



Phonics Skills Progression Map

School Readiness Intent: We believe that **phonics** provides the foundations of learning to make the development into fluent reading and writing easier. Through **phonics** children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of **phonics** is of high priority.

EYFS Intent: Children's past experiences will help them to understand that print carries meaning and they will have watched others modelling, enjoying and retrieving information from reading. Extending this knowledge in ways that are fun and meaningful to our children, helps them to develop the curiosity to explore the sounds in words (phonemes) and later begin to make the link between the sounds and their corresponding letters (graphemes).

We provide lots of fun opportunities for children to listen and contribute to rhymes and poems, exploring words and meaning. We use the Letters and Sounds Programme and Jolly Phonics that help to teach children to read and write, at the same time as developing their spoken language, vocabulary, grammar and spelling. Phonics is planned for and taught daily in small differentiated groups. Children are given the opportunity to consolidate the skills taught throughout the continuous and enhanced provision.

Phonics features in the Specific Area of Learning – Literacy – under the two strands of Reading and Writing.

EYFS Impact: Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. Children can then focus on developing fluency and comprehension throughout the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1

EYFS Stage	Development Matters - Reading	Development Matters – Writing
F2/3 	16-26 Months - Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' 22-36 Months - Enjoys rhyming and rhythmic activities. - Shows awareness of rhyme and alliteration. - Recognises rhythm in spoken words.	16-26 Months 22-36 Months Ascribes meanings to marks that they see in different places.
Reception 	40-60 Months - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. - Links sounds to letters, naming and sounding the letters of the alphabet. ELG - Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	40-60 Months - Begins to break the flow of speech into words. - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together. ELG - Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



Phonics Pace and Progression Chart

Ducklings Nursery Class – Letters and Sounds

Year Group	Autumn Terms	Spring Terms	Summer Terms
	Aspect 4: Rhythm and rhyme on going daily through rhymes and songs		
Aspect	General sound discrimination	Voice Sounds and Rhythm and rhyme	Alliteration and Segmenting and Blending
Nursery F2	Term 1: Aspect 1 - Environmental sounds Linking to topic: All About Me Term 2: Aspect 3 – Body percussion Aspect 2 – Instrumental sounds Linking to topic: Light/dark, Festivals	Term 3: Aspect 6 – Voice sounds Linking to topic: We're Going on a Bear Hunt, Whatever Next! Brown Bear, Brown Bear, What Do You see? Term 4: Aspect 4 – Rhythm and rhyme Linking to topic: Goldilocks and the Three Bear, The Three Little Pigs, Farm Animals.	Term 5: Aspect 5 - Alliteration Linking to topic: Wild animals, Handa's Surprise, Dear Zoo. Term 6: Aspect 7 – Oral blending and segmenting Linking to topic: In the garden- The Very Hungry Caterpillar, In the Ocean – Way Down Deep in the Deep Blue Sea
Jolly Phonics	N/A	Children to build on previous learning and begin to use Rhythm and Rhyme. They begin to copy exaggerated sounds such as ssssss and suggest words when given an initial sound. Use Jolly Phonics songs and actions to expose children to Phase 2 letter sounds: s, a, t, p/ i, n, m, d/ g, o, c, k/ ck, e, u, r/ h, b, f, ff, l, ll, ss. Phonics Workshop – for parents/carers	Children to begin to use alliteration and voice sounds. Copy sound talk – Oral segmenting and blending and continue to expose children to Phase 2 sounds: s, a, t, p/ i, n, m, d/ g, o, c, k/ ck, e, u, r/ h, b, f, ff, l, ll, ss.
Singing Phonics	N/A	Singing Phonics – Key Group work weekly – focus: Sounds Around, Play Sounds and Body Sounds.	Singing Phonics – Key Group work weekly – focus: Time To Rhyme, Sounds the Same, Singing Sounds and Sound Talk.

