



Progression Trajectory for Phonics

This document is intended to map the progression in phonics across the 6 half terms

Key success: Read Write Inc



Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General sound discrimination - environmental The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.</p> <p>General sound discrimination - instrumental sounds This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.</p> <p>General sound discrimination - body percussion The aim of this aspect is to develop children's awareness of sounds and rhythms.</p>	<p>Rhythm and rhyme This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.</p> <p>Alliteration The focus is on initial sounds of words.</p> <p>Voice sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.</p>	<p>General sound discrimination - environmental The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.</p> <p>General sound discrimination - instrumental sounds This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.</p> <p>General sound discrimination - body percussion The aim of this aspect is to develop children's awareness of sounds and rhythms.</p>	<p>Rhythm and rhyme This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.</p> <p>Alliteration The focus is on initial sounds of words.</p> <p>Voice sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.</p>	<p>General sound discrimination - environmental The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.</p> <p>General sound discrimination - instrumental sounds This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.</p> <p>General sound discrimination - body percussion The aim of this aspect is to develop children's awareness of sounds and rhythms.</p> <p>Rhythm and rhyme This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.</p> <p>Alliteration The focus is on initial sounds of words.</p> <p>Voice sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.</p>	<p>Oral blending and segmenting</p> <ol style="list-style-type: none"> 1. Recognition of production of syllables 2. Recognition and production of initial sounds 3. Recognition and production of final sounds 4. Blending phonemes 5. Phonemic segmentation 6. Phonemic manipulation (addition and deletion)



Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Oral blending and segmenting- Fred games</p> <ol style="list-style-type: none">1. Recognition of production of syllables2. Recognition and production of initial sounds3. Recognition and production of final sounds4. Blending phonemes5. Phonemic segmentation <p>Phonemic manipulation (addition and deletion)</p> <p>Set 1 - Ditties Know sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, z, x,</p>		<p>Set 1 - Red Know sounds ck, ng, nk, qu, th, ss, ll, ff,tt,zz</p>		<p>Set 2 – Green/ Purple Know sounds ay, ee, igh, ow, oo, oo,</p>	

End of Term Assessment: *Phonics Screener Section One*



Year One					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Set 2 – Orange Know sounds: ar, or, air, ir, ou, oy, -ing, -ed, -s</p>		<p>Set 3 – Yellow Know sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er,ow, ai, oa, ew, ire, ear, ure</p>		<p>Set 3 – Blue/ Grey Know additional phonics screening check sounds: au,e-e, ue, ie, ph, wh, kn</p>	<ul style="list-style-type: none"> • Practise recognition and recallof graphemes and different pronunciations of graphemes as they are learned • Teach alternative spellings ofphonemes for spelling • Practise reading and spellinghigh-frequency words • Practise reading and spellingpolysyllabic words • Practise reading sentences • Practise writing sentenceswith correct graphemes • Independently make a phonemically plausible attempt at spelling wordsincluding two-syllable andthree-syllable words for example, ‘a noyzy trane at thestayshun’

End of Term Assessment: *Phonics Screener*



Year Two

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 3 – Blue/ Grey Know additional sounds: au,e-e, ue, ie, ph, wh, kn	Set 3 – Blue/ Grey Know additional sounds: au,e-e, ue, ie, ph, wh, kn	<ul style="list-style-type: none">• All children to have moved off RWI and on to guided reading lessons.• Children who didn't pass PSC will receive 1:1 fast track tutoring daily.			

End of Term Assessment:

