

Phonics Progression
at Beavers Community Primary School



Beavers Community School's sequence of progression ensures that teachers have high expectations for coverage. Quality teaching means that the scheme is rigorous and challenging. It embeds GPC knowledge whilst teaching children how to apply this to independent reading and writing. Rehearsing the application of known GPC's is at the core of our teaching sessions ensuring that all children make progress in every session.

Year Group	Expectations for Coverage
Nursery	Phase 1
Reception	Phase 2 – Phase 4 (Phase 1 skills running throughout the year)
Year One	Phase 4 consolidation - Phase 5
Year Two	Phase 5 consolidation - Spelling Rules & Patterns
Year Three - Six	Spelling Rules and Patterns

Phase 1:

All aspects should be experienced by all children to lay the best, most secure foundations. Aspects 1-6 can be delivered in any order. The children should experience them all in many different ways. They can be differentiated to challenge the most able of children and should not be overlooked at something 'less important' than Phases 2-5. Aspect 7 is something that, once introduced, can continue to be delivered alongside Aspects 1-6 as well as Phase 2 teaching in the Reception year.

NB. If a child has not mastered Aspect 4 and is unable to Rhyme, this should not hold them back from starting Phase 2 in Reception but it should continue as something the children need to experience in their playful situations, stories and singing.

Aspect 1: General sound discrimination – environmental sounds

Aspect 2: General sound discrimination – instrumental sounds

Aspect 3: General sound discrimination – body percussion

Aspect 4: Rhythm and rhyme

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

**skills to continue to be incorporated into phase 2 teaching.*

Phase 2:

As soon as the children are able to recognise the first set of GPC's they can begin to rehearse and apply their oral blending and segmenting skills to reading and writing.

Children need to have lots of modeling of letter formation and how to blend words using 'pure sounds.'

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f ff

Set 6: l ll ss

Phase 3:

Set 1: j v w x

Set 2: y, z, zz, qu

Set 3: ch (chair) **sh** (shark) **th** (thumb) **ng** (king)

Set 4: ai (snail) **ee** (tree) **igh** (light) **oa** (boat)

Set 5: oo (moon) **oo** (book) **ar** (car) **or** (fork) **ur** (fur)

Set 6: ow (cow) **oi** (coin) **ear** (ear) **air** (hair) **er** (teacher)

Phase 4:

Revise all previous GPCs learned so far whilst learning new skills and applying them to reading and writing in a more challenging way.

- Reading and writing CVCC and CCVC words (e.g. just, lamp, chest, pram, drum, fresh)
- Reading and writing words containing digraphs (e.g. brown, snail, ladder, charm)
- Reading compound words (e.g. raincoat, handstand, chopstick, lunchbox)
- Reading polysyllabic (more than one syllable) e.g. faster, parking, hospital
- Reading CCVCC (e.g. ground, stings, twist)
- Writing words on a line, remembering when to use a descender and an ascender.
- Writing short sentences using a mixture of CVCC, CCVC, compound, words with more than one syllable and sight words. e.g. The fast chap ran under the car park.
- Regular misconceptions: Children regularly hear these adjacent consonants incorrectly...

jrum instead of drum

jrop instead of drop

sboon instead of spoon

sbot instead of spot

chree instead of tree

chrap instead of trap

sdop instead of stop

sdick instead of stick

<p>Phase 5</p>	<p>Set 1: ay (play) ou (house) ie (tie) ea (beach)</p> <p>Set 2: oy (toy) ir (shirt) aw (saw) ue (glue)</p> <p>Set 3: ew (screw) oe (toe) au (sauce) i-e (kite)</p> <p>Set 4: a-e (cake) o-e (note) u-e (cube) e-e (athlete)</p> <p>Set 5: wh (wheel) ph (dolphin)</p>
<p>Phase 5: Alternative pronunciations of graphemes</p>	<p>Set 1: i /igh/ (tiger) o /oa/ (open) a /ai/ (baby)</p> <p>Set 2: u /yoo/ (unicorn) e /ee/ (me)</p> <p>Set 3: ow /oa/ (snow) ie /ee/ (chief) ea /e/ (bread)</p> <p>Set 4: er /ur/ (fern) y /ee/ (pony) y /igh/ (fly)</p> <p>Set 5: ou /oa/ (shoulder) ou /oo/long (soup), ou /u/ (countryside)</p> <p>Set 6: ch (school) ch (chef) g (giant) c (city)</p>
<p>Phase 5: Alternative graphemes to phonemes</p>	<p>Set 1: ve /v/ (sleeve) le (apple) se (moose) ce (fence) ze (freeze)</p> <p>Set 2: se (please) al (medal) el (label) tch (catch) dge (fudge)</p> <p>Set 3: ge (cage) o /u/ (mother) ey (key) ui /oo/ (fruit)</p> <p>Set 4: aur (dinosaur) oor (door) ore (core) a (swan)</p> <p>Set 5: al (walk) or (worm) ear (learn) eer (cheer) ere (here)</p> <p>Set 6: are (bare) ear (pear) ere (where) ure (pure) t(ure) (picture)</p>

