



Westfield Primary School Phonics Skills Progression



Skills	Early Years Foundation Stage
Reading Early Years Outcomes	<p>30-50 months:</p> <ul style="list-style-type: none">• Enjoys rhyming and rhythmic activities.• Shows awareness of rhyme and alliteration.• Recognises rhythm in spoken words.• Listens to and joins in with stories and poems, one-to-one and also in small groups.• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories..• Shows interest in illustrations and print in books and print in the environment.• Recognises familiar words and signs such as own name and advertising logos. <p>40-60 months:</p> <ul style="list-style-type: none">• Continues a rhyming string.• Hears and says the initial sound in words.• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.• Links sounds to letters, naming and sounding the letters of the alphabet.• Begins to read words and simple sentences. <p><u>Early Learning Goal</u> 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.</p>
Writing Early Years Outcomes	<p>30-50 months:</p> <ul style="list-style-type: none">• Sometimes gives meaning to marks as they draw and paint.• Ascribes meanings to marks that they see in different places <p>40-60 months:</p> <ul style="list-style-type: none">• Gives meaning to marks they make as they draw, write and paint.• Begins to break the flow of speech into words.• Continues a rhyming string.• Hears and says the initial sound in words.• Can segment the sounds in simple words and blend them together.• Links sounds to letters, naming and sounding the letters of the alphabet.• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Writes own name and other things such as labels, captions.



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	<ul style="list-style-type: none">• Attempts to write short sentences in meaningful contexts. <p><u>Early Learning Goal</u> 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. Uses phonic knowledge to write simple words.</p>
<p>Phase 2 Phonics progression</p>	<p>Children will be introduced to a new phoneme daily. As they build up their phonics knowledge they will learn the following skills:</p> <ul style="list-style-type: none">• Knowledge and understanding of at least 19 letters• Know that words are constructed from phonemes and that phonemes are represented by graphemes.• Practising letter recognition for reading and recall for spelling• Practising oral blending and segmentation• Practising blending for reading VC and CVC words• VC and CVC words for spelling• Practising high-frequency common words• Exposure to two-syllable words for reading• Know double letter make one sound. <p>Letter progression: Set 1: s, a, t, i, p Set 2: n, ck, e, h, r Set 3: m, d, g, o, u Set 4: l, f, b, ai, j</p>



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Phase 3 Phonics progression	<p>Children will consolidate their knowledge of phase 2 phonemes including initial segmenting and blending skills. They will continue to be introduced to a new phoneme daily including digraphs and trigraphs. They will be introduced to 2 tricky words each week. As they build up their phonics knowledge they will learn the following skills:</p> <ul style="list-style-type: none">• Teaching Letter Names• Introducing and Teaching Two-Letter and Three-Letter Grapheme, Phoneme Correspondences (digraphs and trigraphs)• Practising Grapheme Recognition for Reading and Spelling• Practising Blending for Reading• Practising Segmentation for Spelling• Teaching and Practising High Frequency Words• Teaching, Reading and Spelling Two-Syllable Words• Practising Reading and Writing Captions and Sentences <p>Letter progression: Set 4: l, f, b, ai, j Set 5: oa, ie, ee, or, z, w Set 6: ng, v, oo/oo, y, x Set 7: ch, sh, th/th, qu, ou Set 8: oi, ue, er, ar</p> <p>Trigraphs: igh, ure, ear, air</p>



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<p>Phase 4 Phonics progression</p>	<p>Children should be able to blend confidently to work out the sound of new words. They should be able to read words, including an increasing number of tricky words, right away without sounding them out and they should be able to write each letter. They will consolidate phase 3 and learn the following skills:</p> <ul style="list-style-type: none">• Practising Grapheme Recognition for Reading and Recall for Spelling• Teaching Blending for Reading CVCC and CCVC words.• Teaching Segmenting for Spelling CVCC and CCVC words.• Practising Reading and Spelling Words with Adjacent Consonants• Practising Segmentation for Spelling• Teaching and Practising High-Frequency Words• Practising Reading and Spelling Two-Syllable Words• Practising Reading and Writing Sentences <p>Letter consolidation: Set 4: l, f, b, ai, j Set 5: oa, ie, ee, or, z, w Set 6: ng, v, oo/oo, y, x Set 7: ch, sh, th/th, qu, ou Set 8: oi, ue, er, ar</p> <p>Trigraphs: igh, ure, ear, air</p>
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Phase 5 Phonics progression	<p>Children learn a new range of graphemes and phonemes for reading e.g. the phoneme 'a' can be represented by the graphemes 'ay' or 'a-e.' Alternative pronunciations for graphemes are introduced e.g. 'ea' in 'pea,' 'read' and 'break.' They will consolidate phase 4 and learn the following skills:</p> <ul style="list-style-type: none">• Teaching Further Graphemes for Reading• Teaching Alternative Pronunciations for Graphemes• Practising Recognition of Graphemes in Reading Words• Reading High-Frequency Words• Reading Two and Three-Syllable Words• Teach Alternative Spellings for Phonemes• Learning to Spell High-Frequency Words• Spelling Two and Three-Syllable Words <p>Letter progression: Speed sounds set 2: ow, ir, nk, oy Speed sounds set 3: ea, a-e, i-e, o-e, u-e, aw, are, ur, ew, ire, tion, tious/cious</p>
Phonics Phase 6	<p>Children develop their fluency as a reader and increase their accuracy when spelling. Children will be able to sight read a large number of words. They have a range of strategies to decode unfamiliar words including their sounding and blending skills. They will consolidate phase 5 and practise the following skills:</p> <ul style="list-style-type: none">• Read with increasing fluency• Introducing and teaching the past tense• Investigating and learning how to add suffixes



