

Scotton Lingerfield Primary School Phonics Progression

Aims (Taken from the National Curriculum 2013)

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

- The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Within phonics, we are focused upon skilled word reading, which involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Our progression is directly taken from our chosen SSP programme, Little Wandle Letters and Sounds Revised 2021.

We can see the progression of GPCs and tricky words that we teach term-by-term. This progression has been carefully curated so that the children are taught from the simple to the more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words.

All graphemes taught are practised in words, sentences. And, later on, in fully decodable books.

Children review and revise GPCs and words daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as is reasonably possible, so they can move from learning to read to reading to learn. We chose this program because the expectations for progression within it are aspirational yet achievable when pace, practice and participation are maintained. Any children who are not keeping up with their peers are given additional practice, immediately through a structured keep-up programme.

Phonics Progression Map												
Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phase 2 At SLS we teach the capital letter grapheme alongside the lowercase. This supports with independent reading. At SLS we teach the capital letter grapheme alongside the lowercase. This supports with independent reading.		Phase 3		Phase 4		Review 3/4 Begin phase 5	Phase 5				
Graphemes	s a t p i n m d g o c k c k e u r h b f l Set 5: h, b, f, ff, l, ll, ss	Ff ll ss j v w x y z zz qu ch sh th ng nk Words ending with -s /s/ added at the end (hats sits)	ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters	Review of phase 3 Words with double letters, longer words, words with two	Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCVC Longer words and compound words	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV	Review phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/ur/ ir bird /igh/ ie pie /oo/ ue blue rescue /yoo/ u unicorn	/ee/ y funny /e/ea head /w/ wh wheel /oa/ oe ou toe shoulder	/ur/ or word /oo/ u owl 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:		/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb

		Words ending in –s /z/ (his) and with –s /z/ added at the end (bags, sings)	Longer words zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	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	Words ending in suffixes: –ing –ed /t/ –ed /id/ –est e.g trap, string, milk (CVCC/CCVC) Adjacent consonants NOT taught as digraphs	CCVCC Words ending in suffixes: –ing –ed /t/ –ed /id/ /ed/ –ed /d/ –er –est Longer words	ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e Alternative pronunciations for graphemes will also be introduced e.g ea in tea, head, break.	/oa/ o go /igh/ i tiger /ai/ a paper /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ ew /yoo/ chew new /ee/ ie shield /or/ aw claw	/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/ y donkey /oo/ ui ou fruit soup	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	Phonics screening check review – no new GPCs or tricky words	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/ ough our oar ore daughter pour oar more
Tricky words	is I the • say the sound, recognise and write a letter for the phonemes i,n,m,d • blend and segment the VC	put pull full as and has his her go no to into she push he of we me be These words are not considered tricky words in our dialect therefore we do not	was you they my by all are sure pureZZ, ff, ll, ss • say the sound, recognise and write a letter for the phoneme q and know that	Review of all taught so far	said so have like some come love do were here little says there when what one out today • begin to spell 2 syllable words	Review of all taught so far	the 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 • understand the split vowel digraph rule for a-e e-e i-e o-e u-e	their people oh your Mr Mrs Ms ask Could would should our house mouse water want	any many again who whole where two school call different thought through friend work	once laugh because eye • understand the rules for adding er, ful and ly for purals • understand how adding suffixes and prefixes changes words • clap out syllables to spell	Phonics screening check review – no new GPCs or tricky words	busy beautiful pretty hour move improve parents shoe

	<p>words is, it, in, an, am • blend the CVC words sat, sit, sin, pat, pit, pin, mat, din, dip, dam, nit, nap for reading by sounding out</p> <ul style="list-style-type: none"> • say the sound, recognise and write a letter for the phonemes g, o, c, k • say the sound, recognise and write a letter for the phonemes ck, e, u, r • say the sound, recognise and write a letter 	<p>teach them as such but they remain part of our programme</p>	<p>q is always followed by u</p> <ul style="list-style-type: none"> • say the alphabet • sing the alphabet song • match each individual letter of the alphabet to the sound • recognise and say all phase 3 phonemes • find the correct grapheme in response to the spoken phonemes • read the phase 3 tricky words • spell the phase 3 		<ul style="list-style-type: none"> • read sentences containing CVC, CVCC and CCVC words • write sentences containing CVC, CVCC and CCVC words • read phase 4 tricky words • spell phase 4 tricky words 		<ul style="list-style-type: none"> • recognise that alternative pronunciations of some graphemes in some words need to be tried to find the correct one (milk, find, wild, skin, kind, lift, child) • I read 2 and 3 letter graphemes in words without individually sounding them out • read phase 5 tricky words 			<p>unfamiliar words</p>		
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out VC and CVC words • write a caption containing VC and CVC words • read the first 5 tricky words												
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The tables below show how our teaching is clearly broken down into weeks across each term:

Little Wandle Letters and Sounds Revised: Programme progression

Reception overview

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with -s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	* 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)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCVCV CCVCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCVCV CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	



Year 1 overview

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Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	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
Week 2	air er /z/ s -s -es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.



Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	



Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	



Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