Set 7: a (father) **al** (half) **or** (doctor) **ar** (collar) **kn** (knit)

Set 8: gn (gnat) **wr** (wrap) **mb** (lamb) **st** (listen) **sc** (scent)

Set 6: y (bicycle) **our** (four) **oar** (board) **augh** (caught) **eigh**

Set 7: eigh (eight) **aigh** (straight) **ey** (grey) **ea** (break) **s** (sugar) **ti** (converstation)

Set 8: ci (optician) **ssi** (mission) **si** (mansion) **su** (treasure) **si** (television)

Our Aim for Teaching Progression...

All suggestions for progression will be carefully considered in line with the cohort's needs and stage of development, using professional judgment and discussion with the subject leader.

Teaching Phoneme and Grapheme Correspondences (GPC's) is only a small element to the teaching of phonics. A huge emphasis is placed on the **application** of known GPC's to reading and writing. Every phonics session must include:

Teaching Sequence

Revise and Rehearse - previously learnt GPCs and CEWs

Learn - New CEW and GPC

Practise Reading

Apply Reading

Practise to Writing

Apply to Writing

Children must learn **four** GPCs a week with a day to consolidate and revise GPCs requiring reinforcement.

All sessions must be fast-paced, rigorous, challenging and no longer than 30 minutes for EYFS and KS1, 15 minutes for KS2

Assessment

The Beavers Phonics Assessment should be updated termly to ensure children are grouped appropriately. Formative assessment should take place during phonics sessions to ensure children have an understanding of the new taught GPC. Regular teacher assessment (involving observation as the children apply their knowledge to reading and writing) will always be the most effective way to ensure early identification of children who need additional support and are given the opportunities they need to develop into independent, confident and successful readers and writers.

Children that are new to the school are assessed to identify any gaps within their phonic knowledge and interventions are put in place for our lowest 20%.

Regular assessment is vital to ensure early identification of children who may need further support with phonics. This could be through interventions or daily classroom teaching. These children will have the opportunity to revisit phonics skills taught earlier in the day as part of a small group or one-to-one.

Catch Up

In Reception and Year 1, 10 minutes is spent on 'catch up' sessions which will take place after the morning session. It involves practise of the previously learnt grapheme and word reading practise, using resources and activities from the whole-class sessions, delivered by a fully trained member of staff.

Other children in need of 'catch up' sessions include children that are new to the school, children who did not pass Phonics Screening /not reading at age appropriate levels, SEN and EAL.

Grouping

Children will progress through our phonics scheme at different rates. It is, therefore, important that children work at the level that is appropriate for them. The previously learnt GPCs need to be secure before any new GPC is introduced.

Moving children on too quickly, without securing previously learnt GPCs, will allow knowledge and skills gaps to form and cause problems later on, particularly with spelling. Children will therefore need to be grouped and taught with other children working at the same level.

Reasonable adjustments will be made during daily phonics teaching including; providing a simplified or more challenging writing and reading tasks and use of additional, appropriate visual aids particularly for our SEND and EAL children.

Teaching

- All children must be taught to form their letters using the handwriting rhymes/stories.
- All children must be encouraged to use sound buttons for reading and blending where necessary.
- All children must be encouraged to use 'phoneme fingers' and phoneme frames to count the phonemes when first learning to write using new GPC's or when rehearsing writing.
- All children must be encouraged to position their writing on the line, thinking about ascenders and descenders. (whether on a whiteboard or in an exercise book)
- All children must be actively encouraged to 'ask the question,' to embed the knowledge of the various GPC's and to develop an understanding of spelling rules and patterns.

'Ask the question'

From the moment the children have covered the three different ways that the phoneme 'c' can be represented, 'ask the question' is modeled. For example, when they hear the phoneme 'c' without seeing the grapheme, it could be any of the three options, so the children are encouraged to 'ask the question'... "Is it 'c' as in cat, 'k' as in kitten or 'ck' as in duck?" The children are then told the correct grapheme. This strategy is also encouraged to 'ask the question' during the application section. For example, when the children are asked to write a word e.g. 'kit'. When they 'ask the question' the children MUST display knowledge of the possible options and are asking the question in full.