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	<ul style="list-style-type: none"> • Spelling long words • Finding and learning the difficult bits in words • Developing memory strategies for spelling • Application of spelling in writing • Knowledge of the spelling system • Adding suffixes to words
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The national curriculum for English aims to ensure that by the end of Key Stage 1 and 2 all pupils should be able to:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

	Year 1	Year 2
Reading - Word Reading	<ul style="list-style-type: none"> •Apply phonic knowledge to decode words •Speedily read all 40+ letters/groups for 40+ phonemes •Read accurately by blending taught GPC •Read common exception words •Read common suffixes (-s, -es, -ing, -ed, etc.) •Read multisyllable words containing taught GPCs •Read contractions and understanding use of apostrophe •Read exception words, noting unusual correspondences 	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent • Read accurately by blending, including alternative sounds for graphemes • Read multisyllable words containing these graphemes • Read common suffixes (-s, -es, -ing, -ed, etc.) • Read exception words, noting unusual correspondences • Read most words quickly & accurately without overt sounding and blending • Read aloud books closely matched to improving knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.



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	<ul style="list-style-type: none"> • Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • Re-read these books to build up their fluency and confidence in word reading
<p style="text-align: center;">Writing - Transcription</p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes taught • Common exception words • The days of the week <ul style="list-style-type: none"> • Name the letters of the alphabet in order • Using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Using the prefix un • Using –ing, –ed, –er and –est where no change is needed in the spelling of root words • Apply simple spelling rules <ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words • Distinguishing between homophones and near-homophones • Learning the possessive apostrophe (singular) • Learning to spell more words with contracted forms • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules <ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<p style="text-align: center;">Spelling</p>	<p>Revision of Reception work to include:</p> <ul style="list-style-type: none"> • All letters of the alphabet and the sounds which they most commonly represent • Consonant digraphs which have been taught and the sound which they represent • Vowel digraphs which have been taught and the sounds which they represent • The process of segmenting spoken words into sounds 	<p>Learn how to use:</p> <ul style="list-style-type: none"> • All letters of the alphabet and the sounds which they most commonly represent • Consonant digraphs which have been taught and the sound which they represent • Vowel digraphs which have been taught and the sounds which they represent • The process of segmenting spoken words into sounds



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	<p>before choosing graphemes to represent the sounds</p> <ul style="list-style-type: none"> • Words with adjacent consonants • Guidance and rules which have been taught 	<p>before choosing graphemes to represent the sounds</p> <ul style="list-style-type: none"> • Words with adjacent consonants • Guidance and rules which have been taught
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	Year 3	Year 4	Year 5	Year 6
Reading - Word Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>		<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	
Writing - Transcription	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell words that are often misspelt. • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters, e.g. knight, psalm, solemn. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. 	



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Writing Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in the English curriculum by:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.
- Using the present perfect form of verbs to mark relationships of time and cause.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.

Using fronted adverbials indicate grammatical and other features by:

- Using commas after fronted adverbials.
- Indicating possession by using the possessive apostrophe with plural nouns.
- Using and punctuating direct speech.
- Use and understand the grammatical terminology as set out in the National Curriculum accurately and appropriately when discussing their writing and reading.

Develop their understanding of the concepts set out in the English curriculum by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing,
- Including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause.
- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.



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<p>Writing - Spelling</p>	<ul style="list-style-type: none"> • The /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym. • Words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight. • Words containing the /u/ sound spelt 'ou' e.g. double, trouble. • Homophones and near homophones e.g. affect/ effect, berry/bury, fair/fare, male/mail. • Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing'). • Words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-. • Words using suffix-es: -ly, -ation, -ous. • Words with end-ings sounding /shun/: -tion, -sion, -ssion, -cian. • Words ending with the schwa sound: measure, creature 	<ul style="list-style-type: none"> • Words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough. • Homophones and other words that are often confused e.g. practise/practice, advise/advice, past/passed. • Words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize. • Words with the ending /shus/ spelt -cious or - tious. • Words with the ending /shul/ spelt -cial or - tial. • Words with the endings -ant, -ance/-ancy, - ent, - ence/-ency. • Words ending in -able and -ible. • Words ending in -ably and -ibly. • Adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the - fer is still stressed when the ending is added).
	<ul style="list-style-type: none"> • Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist. • Words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine. • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique. • Words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene. • Possessive apostrophe with plural words e.g. girls' boys' babies' children's. 	<p>The 'r' is not doubled if the -fer is no longer stressed).</p> <ul style="list-style-type: none"> • Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb. • Words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own.