

Phonics Progression

	EYFS	Year 1	Year 2
GPCs	<p>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  sh ch th ng  ai ee igh oa oo(long) oo (short) ar or  ur ow oi  ear air er</p>	<p>ay for /ai/ sound (day)  ou for /ow/ sound (cloud)  ie for /igh/ sound (pie)  ea for /ee/ sound (each)  oy for /oi/ sound (toy)  ir for /ur/ sound (girl)  aw for /or/ sound (paw)  ew for /oo/ and /yoo/ sound (blue rescue)  oe for /oa/ sound (toe)  au for /or/ sound (Paul)  i-e for /igh/ sound (time)  a-e for /ai/ sound (make)  o-e for /oa/ sound (home)  u-e for /oo/ and /yoo/ sound (rude cute)  e-e for /ee/ sound (these)  wh for /w/ sound (when)  ph for /f/ sound (phone)  i for /igh/ sound (find)  a for /ai/ sound (old)  o for /oa/ sound (paper)  u for /yoo/ sound (uniform)  e for /ee/ sound (he)  ow for /oa/ sound (show)  ie for /ee/ sound (field)  ea for /e/ sound (head)  y for /ee/ and /igh/ sound (happy fly)  ou for /oa/ /oo/ and /u/ sound (shoulder you young)  a for /o/ sound (want)  ch for /c/ and /sh/ sound (school chef)  g for /j/ sound (giant)  c for /s/ sound (city)  ve for /e/ sound (give)  le for /l/ and /ul/ sound (apple)  se and ce for /s/ sound (house fence)  ze and se for /z/ sound (freeze cheese)  al and el for /l/ or /ul/ sound (metal label)  tch for /ch/ sound (catch)  dge and ge for /j/ sound (bridge large)  o and o-e for /u/ sound (mother some)  ey for /ee/ sound (donkey)  ui for /oo/ sound (fruit)  ear and ere for /ear/ sound (cheer here)  are for /air/ sound (share)  ear and ere for /air/ sound (bear there)  ure and the for /ure/ sound (pure)  t(ure) for /ch/ sound (picture)  a for /ar/ sound (father)  ai for /ar/ sound (half)  unstressed er  kn gn for /n/ sound (know gnat)  wr for /r/ sound (write)  mb for /m/ sound (lamb)  st sc for /s/ sound (listen science)  y for /i/ sound (gym)</p>	

		<p>t(ure) for /ch/ sound (picture)  augh our oar for /or/ sound (caught four board)  eigh aigh for /ai/ sound (eight straight)  ey ea for /ai/ sound (they great)  s for /sh/ sound (sugar)  t(ion) for /sh/ sound (mention)  ci ssi si for /sh/ (special mission mansion)  su si for /zh/ sound (treasure vision)  suffixes -ment -ness -ly -less -ful  prefix un-</p>	
High Frequency / Tricky words READING	<p>and into to put the of  I off no go he she  we me be was my you  they her all are said so  like some come have were there  little one out do when what</p>	<p>oh people their your Mr Mrs  asked called could would should our  here house mouse water want who  whole where any many two school  work thought different friend once eye  laughed because busy pretty hour beautiful  shoe parents move improve</p>	<p>Adding suffixes -s -es -ing -ed -er -est -y -en -ness</p> <p>All high frequency and tricky words covered to date</p>
High Frequency / Tricky words SPELLING	<p>to the no go  he she we me be was  you they are all my her</p>	<p>out some come said so have like  there were when one little do don't  what want(ed) school oh Mr Mrs called  asked their your people our friend once  could would shouls  NUMBERS to TEN</p>	
ASSESSMENT	<p>Word Reading – ELG</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• apply phonic knowledge to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• read multisyllable words containing taught GPCs</li> <li>• read contractions and understanding use of apostrophe</li> <li>• read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multisyllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondances *read most words quickly &amp; accurately without overt sounding and blending</li> </ul>