p> <p>Teach High frequency words Unit 5: are Unit 6: was Unit 7: all</p>	<p>Teach: The Initial Code</p> <p>Segment, blend and manipulate sounds in words with the structure CVC Revise Units 1-7 (1 week)</p> <p>No new letters are taught. Emphasis is on manipulation</p> <p>Unit 8: VCC and CVCC Two consonants in the final position 3 and 4 sound words</p> <p>Unit 9: CCVC (Week 1 continuants, week 2 non-continuants) Each Unit is to be taught for 2 weeks</p> <p>Teach High frequency words Unit 8: come, some Unit 9: to</p>	<p>Teach: The Initial Code</p> <p>No new letters are taught. Emphasis is on manipulation</p> <p>Unit 10: CCVCC, CVCCC and CCCVC 3 adjacent consonants, 5 sound words</p> <p>Unit 10 to run concurrently with Unit 11 - Teaching two letters one sound (Lesson 1 replaced with lesson 5) Unit 11: /sh/ Unit 11: /ch/</p> <p>No new HFWd's to be taught</p>	<p>Unit 10 to run concurrently with Unit 11 - Teaching two letters one sound</p> <p>Introduce the concept one sound different spellings</p> <p>Unit 11: /ch/ and /tch/ (Lesson 6)</p> <p>Introduce the concept one sound different spellings</p> <p>Unit 11: /c/ /k/ and /ck/ (Lesson 6)</p> <p>Unit 11: /th/</p> <p>Teach High frequency words: there, their, these</p>	<p>Unit 10 to run concurrently with Unit 11 - Teaching two letters one sound</p> <p>Unit 11: /ng/</p> <p>Unit 11: /k/w/ <q><u></p> <p>Unit 11: /w/ /wh/</p> <p>Teach High frequency words: what, where, who</p>
Assessment Point	End of Autumn 1: We expect children to be able to recognise all sounds in units 1-4 and to be able to segment and blend CVC words containing those sounds	End of Autumn 2: We expect children to be able to recognise all sounds in units 1-7 and to be able to segment and blend CVC words containing those sounds	End of Spring 1: We expect children to be able to recognise all sounds in units 1-7 and to be able to segment and blend VCC and CVCC words containing those sounds	End of Spring 2 We expect children to be able to recognise all sounds in units 1-11 and to be able to segment and blend CCVCC, CVCCC and CCCVC words containing those sounds Children will begin to understand that two letters can make one sound	End of Summer 1: We expect children to be able to segment and blend CCVCC, CVCCC and CCCVC words containing sounds in units 1-11 Children will understand that two letters can make one sound and may have different spellings	End of Summer 2: We expect children to be able to segment and blend CCVCC, CVCCC and CCCVC words containing sounds in units 1-11 Children will understand that two letters can make one sound and may have different spellings

<p>Year 1 Letters and Sounds</p>	<p>Revise and teach accordingly Phase 3 digraphs: ch, sh, th, ng, ai, ee, igh, oa, oo (boot/ look) ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Revise reading Phase 3 tricky words; I, no, go, to, the, he, she, we, me, be, was, my, you, they, her, all, are</p> <p>Revise reading Phase 4 tricky words; said, so, have, like, some, come, were, there, little, one, do, when, out, what,</p> <p>Teach spelling: the, to, I, no, go, he, she, we, me, be, was, my, you, they, her, all, are</p>	<p>Phase 5: Teach Phase 5 digraphs with pictorial representation</p> <p>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,</p> <p>Teach Phase 5 Split Digraphs With pictorial representation</p> <p>-a-e -e-e -i-e -o-e -u-e</p> <p>Read Tricky words: Oh, their, people ,Mr, Mrs, looked, asked, called</p> <p>Teach spelling: said, so, have, like, some, come, were, there</p>	<p>Phase 5: Practise recognition and recall of digraphs and split digraphs</p> <p>Teach alternative pronunciations</p> <p>- a (hat) (acorn) (was) - e (bed) (he) - i (tin) (mind) - o (hot) (cold) - u (put) (unicorn) - c (cat) (city) - g (got) (giant) - y (yes) (by) (gym) (very) - ee (tree) / ea (sea) / ea (head) - er (her) / er summer)</p> <p>Read Tricky words: Water, where, who, again, thought, through, many,</p> <p>Teach spelling: little, do, when, what, out</p>	<p>Phase 5: Practise