Phonics Progression		
	Year 1	**Year 2**
National Curriculum Links	<u>**Reading**</u> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs	<u>**Reading**</u> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.

	Writing	**Writing**
	• words containing each of the 40+ phonemes already taught • using letter names to distinguish between alternative spellings of the same sound • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning 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

Letters and sounds	Children to recap phase 3 and phonics and continue to practise phase 1 listening skills. Most children will become secure with phase 3/4 phonics in the half term in year 1. Phase 5 a (Recommended 1-4 weeks) Most Children will be confident with new phonemes by the Spring term) New graphemes for reading: | ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule | Tricky words: Oh their Mrs Mr looked people could called asked Children will continue to develop their recognition and spelling of HFW • Children learn to read new phase 5 graphemes.	On entering Year 2 children will Recap and continue to develop Phase 5. 5C

- Children will need to learn these sounds in preparation for the Phonics Screening Check.
- Children will have experience reading words and texts to develop decoding using these new sounds.
- Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
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- Children will be able to read and spell 2 and 3 syllable words with increasing confidence.

Phase 5b (Recommended 4-7 weeks)

- Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'
- Children will be taught to sound out unfamiliar words and begin to recognise whether a pronunciation makes sense.
- Children will be given opportunities to read words and texts that contain alternative pronunciations.

Phase 5 c (8-30 weeks) Most children will be ready to explore 5c in more depth entering Year 2

- Children will learn that phonemes have different spellings. The children will be taught to investigate and explore the different ways of spelling the phonemes that they have learnt.

Alternative Spellings of Phonemes – Phase 5c

Phoneme	Spellings	Notes
/oa/	oa (boat), ow (snow), o_e (rose), o (radio), oe (toe), ough (though)	Best guess = o_e; oa is another common spelling in the middle of words; ow is common at the end of words.
(y)/oo/	ue (cue), u_e (tune), ue (blue), ew (stew) you (youth)	Best guess = u_e; ew is most common at the end of words; ue is also usually only found at the end of words.
/oo/	u_e (flute), oo (cool), ew (drew), ue (blue), ui (fruit), u (ludo)	Best guess = u_e; Another common spelling is oo; ew is most common at the end of words; ue is also usually only found at the end of words.
/ar/	ar (car), a (spa) – more common in the south of England e.g. glass, al (palm), ear (heart)	This is one of the few unusual phonemes where there is no clear best guess; ear is very unusual
/or/	or (fork), aw (lawn), au (August), al (talk), our (four), ore (ignore), oor (floor)	This is one of the few unusual phonemes where there is no clear best guess.
/ur/	ur (fur), ir (bird), er (farmer), ear (earth), re (metre)	Best guess at the end of the word = er; Months, seasons, family words and comparatives all end in er; Measurement words often end in re e.g. metre, litre.
/ow/	ow (cow), ou (found)	Best guess at the end of words or when followed by n = ow; Most other words are spelled with ou
/oi/	oi (boil), oy (toy)	Best guess at the beginning or in the middle of a word = oi; Best guess at the end of a word = oy
/ear/	ear (ear), ere (here), eer (beer)	Best guess = eer
/air/	air (fair), are (hare), ear (bear), ere (there)	Best guess = are or air

- Word recognition: decoding (reading) and encoding (spelling)
- Read independently and with increasing fluency longer and less familiar texts
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
- Know how to tackle unfamiliar words that are not completely decodable
- Read and spell less common alternative graphemes including trigraphs
- Children will read texts to allow practise when recognising alternative spellings.