



# Bardsey Primary School Phonics Progression Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b>Phase 2</b> Distinguish between speech sounds and orally segment and blend words</p> <p>All children introduced to individual phonemes: Phase 2 GPCs- <b>s a t p i n m d g o c k ck e u r h b f l</b></p> <p>Tricky words for reading <b>is, the, l</b> Explain which part of the word makes it tricky.</p> <p>Blending and segmenting using grapheme-phoneme correspondence.</p> <p>Read CVC words using the taught GPC's: <b>dig, pat, dad, man, cat, sip, cap, tap, top, sad, dog, cup, ten, pet, red, get, mum, nod, duck, kid</b></p> <p>Spell CVC words using previously taught GPC's: <b>dog, ten, red, mum, kid</b></p>	<p><b>Phase 2</b> All children revise Phase 2 phonemes from last half term. Phase 2- <b>s a t p i n m d g o c k ck e u r h b f l</b></p> <p>Continue teaching Phase 2: <b>ff ll ss j v w x y z zz qu chsh th ng nk</b></p> <p>Children learn words with -s/s/added at the end (hats, sits).</p> <p>Children learn words ending in s/ z/ (his) and with -s/z/ added at the end (bags/ sings)</p> <p>Tricky words for reading <b>put* pull* full* as and has his her go no to into she push* he of we me be</b> Explain which part of the word makes it tricky.</p> <p>Blending and segmenting using grapheme-phoneme correspondence.</p> <p>Read CVC words using the taught GPC's: <b>E.g. mud, cat, rock, sad, mess.</b></p> <p>Spell CVC words using previously taught GPC's: <b>Cat, top, bed, ten, sock, fat, sad, hug, rock, can, back, run, had, sun, fix, fill, jam, leg, bell, dad, mess, bag, wet, duck, cups, pots, ship, bags, dogs, ring, cats, bags, long, nod, buzz, mum, zip, fish, chip</b></p>	<p><b>Phase 2/3</b> Revise phonemes from last term. Begin teaching Phase 3 digraphs. <b>ai ee igh oa oo oo ar or ur ow oi ear air er</b></p> <p>Tricky words for reading: <b>was, you, they, my, by, all, are, sure, pure</b> Explain which part of the word makes it tricky.</p> <p>Practise blending for reading and segmenting for spelling using newly taught digraphs and trigraphs.</p> <p>Practise reading words with double letters and longer words (laptop/ ladder)</p> <p>Practise reading two syllable words, captions and simple sentences.</p> <p>Spelling words using previously taught GPC's/ digraphs and trigraphs/ double letters</p> <p>Spelling tricky words taught so far from Autumn 2 and Spring 1.</p> <p>Begin learning letter names and capital letters</p>	<p><b>Phase 3/4</b> Review all Phase 3 GPC's taught so far. • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end</p> <p>Tricky words for reading: <b>Revise all taught so far.</b></p> <p>Practise blending for reading and segmenting for spelling.</p> <p>Practise reading two syllable words, captions and simple sentences.</p> <p>Practise spelling tricky words taught so far.</p> <p>Practise writing captions and sentences using Phase 2 and 3 GPC's/ tricky words/ double letters/ two syllable words.</p> <p>Practise letter names and capital letters</p>	<p><b>Phase 3/4</b> Short vowels with adjacent consonants • CVCC CCVC CCVCCCVCC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</p> <p>Tricky words for reading: <b>said so have like some come love do were here little says there when what one out today</b></p> <p>Blend and segment using all phonemes taught so far.</p> <p>Practise reading/recognising tricky words. Practise reading two syllable words, captions and simple sentences.</p> <p>Practise spelling tricky words.</p> <p>Practise writing captions and sentences using Phase 3 and Phase 4 GPC's/ longer words/ words ending in suffixes, compound words.</p> <p>Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and tricky words.</p> <p>Practise letter names and capital letters</p>	<p><b>Phase 3/4</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCVCCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words and compound words</p> <p>Tricky words for reading <b>Revise all taught so far.</b></p> <p>Blend and segment using all phonemes taught so far.</p> <p>Practise reading/recognising tricky words. Practise reading two syllable words, captions and simple sentences.</p> <p>Practise spelling tricky words.</p> <p>Practise writing captions and sentences using Phase 3 and Phase 4 GPC's/ longer words/ words ending in suffixes, compound words.</p> <p>Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and tricky words.</p> <p>Practise letter names and capital letters</p>



Year 1	<p><b>Phase 3/4</b> Review Phase 3 and 4 <b>Phase 5- Grow the Code Chart</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Tricky words for reading Phases 2-4: <b>the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</b></p> <p>Blending and segmenting using grapheme-phoneme knowledge.</p> <p>Read CVCC and CCVC words using the phonemes introduced.</p> <p>Reading and writing sentences using Phase 3,4, 5 GPCs, longer words, adjacent consonants, tricky words.</p>	<p><b>Phase 5 -Grow the Code Chart</b> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Tricky words for reading: <b>their people oh your Mr Mrs Ms ask* could would should our house mouse water want</b></p> <p>Blending and segmenting using grapheme-phoneme knowledge.</p> <p>Read CCVC words using the phonemes introduced. Read two syllable words.</p> <p>Reading and writing sentences using Phase 3,4, 5 GPCs, polysyllabic words, adjacent consonants, tricky words.</p> <p>Practicing spelling Phase 5 tricky words.</p>	<p><b>Phase 5- Grow the Code Chart</b> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>Tricky words for reading: <b>any many again who whole where two school call different thought through friend work</b></p> <p>Practise blending for reading and segmenting for spelling.</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Reading and writing sentences using Phase 3,4, 5 GPCs, polysyllabic words, adjacent consonants, tricky words.</p> <p>Practicing spelling Phase 5 tricky words.</p>	<p><b>Phase 5- Grow the Code Chart</b> /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floorwalk /ch/ tch ture matchadventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bearthere /ur/ ear learn /r/ wr wrist /s/ st sc whistlescience /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>Tricky words for reading: <b>once laugh because eye</b></p> <p>Practise blending for reading and segmenting for spelling.</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Practicing spelling Phase 5 tricky words.</p>	<p><b>Phase 5- Grow the Code Chart</b> <b>Phonics Screening Test-</b> NO NEW GPC's or tricky words taught.</p> <p>Practicing reading real and alien words using all previously taught GPCs (Grow the code chart).</p> <p>Teach children to sound-talk alien words- children taught not to read these words fluently.</p>	<p><b>Recap Phase 5- Grow the Code Chart</b> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>Tricky words for reading: <b>busy beautiful pretty hour move improve parents shoe</b></p> <p>Blend and segment using all phonemes taught so far.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read and write words and sentences containing all previously taught GPCs.</p> <p>Recap all Tricky words for reading and spelling.</p>
Year 2	<p>Revision of Phase 3/5 Y2 spelling rules/common exception words Group and 1:1 intervention for children who did not pass the Y1 phonics screening check.</p>					
Year 3	<p>Group and 1:1 intervention for children who did not pass Y2 phonics screening retake.</p>					