Reinwood Infant and Nursery School
Phonics Progression Map
Early Years Framework/National Curriculum

Please note that the weeks may slightly move depending on the number of weeks in the half terms. Also please note that Phase 1 activities will be implemented into weekly planning in each year group.

	Nursery	Reception	Year 1	Year2
Autumn 1	**Phase 1 focus which is taught over the whole of the Autumn Term.** **Environmental sound discrimination** where the pupils listen to and match different sounds. They will take part in listening walks in all areas e.g. • Inside nursery • Outside nursery • In school areas • During school playtimes • In the quiet sensory room • In the forest area **Body percussion** • Singing Nursery Rhymes and action songs **Rhythm and rhyme in speech and song** • Listening to Rhyming stories and poems.	**Weeks 1 and 2:** Phase 1, assessing what they already know, environmental, voice and instrumental sounds (Phase 1) - Focus words – Focus words: **Mum, Dad** **Phase 2 sounds** **Week 3:** s, a, t, p and practising oral blending and segmenting words – Focus words: **Biff Chip Kipper** **Week 4:** i, n, m, d and practising oral blending and segmenting words – Focus words: **Floppy** **Week 5:** g, o, c, k and practising oral blending and segmenting words – Focus words: **it, is, in, at.** **Week 6:** ck, e, u, r and practising oral blending and segmenting words – Focus word: **and.** **Week 7:** h, b, ss and practising oral blending and segmenting words – Focus word: **to, the.** **Week 8:** f, ff, l, ll and practising oral blending and segmenting words – Focus words: **I, no, go**	**Phase 3** **Week 1:** Baseline revision and assessment checks of Phase 2 and Phase 3 sounds. **Week 2:** ai ee , long oo & short oo - spelling of **I, a.** **Week 3:** oa ar or - spelling of **was, to.** **Week 4:** ur ow oi ear - spelling of **the, is.** **Week 5:** air ure - spelling of **no, go, so.** **Week 6:** igh ear - spelling of **my, by.** **Week 7:** End of Phase 3 assessment and spelling of **he, she.** **Phase 4** **Week 8:** Practise recognition and recall of Phase 3 graphemes &reading and spelling cvcc words - spelling revision of **I, a, was, to, the, is, no, go, so, my, by.**	**Phase 5** **Week 1:** Phase 5 baseline **Week 2:** Alternative spellings of ay, ou,ie, ea – Spelling of **grass, path**. **Week 3:** Alternative spellings of oy, ir, ue, ew – spelling of **bath, who.** **Week 4:** Alternative spellings of oe, au, wh, ph- spelling of **find, last.** **Week 5:** Alternative pronunciations for c, g, a – spelling of **because, class**. Question marks and exclamation marks & the suffix -ed **Week 6:** Alternative pronunciations and spellings for ch – spelling of **any, every.** Question marks and exclamation marks **Week 7:** Phase 3 and Phase 5 sounds, adjectives and nouns, Rising Stars English tests -spelling of **should, after**. Spelling test of the Year 2 common exception words **Week 8:** Alternative spellings for n, r, m – spelling of **would, could.**

Autumn 2	**Phase 1 focus which is taught over the whole of the Autumn Term.** **Environmental sound discrimination** where the pupils listen to and match different sounds. They will take part in listening walks in all areas e.g. • Inside nursery • Outside nursery • In school areas • During school playtimes • In the quiet sensory room • In the forest area **Body percussion** • Singing Nursery Rhymes and action songs **Rhythm and rhyme in speech and song** • Listening to Rhyming stories and poems.	**Phase 2** **Week 1:** j, v, w, x and practising oral blending and segmenting words – Focus words: **he, she.** **Week 2:** y, z, zz, qu and practising oral blending and segmenting words – Focus words: **be, we, me.** **Week 3:** Recap all letters taught so far and vowels – Focus words: **of, off.** **Week 4:** Recap of all letters and focus words taught so far. **Week 5:** Recap of all letters and focus words taught so far. **Week 6:** Recap of all letters and focus words taught so far. **Week 7:** Recap of all letters and focus words taught so far.	**Phase 4** **Week 1:** Practise recognition and recall of Phase 2 and 3 graphemes & reading and spelling of ccvc and cvcc words - spelling of **me, we, be.** **Week 2:** Practise recognition and recall of Phase 2 and 3 graphemes & reading and spelling of ccvc and ccvcc words – spelling of **you, do.** **Week 3:** Practise recognition and recall of Phase 2 and 3 graphemes & reading and spelling cccvc, cccvcc words and reading two-syllable words and compound words – spelling of **his, has.** **Week 4:** Practise recognition and recall of Phase 2 and 3 graphemes, revision of Phase 4 and reading and spelling words containing two and three adjacent consonants – spelling of **are, out.** **Week 5:** Assessment of Phase 4. Practise recognition and recall of Phase 2, 3 and 4 – spelling of **one, once.** **Week 6:** Recap and revise Phase 3 & Phase 4, reading and spelling **common exception words taught so far.** **Week 7:** Recap and revise Phase 3 & Phase 4, reading and spelling **common exception words taught so far**.	**Phase 5** **Week 1:** Alternative pronunciations for "y"- spelling of **busy, many.** **Week 2:** Alternative spellings for s and z -spelling of **again, after.** **Week 3:** Alternative spellings of u and ear -spelling of **behind, both.** **Week 4:** Alternative spellings for air – spelling of **old, only.** **Week 5:** Alternative spellings for or – spelling of **door, floor.** **Week 6:** Revision of Phase 3, 4 and 5 & the Past Tense – rules of -ed– spelling of **prove, move.** **Week 7:** The irregular Past Tense- spelling of **hold, told.**

