

**Emersons Green Primary School**  
**Phonics Progression**

**Reception – Term 1**

<b><u>Phase</u></b>	<b><u>Key Sounds / Spelling Patterns</u></b>	<b><u>Example words, captions and sentences</u></b>	<b><u>High Frequency / Common Exception words</u></b>	<b><u>Phonetically Decodable Texts</u></b>
Phase 1 - listening	General sound discrimination – environmental sounds	N/A	N/A	The Hedgehog The Haircut Fetch! The Big Box The Street Fair The Library The Swing Ball Copycat! At School Look Out! The Lost Teddy The Little Red Hen The Owl and the Pussycat The Apple The Mouse and the Elephant The Long Walk Getting Up
	General sound discrimination – instrumental sounds			
	General sound discrimination – body percussion			
	Rhythm and rhyme Alliteration			
	Voice sounds			

## Reception – Term 2

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
Phase 2.1 – alphabet phonemes  <b>Begin blending for reading (sounds make words)</b>	s a t p – VC/CVC	as, at, sat, pat, tap	a	Floppy's Phonics – Book 1
Phase 2.2 – alphabet phonemes	i n m d – VC/CVC	an, in, it, at, mad, dad, and	is	Tim's Din Floppy's Phonics – Book 2
Phase 2.3 – alphabet phonemes  <b>Begin to read captions</b>	g o c k - VC/CVC	on, can, got, not, kit  <b>pots and pans cats and dogs a kid in a cap</b>	go no	Tom's Mad Mop Get Dad Cats Get On Top Cat I Can
Phase 2.4 – alphabet phonemes  <b>Begin segmenting for spelling</b>	ck e u r – VC/CVC	neck, get, up, mum, but, ran  <b>a red rug get to the top mugs and cups</b>	I the	Mud! Rocket
Phase 2.5 – alphabet phonemes	h b f/ff l/l, ss – VC/CVC	if, of, off, had, him, mess, bell, back  <b>a cat in a hat on top of the rock no lid on the pan</b>	to put into	Get a Bus Pop! Cat in a Bag Hats Big, Bad Bug The Big Carrot Kick It! Bob Bug

Phase 3.1 – alphabet phonemes  <b>Begin to read sentences (words make sentences)</b>	j v w x – VC/CVC	jam, jet, jog, van, vet, will, win, mix, box  <b>The fox and the vixen had cubs in the den.</b>	Recap: no go I the to	Tip Top Cat in a Bag It! Floppy's Phonics Book 7 Is it? Cat Naps The Pins and the Pegs The Big Cod The Red Hen Go To Bed
Phase 3.2 – alphabet phonemes	y z/zz qu – VC/CVC	yes, yell, yet, zip, buzz, fizz, quick, quiz  <b>She will fill the bucket at the well.</b>	he she we	Floppy's Phonics Book 8 Pen Fun The Zip Mix, Mix, Mix Miss! Miss!
Phase 3.3 – consonant diagraphs  <b>Begin reading two-syllable words</b> <b>Begin writing captions and simple sentences</b>	ch sh th ng - CVC	chop, chin, check, rich, ship, shed, shell, mash, them, this, thick, path, ring, hang, king, long  <b>We can get the long bag into the van.</b> <b>The ship hit the rocks with a thud.</b> <b>Lots of shops sell chicken as well as fish and chips.</b>	me be said	Floppy's Phonics – Book 9 Floppy's Phonics – Book 10 Bang the Gong Jack Shops Posh Shops The King and His Wish*

