

**Deerhurst and Apperley C of E Primary School**

**Phonics Progression 2022-23**

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| **Phases** |  | **Pre School/Reception** | | **Reception Year 1 Year 2** | | | | | | |
| **Skills** | **Phase 1** | **Phase 2** | **Phase 3** | | **Phase 4** | | **Phase 5** | **Review**  **Common exception words**  **Spellings**  **Punctuation**  **Grammar**  **Dictation** | |
| [**Phonemes**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Recognising  Blending  Segmenting | Environmental sounds.  Instrumental sounds.  Body percussion (e.g. clapping and stamping)  Rhythm and rhyme.  Alliteration.  Voice sounds.  Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog') | Autumn 1  s a t p i n m d g o c k ck e u r h b f l  Autumn 2  ff ll ss j v w x y z zz qu ch sh th ng nk  words with –s /s/ added at the  end (hats sits)  words ending –s /z/ (his) and with –s /z/ added at the end (bags) | Spring 1  ai ee igh oa oo **oo** ar or ur ow oi ear air er  longer words    Spring 2  words with double  letters  words with –s /z/ in the middle  words with –es /z/ at the end  words with –s /s/ and /z/ at the end | | Summer 1  Short vowels with adjacent consonants  CVCC CCVC CCVCC CCCVC CCCVCC  Summer 2  Phase 3 long vowel graphemes with adjacent consonants   * CVCC CCVC CCCVC CCV CCVCC   longer words and compound words  words ending in suffixes:  –ing, –ed /t/, –ed /id/ /ed/, –est | | Autumn 1  /ai/ ay play  /ow/ ou cloud  /oi/ oy toy  /ea/ ea each  Autumn 2  /ur/ ir bird  /igh/ ie pie  /oo/ /yoo/ 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  Spring 1  /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  Spring 2  /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  Summer 1  /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  Summer 1  Review and Phonics screening check  Summer 2  /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 more | Review Changing words by adding suffix ‘ed’, ‘ing’, ‘er’, ‘est’, ‘se/es’,  ‘ly’, ‘ful’, ‘less’, ‘en’.  Common exception words  Reading and Spellings  Dictation  Punctuation  Grammar | |
| **Tricky words and** [**Common Exception Words**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Sight vocabulary |  | Tricky Words  Autumn 1  is I the  Autumn 2  put\* pull\* full\* as and has his her go no to into she push\* he of we me be | Tricky words  Spring 1  was you they my by all are sure pure  Spring 2  Review all taught so far | | Tricky words  Summer 1  said so have like some come love do were here little says there when what one out today  Summer 2  Review all taught so far | | Tricky words  Autumn 1  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  Autumn 2  their people oh your Mr Mrs Ms ask\*  could would should our  house mouse water want  Spring 1  any many again  who whole where two school call different  thought through friend work  Spring 2  once laugh because eye  Summer 1  No new tricky words  Summer 2  busy beautiful pretty hour move improve parents shoe  YEAR 1 C/E words  the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full | | YEAR 2 C/E 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, |
| [**Book**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) **band box number** | Our reading books are organised into colour bands (and books and boxes are numbered) linked to the phonic phases, for example two colour bands could be the same phonic phase but ordered according to the phonic progression as outlined on this sheet. |  | Box 1 - Pink  Phase 2  Box 2 - Red  Phase 2 | Box 3 - Yellow  Phase 3 | Box 4 - Blue  Phase 4 | | Box 5- Green  Phase 5  Box 6 - Orange  Phase 5  Box 7 - Turquoise  Phase 5  Box 8 - Purple  Phase 5  Box 9 - Golden  Phase 5 | | | Top shelf: White  Independent Readers |