

# Gilberdyke Primary Phonics Progression Document



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<b>Foundations for Phonics</b>					
	<p><b>Phonological awareness</b></p> <p>Syllable counting and syllable deletion</p> <p>Tuning into sounds</p>	<p><b>Progression of sounds</b> s a t p i n</p> <p><b>Phonological awareness</b> <u>Hear</u> the same initial sound for words and names of objects.</p> <p><b>Oral blending focus</b> Blend CVC words using oral blending and objects</p> <p><b>Name Recognition:</b> Find their name using their picture</p>	<p><b>Progression of sounds</b> m d g o c k e</p> <p><b>Phonological awareness</b> <u>Identify initial</u> sounds of words and names of objects. <u>Distinguish</u> different sounds</p> <p><b>Oral blending focus</b> Blend a wider range of CVC words using oral blending.</p> <p><b>Name Recognition:</b> Recognise the initial sound of their name</p>	<p><b>Progression of sounds</b> u r h b f l j</p> <p><b>Phonological awareness</b> <u>Identify initial</u> sounds of words and names of objects. <u>Articulate</u> sounds correctly – including playing with voice sounds</p> <p><b>Oral blending focus</b> Blend a wider range of words using oral blending.</p> <p><b>Name Recognition:</b> Recognise the capital letter that starts their name</p>	<p><b>Progression of sounds</b> v w y z q u ch</p> <p><b>Phonological awareness</b> <u>Identify initial</u> sounds of words and objects.</p> <p><b>Oral blending focus</b> Blend a wider range of words using oral blending</p> <p><b>Name Recognition:</b> Match their name to their picture</p>	<p><b>Progression of sounds</b> c k x s h t h n g n k</p> <p><b>Phonological awareness</b> <u>Identify the final</u> sounds of words and objects.</p> <p><b>Oral blending focus</b> Blend a wide range of words using oral blending when playing games such as: ‘What’s that noise, can you touch your...?’</p> <p><b>Name Recognition:</b> Match their name to their picture</p>
Reception	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
	<p><b>Progression of sounds</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>Tricky Words</b> is I the</p>	<p><b>Progression of sounds</b> f f l l s s j v w x y z z z q u c h s h t h n g n k</p> <p>*words with –s /s/ added at the end (hats sits)</p> <p>*words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p> <p><b>Tricky Words</b> put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p><b>Progression of sounds</b> a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r •</p> <p>*words with double letters</p> <p>*longer words</p> <p><b>Tricky Words</b> was you they my by all are sure pure</p>	<p><b>Progression of sounds</b> Review Phase 3</p> <p>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</p> <p>* words with s /z/ in the middle</p> <p>* words with – s /s/ /z/ at the end</p> <p>* words with –es /z/ at the end</p> <p><b>Tricky Words</b> Review all taught so far</p>	<p><b>Progression of sounds</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC</p> <p>* longer words and compound words</p> <p>* words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est</p> <p><b>Tricky Words</b> said so have like some come love do were here little says there when what one out today</p>	<p><b>Progression of sounds</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC</p> <p>*words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</p> <p>* longer words</p> <p><b>Tricky Words</b> Review all taught so far</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y1</b>	Review phase 3/4 Phase 5	Phase 5				
	<p><b>Progression of sounds</b></p> <p>Review Phase 3 and 4 Phase 5 / ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p><b>Tricky Words</b> Phases 2–4: 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</p>	<p><b>Progression of sounds</b></p> <p>/ur/ ir bird /igh/ ie pie /oo/ / yool 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><b>Tricky Words</b> their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>	<p><b>Progression of sounds</b></p> <p>/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><b>Tricky Words</b> any many again who whole where two school call different thought through friend work</p>	<p><b>Progression of sounds</b></p> <p>/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p><b>Tricky Words</b> once laugh because eye</p>	<p><i>Phonics screening check review – no new GPCs or tricky words</i></p>	<p><b>Progression of sounds</b></p> <p>/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 mor</p> <p><b>Tricky Words</b> busy beautiful pretty hour move improve parents shoe</p>
<b>Y2</b>	Review Phase 5	Bridge to Spelling	Year 2 Spelling Unit			
	Five-week review of Phase 5	Five weeks, the children will complete the alphabetic code and learn the underpinning concepts of spelling.	<p><b>Y2 NC Statutory Spelling Requirements</b></p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>Adding the endings -ing, -ed, er, -est and -y to words ending in -e with a consonant before it</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p><b>Y2 Spelling list/ Homophones</b></p>	<p><b>Y2 NC Statutory Spelling Requirements</b></p> <p>The /b/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>The /i:/ sound spelt ey</p> <p>The /l/ or /əl/ sound spelt -le at the end of words</p> <p>The /l/ or /əl/ sound spelt -el at the end of words</p> <p>The /l/ or /əl/ sound spelt -al at the end of words</p> <p>words ending -il</p> <p><b>Y2 Spelling list/ Homophones</b></p>	<p><b>Y2 NC Statutory Spelling Requirements</b></p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /z/ sound spelt s</p> <p>The suffixes -ment, -ness, -ful, less and -ly</p> <p>Contractions</p> <p><b>Y2 Spelling list/ Homophones</b></p>	<p><b>Y2 NC Statutory Spelling Requirements</b></p> <p>Words ending in -tion</p> <p>The possessive apostrophe (singular nouns)</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</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</p> <p><b>Y2 Spelling list/ Homophones</b></p>

Continue in Year 3 and beyond if required