### Reception – Term 3

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
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Phase 3.4 –vowel diagraphs	ai ee – VC/CV/CVC	wait, pain, tail, chain see, feet, week, cheep	was	Wet Feet* (river)
Phase 3.5 – vowel diagraphs	igh oa – VC/CV/CVC	high, light, night, sight coat, road, soap, coach	my	
Phase 3.6 –vowel diagraphs	oo(long) oo(short) VC/CV/CVC	too, zoo, boot, food look, foot, book, good	you	
Phase 3.7 – vowel diagraphs	ar or ur – VC/CV/CVC	car, art, bark, sharp for, torn, fork, short fur, burn, curl, church	they	
Phase 3.8 –vowel diagraphs	ow oi – VC/CVC	now, owl, town, down oil, boil, coin, soil	her	
Phase 3.9 –vowel trigraphs	ear air – VC/CVC	ear, dear, near, beard air, fair, hair, chair	all	
Phase 3.10 –vowel diagraphs/trigraphs  <b>Read and answer yes/no questions using all taught phonemes/words</b>	er ure – VC/CVC	letter, dinner, singer cure, sure, secure  <b>Is rain wet? Is it dark at night? Will six cows fit in a car?</b>	are	

## Reception – Term 4

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
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Phase 2/3 recap  <b>Continue with reading and writing words and sentences</b>  <b>Continue with reading and answering yes/no questions</b>	Digraphs Blending Revision of all Phase 2 and Phase 3 sounds	See Letters and Sounds document for further examples	Revise all common exception words from Phases 2 and 3	See above – chosen in line with children’s needs
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## **Reception – Term 5**

<b><u>Phase</u></b>	<b><u>Key Sounds / Spelling Patterns</u></b>	<b><u>Example words, captions and sentences</u></b>	<b><u>High Frequency / Common Exception words</u></b>	<b><u>Phonetically Decodable Texts</u></b>
Phase 4.1 – blending and segmenting all phonemes  <b>Continue with reading and writing words and sentences</b>  <b>Continue with reading and answering yes/no questions</b>	CVCC words	went, milk, pant, help, soft, bench, shelf, boost, burnt	so	
Phase 4.2 – blending and segmenting all phonemes	CCVC words	from, stop, twin, crash, brush, spoon, cream, frown	have like	
Phase 4.3 – Polysyllabic words	Polysyllabic words	sandpit, desktop, lunchbox, thunder, chimpanzee, starlight, treetop	some come	

Phase 4.4 – blending and segmenting all phonemes	CCVCC words	stand, crisp, crunch, blend, twist, shrink	were there	
Phase 4.5 – blending and segmenting all phonemes	CCCVC and CCCVCC words	string, strong, sprang, splat, drench, scratch scrunch, scraps, streets	out what	

## **Reception – Term 6**

<b><u>Phase</u></b>	<b><u>Key Sounds / Spelling Patterns</u></b>	<b><u>Example words, captions and sentences</u></b>	<b><u>High Frequency / Common Exception words</u></b>	<b><u>Phonetically Decodable Texts</u></b>
Phase 2/3/4 recap  <b>Continue with reading and writing words and sentences</b>  <b>Continue with reading and answering yes/no questions</b>	Digraphs Blending Revision of all Phase 2 and Phase 3 sounds using Phase 4 words	See Letters and Sounds document for further examples	Revise all common exception words from Phases 2, 3, 4	See above – chosen in line with children’s needs

## **Year 1 – Term 1**

<b><u>Phase</u></b>	<b><u>Key Sounds / Spelling Patterns</u></b>	<b><u>Example words, captions and sentences</u></b>	<b><u>High Frequency / Common Exception words</u></b>	<b><u>Phonetically Decodable Texts</u></b>
Phase 3/4 recap	CVCC – including vowel digraphs	sounds, nights, sheets	Revise all common exception words from Phases 2, 3, 4	See above – chosen in line with children’s needs

<b>Continue with reading and writing words and sentences</b>  <b>Continue with reading and answering yes/no questions</b>  <b>Begin to read 'Alien' words</b>	CCVC – including vowel diagraphs	spoil, brown		
	CCCVC – all phonemes	string, strong, sprang, splat, scratch		
	CCCVCC – all phonemes	springs, scrunch, scraps, streets		
	Polysyllabic words	lunchbox, melting, windmill, thundering		
National Curriculum spelling work for Year 1	n before k /v/ at the end of words	bank, think, honk, sunk have, live, give		

