

Phonics Progression EYFS – Year 2

Year group	EYFS	Year 1	Year 2
Key Vocab	letter sound, letter name, diagraph, trigraph, phonemes, graphemes, decode, segment, tricky word, syllable, rhyme, word, sentence	Prefix, suffix, word, sentence, consonant, vowel, high frequency, compound	Vowel, consonant, contraction, homophone, possessive, apostrophe, common exception
Phase 2 – Phase 4 Intervention – Phase 1 Phonics progression		Phase 4 – Phase 5 Intervention – Phase 2 and 3 Phonics Screening Check	Phase 6 – incorporated into No Nonsense Spelling scheme Intervention – Phase 2 – 5 Phonics Screening Check (resit)
Phase 2 Autumn Term Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. 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, l, ll, ss o Children to be taught to orally blend and segment CVC words using the phase 2 phonemes. o Children to be taught to blend and read the following high frequency words alongside the set of phonemes Set 1 – a, at, as Set 2 – is, it, in, an, I Set 3 - and, on, not, into, can, no, go Set 4 – to, get, got, the, back, put, Set 5 – no, go, his, him, of, dad, mum, up o Children to also learn the alphabet and the correlation between phoneme and letter name.	Recap phase 4 Autumn Term Children to revise and recall all Phase 2 and 3 phonemes. o Children to read and write CCVC and CVCC words. o Children to practise reading and spelling previously taught high frequency words. o Children to read and spell two-syllable words o Children to learn to spell the tricky words: we, me, he, be, she, they, all, are, my, her o Children to read tricky words: said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what o Children to read decodable words: went, from, it’s, just, help, children	Recap phase 5 (if needed in) Autumn term. Phase 6 incorporated into NNS school scheme. Autumn Term/Spring Term/Summer Term o Children to be taught past tense. o Children to be taught to spell polysyllabic words animals, garden, another, everyone, dragon, morning, granddad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm, nightmare, nightdress, founder, importantly, especially, confidently, immediately, enormous, terrific, horrific, fantastic. o Children to learn and practise writing common exception words door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas o Children to learn how to use the following suffixes: -ed -ing -er -est -s/es -ly -y -ness -ment -ful -less o Children to be taught contractions using the common words – that’s, I’ve, let’s, there’s, he’s, we’re, couldn’t. o Children to be taught rules for common positions of a phoneme/grapheme. (e.g. ai/oi do not occur in ends of words so are changed to the ay/oy grapheme).	
Phase 3 Spring Term Children to be taught the phase 3 phoneme in the following order alongside the written graphemes. Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last Letters and Sounds ‘sets’) - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh	Phase 5 Spring/ Summer Term Children to be taught new graphemes for reading in the following order (Phase 5 Letters and Sounds): wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, ‘zh’ (treasure), ore o Children to be taught alternative pronunciations for the following letters: i, o, c, g, u, ow, ie, ea, er, ch, a, y, ou, e, ey,		

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<ul style="list-style-type: none"> - ur, ow, oi, ear - er, air, ure <p>o Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3).</p> <p>o Children to be taught to blend and read the following high frequency words alongside the set of phonemes.</p> <ul style="list-style-type: none"> - off, can, had, back - are, see - was, will, with - my, for, too - you, this, that - they, then, them, down - her, now - all, look <p>o Children to be taught to read the following tricky words.</p> <ul style="list-style-type: none"> - we, me, he, be, she <p>o Children to read decodable two-syllable words.</p> <p>o Children to read and write sentences using set 1 to 6 (phase2) letters and no, go, the, and, to, I.</p> <p>o Children to practise reading and writing captions and sentences.</p>	<p>o Children to be taught alternative spellings for the following phonemes:</p> <p>ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh</p> <p>o Children to practise reading and spelling all previously taught High Frequency Words.</p> <p>o Children to read and spell polysyllabic words.</p> <p>o Children to read and write sentences.</p> <p>o Children to read the following words:</p> <p>oh, old, their, people, house, about, Mr. Mrs. don't, by, looked, time, your, called, asked, very, water, where, day, who, because, again, different, thought, any, saw, through, eyes, work, friends, mouse, once, could, put, many, good, away, laughed, want, over, how, did, man</p> <p>o Children to spell the following words:</p> <p>said, so, have, like, some, come, were, there, when, out, made, came, one, make, here, do, what, please, little, oh, how, did, man, their, going, people, would, or, Mr, Mrs, took, home, looked, who, think, called, school, didn't, asked, know, can't, ran, bear, long, things, new, eat, everyone, our, two, has, yes, play, take, will, find, more, I'll, round, tree, magic, shouted, us, other</p> <p>o Children to practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</p> <p>o Children to practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p>	<p>o Children to be taught that when an /o/ sound follows a /w/ sound, it is frequently spelt with the letter 'a'. (e.g. was, wallet, want, wash, watch, wander) – often known as the 'w special'. This extends to many words where the /w/ sound comes from the qu grapheme (e.g. quarrel, quantity, squad, squash).</p> <p>o Children to be taught common spelling pattern - that when an /ur/ sound follows the letter w (but not qu) it is usually spelt or (e.g. word, worm, work, worship, worth). The important exception is were.</p> <p>o Children to be taught common spelling pattern - that when an /or/ sound before an /l/ sound is frequently spelled with the letter /a/ (e.g. all, ball, call, always)</p> <p>o Children to be taught homophones and difference between their and there.</p> <p>o Children to be taught English words do not end in the letter v unless they are abbreviations (e.g. rev). If a word ends in a /v/ sound, e must be added after the v in the spelling (e.g. give, have, live, love, above).</p> <p>o Children should be taught to use a dictionary to check their spelling. By Phase Six, the repeated singing of an alphabet song at earlier phases should have familiarised them with alphabetical order.</p>
<p>Phase 4 Summer Term</p> <p>Children to revise and recall all Phase 2 and 3 phonemes.</p> <p>o Children to read and write CCVC and CVCC words.</p> <p>o Children to practise reading and spelling previously taught high frequency words.</p> <p>o Children to read and spell two-syllable words</p> <p>o Children to learn to spell the tricky words:</p> <p>we, me, he, be, she, they, all, are, my, her</p> <p>o Children to read tricky words:</p> <p>said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what</p> <p>o Children to read decodable words:</p> <p>went, from, it's, just, help, children</p>		