

LETTERS AND SOUNDS - PHASES OF PROGRESSION SUMMARY

| | | |
|-----------|---------|---|
| Reception | Phase 2 | <ul style="list-style-type: none"> • Give the sound when shown any phase 2 letter, securing 1st the starter letters s, a, t, p, i, o, n • Find any phase 2 letter, from a display, when given a sound • Be able to orally blend and segment CVC words • Be able to blend and segment in order to read and spell (using magnetic letters), VC words such as: if, am, on, up and silly names such as ip, ug and ock • Be able to read the 5 tricky words, the, to, I, no, go |
| | Phase 3 | <ul style="list-style-type: none"> • Give the sound when shown all or most phase 2 and phase 3 graphemes • Find all or most phase 2 and phase 3 graphemes, from a display, when given the sound • Be able to blend and read CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes) • Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes) • Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are • Be able to spell the tricky words the, to, I, no, go • Write each letter correctly when following a model |
| | Phase 4 | <ul style="list-style-type: none"> • Give the sound when shown any phase 2 and 3 grapheme • Find any phase 2 and 3 grapheme, from a display, when given a sound • Be able to blend and read words containing adjacent consonants • Be able to segment and spell words containing adjacent consonants • Be able to read the tricky words some, one, said, come, do, so, were, when, have, their, out, like, little, what • Be able to spell the tricky words she, we, me, be, was, my, you, her, they, all, are • Write each letter, usually correctly |
| Year 1 | Phase 5 | <ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any given sound, write the common graphemes • Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable • Read and spell phonically decodable 2 syllable and 3 syllable words • Read automatically all the words in the list of 100 HF words • Accurately spell most of the words in the list of 100 HF words • Form each letter correctly |

| | | |
|--------|---------|--|
| Year 2 | Phase 6 | <p data-bbox="394 201 501 225"><u>Reading</u></p> <ul data-bbox="443 268 1473 491" style="list-style-type: none">• Longer and less familiar texts.• Learn rarer GPCs (p23 thin book).• Greater familiarity with graphemes of two or more letters.• Spelling work focused on structure of words supports decoding.• Increased numbers of words which can be read automatically.• Use context to support decisions about where to place stress in a polysyllabic word.• Greater emphasis on developing a range of comprehension strategies. <p data-bbox="394 533 501 557"><u>Spelling</u></p> <ul data-bbox="443 600 2051 759" style="list-style-type: none">• Continue to segment words into phonemes but developing accuracy through making informed choices of graphemes where there are alternatives.• Using spelling conventions and guidelines to support this (see p187 fat book).• Learn conventions for adding common suffixes e.g. –ed, -ing (p189).• Develop strategies for independent spelling and proof reading. |
|--------|---------|--|