

Phonics and Spelling Progression

EYFS

	Spelling	Phonics	Reading	Communication and Language	Expectations in Spelling	Expectations in Reading	Handwriting letters																																
Autumn 1 EYFS	<p>Correct GPC for sounds learnt.</p>	<p>Phase 1: -Environmental Sounds -Instrumental Sounds -Body Percussion -Rhythm and rhyme -Alliteration -Voice sounds -Oral blending and segmenting</p> <p>Teach children to sound talk. Introduce oral blending and segmenting.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>s</td><td>g</td></tr> <tr><td>a</td><td>o</td></tr> <tr><td>t</td><td>c</td></tr> <tr><td>p</td><td>k</td></tr> <tr><td>i</td><td>ck</td></tr> <tr><td>n</td><td>e</td></tr> <tr><td>m</td><td>u</td></tr> <tr><td>d</td><td>r</td></tr> </table>	s	g	a	o	t	c	p	k	i	ck	n	e	m	u	d	r	<p>Read the common exception words:</p> <p>Reading lilac/pink 1 banded books</p> <p>Blend and read the high frequency words (HFW): a, at, as, is, it, in, an, I, and, on, not</p>	<p>Listening and attention:</p> <ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>Understanding:</p> <ul style="list-style-type: none"> Shows understanding of prepositions Beginning to understand 'why' and 'how' questions. <p>Speaking:</p> <ul style="list-style-type: none"> Can retell a simple past event in correct order Uses talk to connect ideas, explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks Uses a range of tenses Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 	<p>Reading ~ 40-60 Months: Continues a rhyming string. Hears and says the initial sound in words.</p> <ul style="list-style-type: none"> Beginning to discuss lilac band texts and pink band 1. <p>Links to Reading Levels - PM Benchmarking ~ Level 1 Pink 1</p>	<p>Dough disco</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>s</td><td>g</td></tr> <tr><td>a</td><td>o</td></tr> <tr><td>t</td><td>c</td></tr> <tr><td>p</td><td>k</td></tr> <tr><td>i</td><td>ck</td></tr> <tr><td>n</td><td>e</td></tr> <tr><td>m</td><td>u</td></tr> <tr><td>d</td><td>r</td></tr> </table> <p>Lead outs for identified letters</p>	s	g	a	o	t	c	p	k	i	ck	n	e	m	u	d	r
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Autumn 2 EYFS	CVC words	Introduce and learn CVC words <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>h</td><td>x</td></tr> <tr><td>b</td><td>y</td></tr> <tr><td>f</td><td>z</td></tr> <tr><td>ff</td><td>zz</td></tr> <tr><td>l</td><td>qu</td></tr> <tr><td>ll</td><td>ch</td></tr> <tr><td>j</td><td>sh</td></tr> <tr><td>v</td><td>th</td></tr> <tr><td>w</td><td>ng</td></tr> </table>	h	x	b	y	f	z	ff	zz	l	qu	ll	ch	j	sh	v	th	w	ng	Read the HFW words: into, can, so, no, go, to, get, got, the, back, put, his, him Reading pink 2 & 3 banded books	Listening and attention: <ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understanding: <ul style="list-style-type: none"> Shows understanding of prepositions Beginning to understand 'why' and 'how' questions. Speaking: <ul style="list-style-type: none"> Can retell a simple past event in correct order Uses talk to connect ideas, explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks Uses a range of tenses Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 	Reading ~ 40-60 Months: Hears and says the initial sound in words. Begin to segment the sounds in simple words and blend them together and knows which letters represent some of them. • Beginning to discuss pink band 2 & 3 texts. Links to Reading Levels - PM Benchmarking ~ Level 2 Pink 2	Storycise <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>h</td><td>x</td></tr> <tr><td>b</td><td>y</td></tr> <tr><td>f</td><td>z</td></tr> <tr><td>ff</td><td>zz</td></tr> <tr><td>l</td><td>qu</td></tr> <tr><td>ll</td><td></td></tr> <tr><td>j</td><td></td></tr> <tr><td>v</td><td></td></tr> <tr><td>w</td><td></td></tr> </table> Lead outs for identified letters	h	x	b	y	f	z	ff	zz	l	qu	ll		j		v		w	
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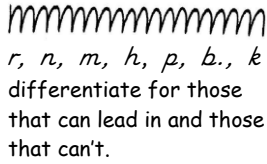
Phonics and Spelling Progression