recognition and recall of digraphs and split digraphs</p> <p>Teach alternative pronunciations</p> <p>- ie (lie) (chief) - or (short) / ore (more) - aw (saw) / au (author) - air (fair) / are (care) / ear (bear) - ir (girl) / ur (Thursday) - ch (chin) (school) (chef) - ow (down) (low) - ey (money) they) - ou (out) (shoulder) (could) (you)</p> <p>- Ow,ow,ue,uw (both the 'o" and (y)oo' sounds can be spelt as u-e, ue and ew. If words end in the /o// sound ue and ew are more common spellings than oo) (See page 156 letters and sounds for examples of words)</p> <p>Read Tricky words: laughed, because, different, any, eyes, friends, once, please</p> <p>Teach spelling: oh, their, people, Mr, Mrs, looked, called, asked</p>	<p>Revise Phase 5 digraphs reading in context of read and nonsense words.</p> <p>Teach Spelling rules through reading investigations:</p> <p>-tch (catch) -The /v/ sound (have) -j (fudge) - m (lamb) - r (wrap) - n (gnome) (knit) - f (phonics) - k for /k/ sound (sketch) (chick) - st (listen) (whistle) -ar (father) (half) -ur (learn) (word)</p>	<p>Revise Phase 5 digraphs reading in context of read and nonsense words.</p> <p>Teach Spelling rules through reading investigations:</p> <p>-Adding s and es to words (plural of nouns and the third person singular of verbs</p> <p>-Adding endings ing, ed, and er to verbs where no change is needed to root word</p> <p>-Adding er and est to adjectives where no change is needed to the root word</p> <p>-Prefix un</p> <p>-Compound words</p> <p>Revise Phase 5 digraphs reading in context of real and nonsense words.</p> <p>Phonics Check</p>
<p>Assessment point</p>	<p>End of Autumn 1 Read and spell two letter words (Y1 CEW) a, do, to, of, is, I, be, he, me, we, no, go, so, by, my,</p> <p>Read Phase tricky words taught so far.</p>	<p>End of Autumn 2 : Read and spell three letters words (Y1 CEW) The, are, was, his, has, you, she, one, ask, put, our Recognise ai, ee, igh oa, oo and at least one alternate representation of that sound. Read Phase 5 tricky words taught so far.</p>	<p>End of Spring 1: Recognise 75% of phase 5 digraphs.</p> <p>Read tricky words taught so far.</p> <p>Read and spell Four letter words (Y1 CEW) love, come, some once, push, pull, full,</p>	<p>End of Spring 2: Recognise all phase 5 digraphs.</p> <p>Read tricky words taught so far.</p> <p>Read and spell Four letter words (Y1 CEW) They said, says your, were here,</p>	<p>End of Summer 1 Spell words with word ending taught in summer 1 (s, es, ing, ed and er with no changes to the route word).</p> <p>Read and spell words with 5 or more letter (Y1 CEW) today there, where friend, school, house</p>	<p>End of Summer 2 Phonics Check Real and nonsense words</p>

<p>Year 2</p>	<p>Revise and Teach accordingly Phase 5 digraphs:</p> <p>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,</p> <p>Revise and Teach accordingly Phase 5 split - digraphs:</p> <p>-a-e -e-e -i-e -o-e -u-e</p> <p>Revise and Teach alternative pronunciations;</p> <p>- ie (lie) (chief) - or (short) / ore (more) - aw (saw) / au (author) - air (fair) / are (care) / ear (bear) - ir (girl) / ur (Thursday) - ch (chin) (school) (chef) - ow (down) (low) - ey (money) they - ou (out) (shoulder) (could) (you) - Ow,ow,ue,uw (See page 156 letters and sounds for examples of words)</p> <p>Revise reading Phase 5 tricky words: Oh, their, people ,Mr, Mrs, looked, asked, called, Water, where, who, again, thought, through, many, laughed, because, different, any, eyes, friends, once, please</p>	<p>Phase 5: Practise recognition and recall of graphemes and different pronunciations</p> <p>-The /d/ sound spelt as ge and dge at the end of words and sometimes spelt as g elsewhere in words before e, i and y (badge, age, gem, jacket)</p> <p>-The /s/ sounds spelt as c before e,i, and y (city)</p> <p>-The /n/ sound spelt as kn and (less often gn) at the beginning of words (knock, gnat)</p> <p>-The /r/ sound spelt as wr at the beginning of words (write)</p> <p>-The // or /el/ sound spelt-le at the end