



# St Michael's RC Primary School

## Phonics Progression of Junior Learning Phonics Scheme

Curriculum leader: Miss M Ashton

### Nursery

### Reception

### Year 1

### Year 2

| Phonics Phases   | Phase 1   | Phase 2   | Phase 3   | Phase 4   | Phase 5   | Phase 6  |
|--|---|---|---|---|---|--|
| <b>Generic skills</b><br>Aspect 1: General sound discrimination – environmental sounds<br>Aspect 2: General sound discrimination – instrumental sounds<br>Aspect 3: General sound discrimination – body percussion<br>Aspect 4: Rhythm and rhyme<br>Aspect 5: Alliteration<br>Aspect 6: Voice sounds<br>Aspect 7: Oral blending and segmenting | Aspect 1: General sound discrimination – environmental sounds<br>Aspect 2: General sound discrimination – instrumental sounds<br>Aspect 3: General sound discrimination – body percussion<br>Aspect 4: Rhythm and rhyme<br>Aspect 5: Alliteration<br>Aspect 6: Voice sounds<br>Aspect 7: Oral blending and segmenting | Develops children's knowledge of <b>grapheme-phoneme correspondences</b> (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling. | Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of common exception words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter. | Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of common exception words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants. | Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of common exception words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practises the skills of blending and segmenting using all GPCs taught. | Develops children's fluency in reading and accuracy in spelling. Children will learn to read words automatically if they are familiar, decode quickly and silently because their sounding and blending routine is now well established and decode out loud. Children will start to spell more complex words using suffixes to indicate tenses, understand the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y, use plural spelling and use prefixes to change words. |
| Phonics Phases   | Phase 1   | Phase 2   | Phase 3   | Phase 4   | Phase 5   | Phase 6  |

|   |  |  |  |  |   |   |
|---|--|--|--|--|---|---|
| <p><b>Grapheme Phoneme Correspondence (GPC)</b></p> |  | <p>s, a, t, p<br/>i, n, m, d<br/>g, o, c, k<br/>ck, e, u, r<br/>h, b, f, ff, l, ll, ss</p> | <p>j, v, w, x, y, z, zz, qu</p> <p><b>Consonant digraphs:</b><br/>ch, sh, th, ng,</p> <p><b>Vowel digraphs:</b><br/>ai, ee, igh, oa, oo, ar,<br/>or, ur, ow, oi, ear, air,<br/>ure, er</p> | <p>Practise recognition and recall of Phase 2 &amp; 3 graphemes and reading and spelling CVC words.</p> <p>Teach blending and segmentation of adjacent consonants.</p> <p>Teach and practise reading &amp; spelling of CVCC, CCVC, CCVCC words.</p> <p>Reading common exception words.</p> | <p>Practise recognition and recall of Phase 2, 3 &amp; 5 graphemes (as learned).</p> <p><b>Learn new phonemes:</b><br/>ay ou ie ea oy ir ue ue (y-oo) aw wh ph oe<br/>ewe w(y-oo) au ey</p> <p><b>Split digraphs:</b> a-e, e-e, i-e, o-e, u-e, u-e (y-oo)</p> <p><b>Suffixes:</b> -s -es<br/>-ing -ed -er -est</p> <p><b>Prefix:</b> un-</p> <p><b>Teach alternative pronunciations for graphemes:</b><br/>/ai/ a ey<br/>/ee/ e y ie<br/>/igh/ l y<br/>/oa/ o ou<br/>/oo/ ou<br/>/y-oo/ u<br/>/r/ wr<br/>/n/ kn gn<br/>/m/ mb<br/>/ch/ tch<br/>/k/ ch<br/>/sh/ ch ci ti ss<br/>/j/ d dg<br/>/v/ ve<br/>/u/ o<br/>/e/ ea<br/>/i/ y<br/>/s/ c se st<br/>/zh/ s ss<br/>/z/ se<br/>/ar/ a ai<br/>/or/ ai augh oar our<br/>ore oor<br/>/ur/ ear or</p> | <p>Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness).</p> <p>Teach spelling of long words.</p> <p>Introduce &amp; teach the past tense.</p> <p>Learning &amp; practising spelling.</p> <p>Syllables.</p> <p>Base words.</p> <p>Analogy.</p> <p>Mnemonics.</p> |
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|                  |  |   |  |   |  |   |
|------------------|--|---|--|---|--|---|
|                  |  |   |  |   | /air/ ear are<br>/ear/ eer ere   |   |
| <b>key words</b> |  | Be able to read the common exception words: <b>as I is no go to into the put has his of pull full</b> | Be able to read the common exception words: <b>push they he she we me be my by looked you are there here were all sure</b> | Be able to read the common exception words: <b>said like have out some come what was so old do little one</b> | Be able to read the common exception words: <b>today house mouse hour because Mr Mrs Ms where should could would move use want people eye wild child mind kind behind climb oh though most only both through shoe prove who beautiful Christmas school sugar love money any many friend very busy pretty once please asked laughed bath path fast class after half called your water door poor floor before work worked their parents</b><br><br><b>All 100 high frequency words</b> | Be able to read the common exception words: <b>don't I'm it's was want what after again any bath beautiful because behind both break busy child children Christmas class climb clothes could cold door even every everybody eye fast father find floor gold grass great half hold hour improve kind last many mind money most move Mrs Mr old only parents pass past path people plant poor people prove should steak sugar sure told water whole who wild would</b><br><br><b>All 100 high frequency words</b> |