## Year 1 – Term 2

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
Phase 5.1 – blending and segmenting alternative phonemes  <b>Begin reading and writing polysyllabic words</b>	ay ey ou ie	spray, crayon key, donkey pound, count tie, fried	oh their	
Phase 5.2 – blending and segmenting alternative phonemes	ea oy ir	beads, repeat boy, oyster girl, thirteen	people	
Phase 5.3 – blending and segmenting alternative phonemes	ue aw wh ph	glue, argue claw, yawn when, whisper graph, dolphin	Mr Mrs	

Phase 5.4 – blending and segmenting alternative phonemes	ew oe au	blew, threw toe, dominoes launch, haunted	looked called ask asked	
Phase 5.5 – blending and segmenting alternative phonemes	a-e e-e	snake, amaze these, delete	water again	
Phase 5.6 – blending and segmenting alternative phonemes	i-e o-e u-e	bike, slide bone, alone cube, June	where who	

### Year 1 – Term 3

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
Recap Phase 5.5 and 5.6 (split diagraphs)	a-e e-e i-e o-e u-e	See letter and sounds for further examples	Recap Phase 5 HFW learnt so far	
Phase 5.7 – blending and segmenting alternative pronunciations	i o u ow	find/fin hot/cold but/put cow/blow	thought through put	
Phase 5.8 – blending and segmenting alternative pronunciations	ie ea er a	tie/field eat/bread  hat/what	work because	
Recap Phase 5.7 and 5.8				
Phase 5.9 – blending and segmenting alternative pronunciations	ou or al our ore	out/shoulder/could/you short/work talk  more, score, before	many laughed our	



Phase 5.10 – blending and segmenting alternative pronunciations	ir ur er ear ure	dear/bear	mouse different	
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## Year 1 – Term 4

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
Recap Phase 5 (based on children's needs)				
Phase 5.11 – blending and segmenting alternative pronunciations	y	yes, yet, yellow by, very, family	any eyes	
Phase 5.12 – blending and segmenting alternative pronunciations	ch tch ture	chin, cheese, chef pitch picture	friend once school	
Phase 5.13 – blending and segmenting alternative pronunciations	Soft g (g ge dge)	giant, gem, magic edge	please	
Phase 5.14 – blending and segmenting alternative pronunciations	Soft c (c ce)	pencil, city, face, price, icy, princess	Recap all Phase 5 HFW	
Phase 5.15 – blending and segmenting alternative pronunciations	Silent letters: k g	knight, knee gnash, gnat		

## Year 1 – Term 5

<b><u>Phase</u></b>	<b><u>Key Sounds / Spelling Patterns</u></b>	<b><u>Example words, captions and sentences</u></b>	<b><u>High Frequency / Common Exception words</u></b>	<b><u>Phonetically Decodable Texts</u></b>
Phase 5.16 – blending and segmenting alternative spellings (2 weeks per family)	ai ay a-e a ey	train, play, made, paper, they	Recap all Phase 5 HFW – including spelling of these	
Phase 5.17 – blending and segmenting alternative spellings (2 weeks per family)	ee ea e-e e y ey	tree, beach, delete, be, happy, donkey		
Phase 5.18 – blending and segmenting alternative spellings (2 weeks per family)	igh ie i-e y i	night, pie, time, fry, find		

## **Year 1 – Term 6**

<b><u>Phase</u></b>	<b><u>Key Sounds / Spelling Patterns</u></b>	<b><u>Example words, captions and sentences</u></b>	<b><u>High Frequency / Common Exception words</u></b>	<b><u>Phonetically Decodable Texts</u></b>
Phase 5.19 – blending and segmenting alternative spellings (2 weeks per family)	oa ow o-e o ou	goat, window, bone, most	Recap all Phase 5 HFW – including spelling of these	
Phase 5.20 – blending and segmenting alternative spellings (2 weeks per family)	oo o ue u-e ew ou	spoon, undo, blue, flute, screw, group		
Phase 6.1 – Suffixes	-s	cats, rocks, goals, tries		