Spring 1	**Phase 1 focus which is taught over the whole of the Spring Term.** **Environmental sound discrimination e.g.** • Banging on different objects outside to distinguish different sounds, can they tell when objects are made of the same material? • Making shakers with different sized containers and with different contents. • Listen to different animal sounds. **Instrumental sounds** • Introducing percussion instruments to compare, match and sort. • Using instruments to accompany a story. **Alliteration** • Alliteration games **Dynamic voice sounds** • **use their voice in different ways** • Loud / quiet • Robot • Wind • Mouse • Dragon • Jelly etc	**Phase 3** **Week 1:** sh, ch and practising oral blending and segmenting words - Recap all focus words taught so far. **Week 2:** th, ng and practising oral blending and segmenting words - Focus word: **they** **Week 3:** ee, or and practising oral blending and segmenting words -Focus word: **was** **Week 4:** ai, igh and practising oral blending and segmenting words - Focus words: **you ,my, her** **Week 5:** long oo & short oo (two pronunciations), oa and practising oral blending and segmenting words – Focus words: **are all** **Week 6:** ar and practising oral blending and segmenting words & recap all focus words taught so far.	**Phase 5** **Week 1:** ay, ie - spelling of **all, of** **Week 2:** oy, ir, ea - spelling of **said, says** **Week 3:** ue, ue, (two pronunciations), aw – spelling of **some, come** **Week 4:** wh, wh (two pronunciations), ph – spelling of **your, they** **Week 5:** ew, ew (two pronunciations), ou– spelling of **where, there** **Week 6:** ey, au, oe– spelling of **were, when.**	**Phase 6** **Week 1:** The past tense -spelling of **cold, gold.** Rules of -ed continued **Week 2:** Adding the suffix -ing – spelling of **even, sure.** **Week 3:** Plurals – adding 's', 'es', 'ies' - spelling of **people, every.** **Week 4:** Plural rules continued and Rising Star Tests -spelling of **children, parents.** **Week 5:** To use the suffix – ly to turn adjectives into adverbs -spelling of **mind, pretty.** **Week 6:** Adding the suffix – er to a verb to make it into a noun. To learn the spelling rules of adding the suffix -er – spelling of **fast, kind.**

Spring 2	**Phase 1 focus which is taught over the whole of the Spring Term.** **Environmental sound discrimination e.g.** • Banging on different objects outside to distinguish different sounds, can they tell when objects are made of the same material? • Making shakers with different sized containers and with different contents. • Listen to different animal sounds. **Instrumental sounds** • Introducing percussion instruments to compare, match and sort. • Using instruments to accompany a story. **Alliteration** • Alliteration games **Dynamic voice sounds** • **use their voice in different ways** • Loud / quiet • Robot • Wind • Mouse • Dragon • Jelly etc	**Phase 3** **Week 1:** er, ur and practising oral blending and segmenting words. Alphabet names. Focus words revision: **I, no, go, the.** **Week 2:** ow, oi and practising oral blending and segmenting words. Focus words revision: **I, no, go, the, they.** **Week 3:** ear and practising oral blending and segmenting words. Focus words revision: **he, she, we, me, be, her.** **Week 4:** air and practising oral blending and segmenting words. Focus words revision: **was, my, you.** **Week 5:** ure and practising oral blending and segmenting words. Alphabet names. Focus words revision: **are, all, of.**	**Phase 5** **Week 1:** a-e, e-e, i-e - spelling of **here, love.** **Week 2:** u-e, u-e (two pronunciations), o-e – spelling of **our, ask.** **Week 3:** Assessment of Phase 5 sounds - spelling **of house, friend.** **Week 4:** Alternative pronunciations for i, o and c- spelling of **push, pull, full.** **Week 5:** Alternative pronunciations for u, g, and ow – spelling of **like, have.**	**Phase 6** **Week 1:** Adding the suffix – est – spelling of **improve, father.** **Week 2:** Adding the suffix – ness to make an adjective into a noun – spelling of **plant, whole.** **Week 3:** Adding the suffix- ment- spelling of **eye, hour.** **Week 4:** Adding the suffix- less - spelling of **pass, past.** **Week 5:** Adding the suffix –ful - spelling of **beautiful, great.**