EYFS - Phonics Pace and Progression Chart

Year Group	Autumn Terms	Spring Terms	Summer Terms
Nursery F3 		Children have weekly rhyme time sessions using rhyme time sacks – with rhyme and props. Beginning to develop awareness of rhyme.	Children to begin Phase 1 activities; identify and <i>explore environmental sounds, instrumental sounds and body percussion</i> .
Nursery F2 	Children to begin Phase 1 activities; identify and explore <i>Environmental sounds, Instrumental sounds and Body percussion</i> .	Children to build on previous learning and begin to use <i>Rhythm and rhyme</i> . They begin to copy exaggerated sounds and play with <i>Voice sounds</i> such as 'ssssss' and suggest words when given an initial sound. Use Jolly Phonics songs and actions to expose children to Phase 2 letter sounds. Phonics Workshop	Children to begin to use <i>Alliteration</i> and voice sounds. Copy sound talk - <i>Segmenting and blending</i> and continue to expose children to Phase 2 sounds.
Reception  	Children to complete introductory lessons, Phases 2 and 3 by Christmas (14 weeks) with Phase 1 activities running alongside – recapping previously taught learning/further embed principles of Phase 1. Phonics Workshop	Repeat weeks 1 to 12 giving reception children more time to consolidate whilst extending into Phase 4 activities with Phase 1 activities running alongside.	Children spend time mastering their skills, time for deeper learning applying all sounds and Tricky Words independently. Repeat plans as necessary extending and consolidating. You may choose to begin Phase 5 if your children are ready in preparation for Year 1 transition.

EYFS Phonics Pace and Progression Chart

	Sounds	Tricky Words	High Frequency Words
Phase 1 Nursery F2 	Environmental sounds, rhythm and rhyme, alliteration and sound talk. s, a, t, p/ i, n, m, d/ g, o, c, k/ ck, e, u, r/ h, b, f, ff, l, ll, ss	NA	NA
Phase 2 Reception 	s, a, t, p/ i, n, m, d/ g, o, c, k/ ck, e, u, r/ h, b, f, ff, l, ll, ss	Read: the, to, I, no, go	a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and get, big, him, his, not, up, mum, but, put, were, said, little, at, is, it, an, and, dad, on, got, can, to, the
Phase 3 Reception 	y, z, zz, qu/ j, v, w, u, x. ch, sh, th, ng, ai, ee, igh, oa, oo/ ar, or, ur, ow, oi, ear, air, ure, er.	Read: he, she, we, me, be, was, my, you, her, they, all, are Spell: no, go, I, the to,	will, that, this, then, them, with, see, for, now, down, look, too.
Phase 4 Reception/ Year 1 	Blend and read Phase 2 and 3 words. Segment and spell Phase 2 and 3 words.	Revisit Phase 3 words. Read: some, one, said, come, do, so, were, when, have, there, out, like, little, what. Spell: he, she, we, me, be, was, my, you, her, they, all, are	Revisit prior words. went, it's, from, children, just, help.

EYFS - Phonics Pace and Progression Chart

Overview of Letters and Sounds – Chart showing the order that children will be taught the sounds

Phase 1	- Listening to and for sounds, exploring and experimenting with sounds and words and discriminating speech sounds in words. - Showing awareness of rhyme and alliteration - Distinguishing between different sounds in the environment and phonemes - Beginning to orally blend and segment phonemes. - Sounds introduced - s, a, t, p, i, n, m, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss
Phase 2	- Sounds taught - s, a, t, p, i, n, m, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss - Tricky Words – l, the, to, go, no
Phase 3	- Sounds taught – j, v, w, x, y, z, zz, qu - Tricky Words - to, be, he, we, me, she, was, you, they, into, said, so, all, my, her, like, little, were, one, have, are, do, when, some, come, there, what.
Phase 4	- Recap all previous sounds - Teach reading and spelling tricky words – said, so, he, we, me, be, have, like, some, come, was, you, were, little, one they, all, are, do, when, out, what, my, her - Read and write words with initial and/or final blends – st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, cl, sl, sp, st, tw, sm, nch, shr, str, thr.

Glossary:

Phoneme – the smallest unit of speech – sounds which make up a word

Tricky word – word which cannot be sounded out

VC word – vowel consonant word (it, as, or)

Initial sound – first sound in word

Grapheme – the written representation of sounds

Key Words/High Frequency Words – words which are spoken regularly

CVC word – word made up of a consonant, vowel, consonant (cat, dog, mop)

EYFS - Letters and Sounds Progression Chart

Progression through Phases	
Phase 1 continuous through Phase 2 – 6. Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	Phase 6 (Yr 2) Working on: Recognising phonic irregularities. and becoming more secure with less common grapheme-phoneme correspondences Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
	Phase 5 (Yr 1) Working on: Reading phonically decodable two-syllable and three-syllable words. Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Working on: Spelling complex words using phonically plausible attempts.
	Phase 4 (YR/Y1) Working on: Segmenting adjacent consonants in words and apply this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.
	Phase 3 (YR) Working on: Knowing one grapheme for each of the 43 phonemes Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs ch, sh, th, ng Working on: Reading and spelling CVC words using letters and short vowels. Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x
	Phase 2 Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words. Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: i, n, m, d Set 1: s, a, t, p
	Phase 1 Nursery (7 Aspects) Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes – Set 1, 2, 3, 4, 5.