Books

In order to apply their decoding and comprehension reading skills, it is important that children have plenty of opportunities to read texts that are fully decodable at the phonics level that they are working. Children should be reading books at 90% fluency and should not be reading texts that are too easy or beyond their phonics level or understanding. Decodable texts should only contain the sounds and common exception words that the children know, to allow them to read with fluency and confidence while applying their developing skills effectively. Our progression links with books from the My Letters and Sounds range by Schofield and Sims which focus on the new sounds the children have learnt that week. Children in KS2 working within the lowest 20% will read books from the Project X range in line with their level.

The Full Progression

Year Group	Objectives
Reception	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some CEWs.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

Autumn 1 Term Phase and Focus GPC's	Common Exception words
<p>Phase 2 GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l,</p> <ul style="list-style-type: none"> - CVC words - Recognising capital letters - Writing letters - Introduce asking the question once c, k and ck have been taught - Words with -s /s/ added at the end (hats sits) - Words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	the, to, I, is, into, and, go, no

Autumn 2 Term Phase and Focus GPC's	Common Exception words
<p>Phase 2 GPCs <i>Revision of GPCs requiring reinforcement</i> ff, ll, ss</p>	<p>as, of, off, put</p> <p><i>Review previously taught common exception</i></p>

<ul style="list-style-type: none"> - Revision of GPCs requiring reinforcement - Recognising capital letters - Writing letters - Reading words, captions, sentences 	<p>words</p>
<p><i>Review phase 2 GPCs taught so far</i></p> <p>Phase 3 GPCs</p> <p>j,v, w, x, y, z, zz, qu, ch, sh, <i>th</i>, th, ng, nk, ai, ee, igh, oa, oo (short), oo (long), ar</p> <ul style="list-style-type: none"> - CVC words - Reading two-syllable words - Spelling two-syllable words 	<p>he, she, we, me, be, was, his, has, my</p> <p>Spelling</p> <p>to, the, no, go</p>

<p>Spring 1 Term</p> <p>Phase and Focus GPC's</p>	<p>Common Exception words</p>
<p>Phase 3 GPCs</p> <p><i>Review phase 3 GPCs taught so far</i></p> <p>or, ur, ow, oi, ear, air, er</p> <ul style="list-style-type: none"> - Words with double letters - Longer words 	<p>you, they, are, her, all</p>

<p>Spring 2 Term</p> <p>Phase and Focus GPC's</p>	<p>Common Exception words</p>
<p>Phase 3</p> <p><i>Review phase 3 GPCs taught so far</i></p> <ul style="list-style-type: none"> - Longer words, including those with double letter - Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words - Words with s /z/ in the middle - Words with -s /s/ /z/ at the end - Words with -es /z/ at the end 	<p><i>Review previously learnt common exception words</i></p>

Summer 1 Term Phase and Focus GPC's	Common Exception words
<p>Phase 4 Short vowels with adjacent consonant</p> <ul style="list-style-type: none"> - Blending CVCC, CCVC, CCVCC, CCCVC, CCCVCC - Adjacent consonants 	<p>said, so, have, like, some, come, were, there, little, one, do, when, out, what</p>

Summer 2 Term Phase and Focus GPC's	Common Exception words
<p>Phase 4 Graphemes Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> - CVCC, CCVC, CCCVC <p><i>Revision of GPCs requiring reinforcement</i></p>	<p><i>Review all common exception words taught so far</i></p> <p>Spelling he, she, we, me, be, was, you, they, are, all, my, her</p>

Year Group	Objectives
1	<p>To spell words containing each of the 40+ phonemes already taught To know the common exception words</p> <p>To spell the days of the week</p> <p>To name the letters of the alphabet</p> <p>To name the letters of the alphabet in order</p> <p>To use the letter names to distinguish between alternative spellings of the same sound</p> <p>To add prefixes and suffixes</p> <p>To use the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>To use the prefix un</p> <p>To use -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>

Autumn 1 Term Phase and Focus GPC's	Common Exception words
<p><i>Review Phase 3 GPCs</i></p> <ul style="list-style-type: none"> - <i>Review of reading longer words, including compound and multi-syllable words</i> - <i>Blending CVCC, CCVC, CCVCC, CCCVC words</i> <p>Phase 5 Alternative Grapheme</p> <ul style="list-style-type: none"> - <i>Reading contractions with apostrophes</i> - <i>Reading words ending in suffixes -s, -est, -ed</i> <p>ay, ou, ie, ea, oy, ir, aw, ue, ew, oe, au, i-e, a-e, o-e, u-e, e-e, wh, ph</p> <p>-</p>	<p><i>Review previously taught common exception words for the first four weeks.</i></p> <p>oh, people, their, your, Mr Mrs, asked, called, could, would, should, our, here, house, mouse</p> <p><u>Spelling</u></p> <p>some, come</p>

