



Phonics: Whole-School Curriculum Progression Map



	EYFS	KS1		KS2	
		Year 1	Year 2	Year 3 & 4	Year 5 & 6
Statutory Requirements	Literacy: Skilled word reading, [...] involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding)	name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Particular GPCs in root words [...] have to be learnt.	read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity
	speedy recognition of familiar printed words.	apply phonic knowledge and skills as the route to decode words	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. <i>[This includes but is not restricted to phonics skills].</i>
	ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs;	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 words of two or more syllables that contain the same graphemes as above		At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.
	- Read words consistent with their phonic knowledge by sound-blending;	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read words containing common suffixes		
	- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		

Statutory Requirements	Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered		
	ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed;	read other words of more than one syllable that contain taught GPCs	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation		
	- Spell words by identifying sounds in them and representing the sounds with a letter or letters;	read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	re-read these books to build up their fluency and confidence in word reading.		
	- Write simple phrases and sentences that can be read by others.	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words			
		re-read these books to build up their fluency and confidence in word reading.			
		write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.			

Phase 1 skills 9 according to the 'Letters and Sounds' document will be practised throughout.

Phase 2

Unit	Sessions
1	<ul style="list-style-type: none"> Phoneme /s/ written as 's' Phoneme /a/ written as 'a' Phoneme /r/ written as 'r' Phoneme /p/ written as 'p' Phonemes /s/, /a/, /r/, /p/ written as 's', 'a', 'r', 'p'
2	<ul style="list-style-type: none"> Phoneme /i/ written as 'i' Phoneme /n/ written as 'n' Phoneme /m/ written as 'm' Phoneme /d/ written as 'd' Language session
3	<ul style="list-style-type: none"> Phoneme /g/ written as 'g' Phoneme /o/ written as 'o' Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Language session
4	<ul style="list-style-type: none"> Phoneme /c/ written as 'ck' Phoneme /e/ written as 'e' Phoneme /u/ written as 'u' Phoneme /r/ written as 'r' Language session
5	<ul style="list-style-type: none"> Phoneme /h/ written as 'h' Phoneme /b/ written as 'b' Phoneme /f/ written as 'f' and 'ff' Phoneme /l/ written as 'l' and 'll' Phoneme /s/ written as 'ss' Language session

Phase 1 skills 9 according to the 'Letters and Sounds' document will be practised throughout.

Recap and consolidate all GPC's. Identifying gaps and reteaching where needed.

Phase 5

Unit	Sessions
13	<ul style="list-style-type: none"> Phoneme /zh/ written as 's' Phoneme /w/ written as 'wh' Phoneme /f/ written as 'ph' Language session
14	<ul style="list-style-type: none"> Phoneme /ai/ written as 'ay' Phoneme /ai/ written as 'a-e' Phoneme /ai/ written as 'eigh', 'ey', 'ei' Language session
15	<ul style="list-style-type: none"> Phoneme /ee/ written as 'ea' Phoneme /ee/ written as 'e-e' Phoneme /ee/ written as 'ie', 'ey', 'y' Language session
16	<ul style="list-style-type: none"> Phoneme /igh/ written as 'ie' Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as 'y' Phoneme /igh/ written as 'i' Language session
17	<ul style="list-style-type: none"> Phoneme /oa/ written as 'ow' Phoneme /oa/ written as 'o-e' Phoneme /oa/ written as 'o' and 'oe' Language session
18	<ul style="list-style-type: none"> Phoneme long /oo/ written as 'ew' Phoneme long /oo/ written as 'ue' Phoneme long /oo/ written as 'u-e' Phoneme short /oo/ written as 'u' and 'oul' Language session

Phase 1 skills 9 according to the 'Letters and Sounds' document will be practised throughout.

Recap and consolidate all GPC's. Identifying gaps and reteaching where needed.

Phase 6

Unit	Sessions
28	<ul style="list-style-type: none"> Suffix ending: '-ing' (a morpheme) Suffix ending: '-ed' (a morpheme) Suffix ending: split digraph silent 'e' + 'ing', '-e' Language session
29	<ul style="list-style-type: none"> Suffix ending: '-s' (as plural morpheme) Suffix ending: '-es' after 'ss', 'x' Suffix ending: '-es' after 'ch', 'sh', 'tch' Language session
30	<ul style="list-style-type: none"> Prefix 're-' Prefix 'un-' Prefix, root, suffix Language session

Phase 3

Unit	Sessions
6	<ul style="list-style-type: none"> Phoneme /j/ written as 'j' Phoneme /v/ written as 'v' Phoneme /w/ written as 'w' Phoneme /x/ written as 'x' Language session
7	<ul style="list-style-type: none"> Phoneme /y/ written as 'y' Phoneme /z/ written as 'z' and 'zz' Phoneme /qu/ written as 'qu' Language session
8	<ul style="list-style-type: none"> Phoneme /ch/ written as 'ch' Phoneme /sh/ written as 'sh' Phoneme /th/ written as 'th' Phoneme /ng/ written as 'ng' Language session
9	<ul style="list-style-type: none"> Phoneme /ai/ written as 'ai' Phoneme /ee/ written as 'ee' Phoneme /igh/ written as 'igh' Phoneme /oa/ written as 'oa' Phoneme /oo/ (long) written as 'oo' Phoneme /oo/ (short) written as 'oo' Language session
10	<ul style="list-style-type: none"> Phoneme /ar/ written as 'ar' Phoneme /or/ written as 'or' Phoneme /ur/ written as 'ur' Phoneme /ow/ written as 'ow' Phoneme /oi/ written as 'oi' Language session
11	<ul style="list-style-type: none"> Phoneme /ear/ written as 'ear' Phoneme /air/ written as 'air' Phoneme /ure/ written as 'ure' Phoneme /ur/ written as 'er' Language session

19	<ul style="list-style-type: none"> Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al' Language session
20	<ul style="list-style-type: none"> Phoneme /ur/ written as 'ir' Phoneme /ur/ written as 'er' Phoneme /ur/ written as 'ear' Language session
21	<ul style="list-style-type: none"> Phoneme /ow/ written as 'ou' Phoneme /oi/ written as 'oy' Language session
22	<ul style="list-style-type: none"> Phoneme /ear/ written as 'ere' and 'eer' Phoneme /air/ written as 'are' and 'ear' Language session
23	<ul style="list-style-type: none"> Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch' Language session
24	<ul style="list-style-type: none"> Phoneme /s/ written as 'c(e)', 'c(i)', 'c(y)' Phoneme /s/ written as 'sc' and 'st(l)' Phoneme /s/ and /z/ written as 'se' Language session
25	<ul style="list-style-type: none"> Phoneme /j/ written as 'g(e)', 'g(i)', 'g(y)' Phoneme /j/ written as 'dge' Language session
26	<ul style="list-style-type: none"> Phoneme /l/ written as 'le' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr' Language session
27	<ul style="list-style-type: none"> Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ /o/ written as 'wa' Phoneme /u/ written as 'o' Language session

Phase 4

Unit	Sessions
12	<ul style="list-style-type: none"> Adjacent consonants (cvcc) Language session 1 Adjacent consonants (ccvc) Language session 2 Adjacent consonants (ccvc/ccvc/ccvc) Language session 3