of words (table)</p> <p>-The // or /el/ sound spelt as el at the end of a word (el spelling is used after m,n,r,s,v,w and more often than not after s); camel</p> <p>-The // or /el/ sound spelt as al at the end of words (metal) -Words ending in -il (pencil)</p> <p>The /ie/ sound spelt as y at the end of a word (cry) :</p>	<p>Revise: Phase 5: Practise recognition and recall of graphemes and different pronunciations</p> <p>The /ɔ :/sound spelt <a> before l and ll (always, call)</p> <p>The /u/ sound spelt <o> (other)</p> <p>The /ee/ sound spelt <ey> (monkey)</p> <p>The sound spelt <a> after w and qu /b/(want)</p> <p>The /ur/ sound spelt /or/ after w (word)</p> <p>-The /or/ sound spelt ar after w (warm)</p> <p>-The /z/ sound spelt as s (treasure)</p> <p>Teach Phase 6</p> <p>Teach children to identify -noun, -verb, -adjective, -adverb</p> <p>-adding es to nouns and verbs ending in y</p>	<p>Teach Phase 6:</p> <p>Rules for adding -Suffix ing ed er est</p> <p>Adding ed, ing, er and est to a root word ending in y with a consonant before it</p> <p>Adding the endings ing, ed, er, est and y to words ending in e with a consonant before it (the exception being)</p> <p>adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter (the exception is 'x' it is never doubled)</p>	<p>Teach Phase 6:</p> <p>Teaching strategies for spelling longer words (syllabisation).</p> <p>Rules for adding -Suffix ly, ful, less, ment ness</p>	<p>Spelling rules</p> <p>-contractions</p> <p>-possessive apostrophe</p> <p>-words ending in tion</p> <p>-Homophones and near homophones E.g. - (there/their/they're, here/hear, quite/quiet, sea/sea, bare/bear, won/one, sun/son, to/too/two, be/bee, blue/blew, night/knight)</p> <p>KS1 SATS</p>
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Formative Assessment point	End of Autumn 1: As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.	End of Autumn 2: Word endings to be written with correct spelling choice	End of Spring Applying spelling rule to words with suffix (change y into an i, drop e, double consonant, do nothing)	Mid Summer 2 Phonics Check Real and Nonsense words	<u>End of Summer 2</u> <u>Read and spell all 64 of the Year 2 CEW</u>	
Read CEW	End of Autumn -door, floor, poor, -find, kind, mind, behind, -could, should, would -because -child, children* wild climb, -most, only, -both, old, cold, gold, hold, told -Christmas -Mr/Mrs (can be maths related) -Half, money, whole, any, many, hour		End of Spring -every, everybody, even, -great, break, steak, -fast, last, past -pretty, beautiful -class, grass, pass -plant, path, bath, -move, prove, improve -after, eye, -sure, sugar -who - father, parents -clothes -busy -people -water -again		<u>End of Summer</u> <u>Be able to read all 64 of the Year 2 CEW</u> Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	
Spell CEW	End of Autumn 1 -Door, floor, poor, -find, kind, mind, behind, -could, should, would -because	End of Autumn 2 -climb, wild, child, children*, -most, only, -both, old, cold, gold, hold, told -Christmas	End of Spring 1 -every, everybody, even, -great, break, steak, -fast, last, past -pretty, beautiful	End of Spring 2 -class, grass, pass -plant, path, bath, -move, prove, improve -After, -eye, - hour,	End of Summer 1 -any, many, -sure, sugar, -who, whole, -Mr, Mrs, father, parents	End of Summer 2 -clothes, -busy, -people, -water, -again, -half, -money,

<p>Year 3</p>	<p>Phase 5: Revise and Practise recognition and recall of graphemes (digraphs and split digraphs) and different pronunciations</p> <p>-The /d/ sound spelt as ge and dge at the end of words and sometimes spelt as g elsewhere in words before e, i and y (badge, age, gem, jacket)</p> <p>-The /s/ sounds spelt as c before e,i, and y (city)</p> <p>-The /n/ sound spelt as kn and (less often gn) at the beginning of words (knock, gnat)</p> <p>-The /r/ sound spelt as wr at the beginning of words (write)</p> <p>-The // or /el/ sound spelt-le at the end of words (table)</p> <p>-The // or /el/ sound spelt as el at the end of a word (el spelling is used after m,n,r,s,v,w and more often than not after s); camel</p> <p>-The // or /el/ sound spelt as al at the end of words (metal) -Words ending in -il (pencil)</p> <p>The /ie/ sound spelt as y at the end of a word (cry)</p>	<p>Revise and Practice Phase 6: -noun, -verb, -adjective, -adverb -adding es to nouns and verbs ending in y</p> <p>Teach Phase 6: Teaching strategies for: - spelling longer words (syllabisation).