Autumn 2 Term Phase and Focus GPC's	Common Exception words
<p><i>Review of alternative spelling choices:</i></p> <p>/ai/ ai, ay, a-e /ee/ ee, ea, e-e /igh/ igh, ie, i-e /ur/ ur, ir /or/ or, aw, au /oa/ oa, oe, o-e /oo/ and /yoo/ oo, ue, ew, u-e /ow/ ow, ou /oi/ oi, oy</p>	<p>Spelling said, so, have, there, were, one, little</p>

Spring 1 Term Phase and Focus GPC's	Common Exception words
<p>Phase 5: Alternative Pronunciations of graphemes</p> <p>i /igh/ sound o /oa/ sound a /ai/ sound u /yoo/ sound u /oo/ (short) sound (e.g. put*) e /ee/ sound ow /oa/ sound ie /ee/ sound ea /e/ sound er /ur/ sound y /ee/ sound y /igh/ sound ou /oa/ sound ou /oo/ sound ou /u/ sound</p>	<p>water, want, who, whole, where, any, many, two, school, work, different, thought, friend, through, once, eyes</p> <p>Spelling what, want(ed), school, do, there, were, have</p>

a /o/ sound ch /c/ sound ch /sh/ sound g /j/ sound c /s/ sound	
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Spring 2 Term Phase and Focus GPC's	Common Exception words
<p><i>Review Phase 5 taught so far</i> <i>Review of alternative spelling choices</i></p> <p>Phase 5: Alternative Pronunciations of graphemes ve for /v/ le for /l/ or /ul/ se and ce for /s/ ze and se for /z/ al and el for /l/ or /ul/ tch for /ch/ dge and ge for /j/ o and o-e for /u/ ey for /ee/ ui for /oo/ (long)</p> <p>Phase 5: Alternative Grapheme for Phoneme oor and ore for /or/ a and al for /or/ (w) or for /ur/ ear for /ur/</p>	laughed, because

Summer 1 Term Phase and Focus GPC's	Common Exception words
<i>Review and revise all learning - No new GPCs</i>	<i>Review all previously learnt common exception words</i>

Summer 2 Term Phase and Focus GPC's	Common Exception words
<p> eer and ere for /ear/ are for /air/ ear and ere for /air/ /ure/ for ure t(ure) for /ch/ a for /ar/ al for /ar/ </p> <p> Unstressed /er/ at the end of words for or, ar Unstressed /er/ in the middle of longer words for er (and other vowels depending on pronunciation) </p> <p> /n/ for kn, gn /r/ for wr /m/ for mb /s/ for st, sc /i/ for y /or/ for our, oar, augh /ai/ for eigh, aigh /ai/ for ey, ea /sh/ for s /sh/ for ti(on) /sh/ for ci, ssi, si /zh/ for su, si </p>	<p> busy, pretty, beautiful, hour, (grand)parent, shoe, move, improve </p> <p> Spelling their, your, people, our, friend, once </p>

Reading words with suffix -ly Reading words with prefix un
Reading words ending with suffix -ful
Review Phase 5

**** Children who did not pass the Year 1 phonics screening will continue to receive daily phonics intervention for *revision of GPCs requiring reinforcement* ****

Year Group	Objective
2	<p><i>As the Y2 Spelling Rules are explored, the R&R element to every lesson must include all Phonics Phases and continue to develop and rehearse, 'asking the question.'</i></p> <ul style="list-style-type: none">- spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly- learn the new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones- learn to spell common exception words- learn to spell words with contracted forms- learn the possessive apostrophe- distinguish between homophones and near homophones- add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Year Three, Four, Five and Six

Continue to refer to Phonics and 'Asking the Question' as a strategy for spelling, refer to the Y3/4 and Y5/6 spelling appendix.

3/4	<ul style="list-style-type: none">● To use further prefixes and suffixes and understand how to add them● To spell further homophones● To spell words that are often misspelled● To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals● To use the first two or three letters of a word to check its spelling in the dictionary● To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
5/6	<ul style="list-style-type: none">● To use further prefixes and suffixes and understand the guidelines for adding them● To spell some of the words with 'silent' letters● To continue to distinguish between homophones and other words which are often confused● To use the morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically● To use dictionaries to check the spelling and meaning of words● To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary● To use a thesaurus