

Salisbury Primary School - Progression in Phonics Overview

We use 'Bug Club' as our systematic synthetic phonics scheme. The scheme is fully approved by the DfE. We use the 'Big Cat' books, which are phonically decodable to supplement our teaching of phonics and home reading books. We monitor progress in reading closely, matching children's reading ability to the stage of reading on the scheme.

Phonics Phase	Year Group	Key skills and knowledge	Progression of grapheme/phoneme correspondence	Tricky words learnt by sight through reading
Phase 1	EYFS and ongoing	Distinguish between different sounds in the environment. Exploring and experimenting with sounds and words and discriminating speech sounds in words. Show awareness of rhyme and alliteration. Beginning to orally blend and segment phonemes	None. This is an oral phase	None. This is an oral phase
Phase 2	Reception	Recognise common consonants and vowels. Blend (for reading) and segment (for spelling) simple vowel/consonant and consonant/vowel/consonant words (CVC) Know that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (symbols/letters)	1. s,a,t,p 2. i,n,m,d 3. g,o,c,k 4. ck,e,u,r 5. h,b,f,ff,l,ll,ss	the, to l, no go, into
Phase 3	Reception Year 1	Read and spell CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters (eg flap, drip, trap, clip, buzz, miss) Read and spell a wide range of CVC words using all letters and some long vowel phonemes (eg high, boat,foot,boil,jar)	6. j, v, w, x y, z, Consonant digraphs ch, sh, th, ng, nk, ck, tch Vowel digraphs ai, ee, igh, oa,oo	he, she we, me was, you they, all are, my, her like, do, so

			ar, or, ur, ow, oi	
Phase 4	Year 1	Segmenting and blending consonant digraphs in CVCC, CCVC, CCCVC words. (eg trip, train, green, splash, frown, spring)	Consonant digraphs	said, have some, come were, there little, one, out
Phase 5	Year 1 Year 2	Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes Reading phonically decodable two syllable and 3 syllable words and spelling more complex words using phonetically plausible attempts.	New graphemes Ay, ea, ie, ou, oy ir, ue, aw, or Words ending in y split digraphs (long vowel sounds) a - e (bake) I - e (jive) u - e (blue) o - e (bone) Alternative pronunciations for graphemes; i, o, c, y, a, ou ow, ie, ea, er Add suffixes ed, er and ing to a word where the root word doesn't change	their people Mr, Mrs looked called asked, could where friend our
Phase 6	Year 2	Recognising phonic irregularities and becoming more secure with less common grapheme/phoneme correspondences in reading. Applying phonic skills and knowledge to recognise and spell an increasing number of complex words. Moving on to spelling. Learning more about root words and suffixes	Secure reading and spelling words with different spellings for phonemes. j phoneme spelt 'dge' or 'ge' s phoneme spelt 'c' n phoneme spelt 'kn' and 'gn' w phoneme spelt 'wr' Add common inflections; plural, ly, ful Adding er, est, ed, y to words Split compound words into their component parts Adding common prefixes to root words: un, dis Common suffixes ful, ly, ness, ment Discriminate syllables into multisyllabic words	