</p> <p>-Rules for adding -Suffix ing, ed, er, est, ly, ful, less, ment, ness Adding ed, ing, er and est to a root word ending in y with a consonant before it Adding the endings ing, ed, er, est and y to words ending in e with a consonant before it (the exception being) adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter (the exception is 'x' it is never doubled)</p> <p>Teach Spelling rules -Apostrophe for contractions -Possessive apostrophe -Words ending in tion -Homophones and near homophones e.g. (there/their/they're, here/hear, quite/quiet, sea/sea, bare/bear, won/one, sun/son, to/too/two, be/bee, blue/blew, night/knight) See Year 3 Spelling MTP</p>	<p>Revise suffixes: ing, ed, er, est</p> <p>Teach Prefix: Un</p> <p>Teach Prefix: dis</p> <p>Teach Prefix: mis</p> <p>Teach Prefix: re</p> <p>Teach rarer GPC's Sound /ei/ - they, vein, eight, straight</p> <p>Teach /s/ spelt /sc/ science</p> <p>Teach rarer GPC's Sound /i/ - in, gym, mystery, myth, women, busy, build</p>	<p>Revise suffixes: ment, ness, ful</p> <p>Revise Apostrophe for contractions</p> <p>Revise homophones - See Year 3 Spelling MTP</p> <p>Teach Prefix: sub</p> <p>Teach prefix: tele</p> <p>Teach rarer GPC's Sound /sh/ - shop, chef, mission, special</p> <p>Teach words ending in /g/ spelt gue – tongue, league, plague</p> <p>Teach words ending in /k/ spelt que – antique, boutique, cheque, unique</p>	<p>Revise suffixes: less, ly</p> <p>Revise homophones See Year 3 Spelling MTP</p> <p>Revise Words ending in tion</p> <p>Teach Prefix: super</p> <p>Teach prefix: anti</p> <p>Teach rarer GPC's Sound /k/ - school, chorus, character, echo, chemist, scheme</p> <p>Teach rarer GPC's Sound /u/ - spelt - young, touch, double, trouble, country Alternative sound for /ou/ group, enough, favourite, although, though</p>	<p>Teach proof reading</p> <p>Teach dictionary work</p> <p>Assess and Review</p> <p>Assess spelling on statutory words</p>
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Assessment point	End of Autumn 1 As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.	End of Autumn 2 : Word endings to be written with correct spelling choice Applying spelling rules to words with a suffix (change y into an i, drop e, double consonant, do nothing)	End of Spring 1 : Prefixes to be written with correct spelling choice Applying spelling rules to words with a prefix As words with new GPCs are introduced, many previously-taught GPCs can be revised	End of Spring 2 : Prefixes to be written with correct spelling choice Applying spelling rules to words with a prefix As words with new GPCs are introduced, many previously-taught GPCs can be revised	End of Summer 1 : Prefixes to be written with correct spelling choice Applying spelling rules to words with a prefix As words with new GPCs are introduced, many previously-taught GPCs can be revised	Assess and Review throughout Summer 2 Assess from Statutory spelling list
Spell CEW	build, busy, different, forward, fruit, group, learn, often, recent, recently, sentence,	(Maths theme), circle, eight, eighth, height, length, minute, opposite, position, quarter, regular, weight	Address, although, calendar, caught, complete, difficult, favourite, February, strange, therefore, thought	(Science theme) disappear, disappeared, decide, experiment, experimenting, increase, increases, material, notice question scientists,	Consider considered, extreme, important, interest, popular, possible, promise, woman, women	Arrive, arriving, business, experience ordinary, particular, perhaps, suppose, supposing through