<b>Children should be exposed to these prefixes and suffixes throughout the phonics programme (e.g. play/playing)</b>				
Phase 6.2 – Suffixes	-es	buses, churches		
Phase 6.3 – Suffixes	-ing	hunting, buzzing, stopping		
Phase 6.4 – Suffixes	-ed	hunted, buzzed, stopped		
Phase 6.5 – Suffixes	-er	faster, hotter, quicker		
Phase 6.6 – Suffixes	-est	coldest, biggest, happiest		
Phase 6.7 – Suffixes	-ful	useful, grateful		
Phase 6.8 – Suffixes	-ly	sadly, slowly		
Phase 6.9 – Prefixes	un-	unfair, unlock, unhappy		

## Year 2 – Term 1

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
Phase 5 recap	ai a-e ay	chain, train, wait, pain amaze, snake, came playing, crayon, tray	they again great break steak	
Phase 5 recap	ee ea ie	feet, meet, tree reading, speaking, cleaning chief, field	be he me she we	

Phase 5 recap	y	party, hungry, family	every everybody pretty money	
Phase 5 recap	igh ie i-e y	light, night, fright lie, pie polite, time cry, reply, July	by my find kind mind	
Phase 5 recap	oa ow o-e	coach, roast, float knowing, tomorrow stone, explode	so no go most only both	
Phase 5 recap	ue ew oo u-e	glue, blue chewing, threw shoot, scoot	do to today move improve you	

## Year 2 – Term 2

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
Phase 5 recap	er ur ir	sister, brother, dinner Thursday bird, thirsty	were love come some	
Phase 5 recap	or au al	sport, short, horse sauce	your door	

		always, walk	floor poor where there	
Phase 5 recap	Soft g (g ge dge)	giant, gerbil, magic age, change, huge badge, bridge, edge	was is his has here	
Phase 5 recap	Soft c (c ce)	circle, cycle, pencil dance, once, race	old cold gold hold told	
Phase 5 recap	i	behind, child, climb	wild climb behind child children Christmas	
Phase 5 recap	Silent letters (kn, gn, wr)	knock, know, knit, knife gnat, gnome write, wrist, wrap	house our ask friend school	

## Year 2 – Term 3

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
	-ing	working chopping	of hour	

		smiling crying	one once	
	-ed	worked stopped smiled	sure sugar eye even	
	-ful	playful careful plentiful	beautiful put push pull full	
	-less	fearless careless penniless	said says are Mr Mrs	
	Contractions	can't, wouldn't, didn't	parents should could would because	

## Year 2 – Term 4

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
	-es	boxes churches bushes kisses	clothes busy people water	
	-ies	babies, ladies, cherries	who	

			whole any many	
	-er -est	happier, funnier happiest, funniest, saddest	class grass pass plant father after	
	Homophones and near-homophones	to/too/two here/hear pair/pear one/won there/their/they're	fast last	

## Year 2 – Term 5

<u>Phase</u>	<u>Key Sounds / Spelling Patterns</u>	<u>Example words, captions and sentences</u>	<u>High Frequency / Common Exception words</u>	<u>Phonetically Decodable Texts</u>
	Contractions	I'll, he'll, we'll it's, he's, there's we're, they're	old cold gold hold told	
	-ment	basement enjoyment argument merriment	every great break steak pretty	
	-le -el	little, middle, circle travel, parcel, tunnel	path bath hour	

			move prove	
	-il -al	pupil, until, fossil pedal, animal, magical	improve sure sugar eye even	
	-ness	fitness kindness happiness	again half money Mr Mrs	
	/ʌ/ sound spelt o	other, brother, Monday		