Summer 1	**Phase 1 focus which is taught over the whole of the Summer Term.** **Body percussion e.g.** • Clapping syllables to names and objects • Clapping games (pat – a – cake) **Rhythm and Rhyme in speech and song e.g.** • Rhyming stories • Books with sequences to repeat eg animal sounds or instruments. • Rhyming bingo • Opportunities to listen to different sorts of music. **Alliteration** • Playing I spy with chosen objects • Alliteration with objects – pretty pen / big board / cool car etc • Challenge children to note when the alliteration is wrong. **Starting oral blending and segmenting e.g.** • Oral and blending games of two- and three-letters words.	**Phase 3** **Week 1:** Revise all 3 sounds and focus words taught so far. **Phase 4** **Week 2:** Adjacent consonants at the start of words (cvc, cvcc words) with Phase 2 phonemes. Alphabet names. Focus words: **said, have so, do.** **Week 3:** Adjacent consonants at the start of words (cvcc words) with Phase 3 phonemes. Alphabet names. Focus words: **some, come, like one.** **Week 4:** Adjacent consonants at the start of words (cvcc words) with Phase 2 phonemes. Alphabet names. Focus words: **when, what.** **Week 5:** Adjacent consonants at the start of words (cvcc words) with Phase 3 phonemes. Alphabet names. Focus words: **were, there.** **Week 6:** Revise all Phase 3 phonemes and digraphs and revise all the focus words taught so far.	**Phase 5** **Week 1:** Alternative pronunciations for ie, ea, ey – spelling revision of **are, said.** **Week 2:** Alternative pronunciations for ch and a – spelling of **what, with.** **Week 3:** Alternative pronunciations for ou– spelling of **please, little.** **Week 4:** Alternative pronunciations for y – spelling of **again, because.** **Week 5:** Assessment of Phase 5– spelling of **common exception words taught so far.** **Week 6:** Revise Phase 5 - spelling of **common exception words taught so far**	**Phase 6** **Week 1:** Adding the prefix dis– and un- and possessive apostrophes -spelling of **money, most.** **Week 2:** Spelling rules for -g, -dge and -ge for j -spelling **of poor, clothes.** **Week 3:** Spelling rules for –le, -al, -el, -il & using subordinating conjunctions - when, if, that, because – spelling of **sugar, steak.** **Week 4:** u/ sound spelt as 'o' Words ending in –tion /or/ spelt as 'a' before 'l' or 'll' & Common exception words – spelling **(revision)** of **many, prove** **Week 5:** Contractions. Correct use of the apostrophe. & Rising Star Test -spelling of **break, water.** **Week 6:** Homophones – there, their, they're & Homophones- to, too, two – spelling of **wild, half.**

Summer 2	**Phase 1 focus which is taught over the whole of the Summer Term.** **Body percussion e.g.** • Clapping syllables to names and objects • Clapping games (pat – a – cake) **Rhythm and Rhyme in speech and song e.g.** • Rhyming stories • Books with sequences to repeat eg animal sounds or instruments. • Rhyming bingo • Opportunities to listen to different sorts of music. **Alliteration** • Playing I spy with chosen objects • Alliteration with objects – pretty pen / big board / cool car etc • Challenge children to note when the alliteration is wrong. **Starting oral blending and segmenting e.g.** • Oral and blending games of two- and three-letter words.	**Phase 4** **Week 1:** Phase 4 adjacent consonants and revise all focus words taught so far. **Week 2:** Phase 4 adjacent consonants and Polysyllabic words. Revise all focus words taught so far. **Week 3:** Phase 4 adjacent consonants and Polysyllabic words. Revise all focus words taught so far. **Week 4:** Consolidate and practise all Phase 3 and 4 sounds. Revise all focus words taught so far. **Week 5:** Consolidate and practise all Phase 3 and 4 sounds. Revise all focus words taught so far. Week 6: Consolidate and practise all Phase 3 and 4 sounds. Revise all focus words taught so far.	**Phase 5** **Week 1:** Revise Phase 3, 4 and 5 for Phonics screening **Week 2:** Revise Phase 3, 4 and 5 for Phonics screening **Week 3:** Alternative spellings for ch, r, ear – spelling of **who, put.** **Week 4:** Alternative spellings for j, s, z – spelling of **my, was.** **Week 5:** Alternative spellings for air, m, ur – spelling of **so, me.** **Week 6:** Alternative spellings for n, u, or – spelling of **have one.**	**Phase 6** **Week 1:** Homophones and near homophones including here/hear, see/sea, bare/bear, sun/son, to/too/two, be/bee, blue/blew, night/knight – quite/quiet, one/won and where, wear, were, we're – Spelling of **Mr, Mrs.** **Week 2:** Revision of Phase 5: Spelling rules after 'w' and 'qu' and capital letters and full stops – spelling **(revision)** of **Christmas, parents** **Week 3:** Types of sentences – statements, commands, questions, exclamations -spelling **(revision)** of **people, children** **Week 4:** Revision of Phase 5 and 6 – **spelling revision of all Year 2 Common Exception words.** **Week 5:** Revision of Phase 5 and 6- **spelling revision of all Year 2 Common Exception words.** **Week 6:** Revision of Phase 3, 4, 5 and Rising Stars English Tests- **spelling revision of all Year 2 Common Exception words.**