	Spelling	Phonics	Reading	Communication and Language	Expectations in Spelling	Expectations in Reading	Handwriting letters										
Spring 1 EYFS	<p>Spell the common exception words: the, he, she, we, be, me</p>	<p>Teach new digraphs.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>ai</td><td></td></tr> <tr><td>ee</td><td></td></tr> <tr><td>igh</td><td></td></tr> <tr><td>ow</td><td></td></tr> <tr><td></td><td></td></tr> </table> <p>Read CVC words.</p>	ai		ee		igh		ow				<p>Read the common exception words: the, he, she, we, be, me</p> <p>Reading pink banded 4, 5, 6 & 7 books</p>	<p>Listening and attention:</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. <p>Understanding:</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. <p>Speaking:</p> <ul style="list-style-type: none"> • Exploring the meaning and sounds of new words. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> • Begins to break the flow of speech into words. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> • Literacy ~ Reading ~ 40-60 Months: <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them. To begin to read words and simple sentences.</p> <ul style="list-style-type: none"> • Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode pink band 4, 5, 6 & 7 accurately. <p>Links to Reading Levels - PM Benchmarking ~ Level 3 Red 1</p>	<p>Dough Disco and Funky Fingers</p>
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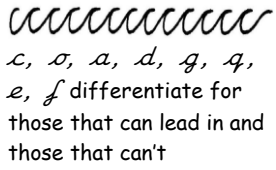
Phonics and Spelling Progression

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Spring 2 EYFS	<p>Revise the spelling of: the, he, she, we, be, me</p> <p>Spell the common exception words: no, go, to, so, was, saw</p>	<p>Learn new phonemes.</p> <table border="1" style="margin-left: 20px;"> <tr><td>oo</td><td>oy</td></tr> <tr><td>oo</td><td>oa</td></tr> <tr><td>ar</td><td>air</td></tr> <tr><td>or</td><td>ear</td></tr> <tr><td>er</td><td>ure</td></tr> <tr><td>ou</td><td></td></tr> </table> <p>Revise all other CVC.</p>	oo	oy	oo	oa	ar	air	or	ear	er	ure	ou		<p>Read the common exception words: no, go, to, was, saw</p> <p>Reading red banded 1, 2, 3 & 4 books</p>	<p>Listening and attention:</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. <p>Understanding:</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. <p>Speaking:</p> <ul style="list-style-type: none"> • Exploring the meaning and sounds of new words. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> • Begins to break the flow of speech into words. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<p>Reading ~ ELG: Children read and understand simple sentences. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode red banded 1, 2, 3 & 4 accurately.</p> <p>Links to Reading Levels - PM Benchmarking ~ Level 5 Red 3</p>	<p>Funky Fingers</p>
oo	oy																		
oo	oa																		
ar	air																		
or	ear																		
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Summer 1 EYFS	<p>Revise the spelling of no, go, to, so, was, saw the, he, she, we, be, me</p> <p>Spell the common exception words: my, you, they, all, are</p> <p>Practise spelling CVCC and CCVC words.</p>	<p>Practise reading CVCC and CCVC words.</p> <p>Discriminate syllables in words.</p>	<p>Read the common exception words: my, you, they, all, are</p> <p>Reading red 5, 6, 7 & 8 banded books</p>	<p>Listening and attention:</p> <ul style="list-style-type: none"> • children listen attentively in a range of situations. • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • They give their attention to what others say and respond appropriately, while engaged in another activity. <p>Understanding:</p> <ul style="list-style-type: none"> • They answer 'how' and 'why' questions about their experiences and in response to stories or events. <p>Speaking:</p> <ul style="list-style-type: none"> • children express themselves effectively, showing awareness of listeners' needs. • They use past, present and future forms accurately when talking about events. 	<ul style="list-style-type: none"> • 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. 	<p>Reading ~ ELG:</p> <p>Children read and understand simple sentences. 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.</p> <p>Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to begin to decode red band 5, 6, 7 & 8 accurately.</p> <p>Links to Reading Levels - PM Benchmarking ~ Level 6 Yellow 1</p>	<p>Jump Ahead 1</p> 

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Summer 2 EYFS	<p>Revise the spelling of: my, you, they, all, are no, go, to, was, saw the, he, she, we, be, me</p> <p>Spell CCVCC and CCCVC words.</p>	<p>Practice reading CCVCC and CCCVC words. Alphabetical order To match upper and lower case letters.</p>	<p>Read the common exception words: my, you, they, all, are no, go, to, was, saw the, he, she, we, be, me</p> <p>Reading yellow 1, 2, 3 & 4 banded books</p> <p>Children to start to record in Reading Journals in Guided Reading time.</p>	<p>Listening and attention:</p> <ul style="list-style-type: none"> children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. <p>Understanding:</p> <ul style="list-style-type: none"> They answer 'how' and 'why' questions about their experiences and in response to stories or events. <p>Speaking:</p> <ul style="list-style-type: none"> children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events. <p>Has achieved ELG</p>	<ul style="list-style-type: none"> 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. <p>Has achieved ELG</p>	<p>Reading ~ ELG: Children read and understand simple sentences. 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.</p> <p>Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to begin to decode yellow 1, 2, 3 & 4 band accurately.</p> <p>Links to Reading Levels - PM Benchmarking ~ Level 6 Yellow 1</p> <p>Has achieved ELG</p>	<p>Jump Ahead 2</p>  <p><i>c, o, a, d, g, q, e, f</i> differentiate for those that can lead in and those that can't</p>

Letters and Sounds from the Primary National Strategy

EYFS Framework

Songs of Sounds by Collins Big Cat

September 2018

Revised September 2021