



# LONGMEADOW PRIMARY SCHOOL'S PHONICS PROGRESSION

*Term by term expectations for attainment*



# Longmeadow Primary School

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## Longmeadow Primary School's Phonics Progression

*Term by term expectations for attainment*

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Phonemic &amp; phonological knowledge, skills and understanding</b></p> <p>(Phase 1 is not intended to be serial but parallel, therefore children will work on phases 1-6 throughout the year. Phase 7 should be completed last in Summer 2.)</p>	<p><b>Phase 1: Environmental sounds</b>  <i>-Interact with adults and peers during play</i>  <i>- extend talk and enrich vocabulary</i>  <i>-Explore sounds different animals make</i>  <i>- answer open ended questions</i>  <i>- use gross motor movements</i>  <i>- experiment and explore sounds that objects make</i>  <i>- use language for a range of purposes (through role-play)</i></p>	<p><b>Phase 1: Instrumental sounds</b>            -explore and learn how sounds can be changed            -make up simple rhythms            -listen to peers as they play music            -children implement adult into independent time (through music)            - explore musical instruments and experiment with sounds.</p>	<p><b>Phase 1: Body percussions-</b>            -experiment with way of making sounds with their bodies.            -create movements to a beat            -re-enact familiar stories            -Talk about the marks and movements that they make</p> <p><b>Voice sounds-</b>            -vocalise sounds during play            - Begin to describe texture            -Use sounds during stories e.g knock at the door.</p>	<p><b>Phase 1: Rhythm and Rhyme</b>            -build a stock of rhymes and songs            -enjoy sharing books            -Listen to rhymes and songs and invent their own.            -replace a word at the end of a familiar rhyme/ song with an invented one.            -freely sing</p>	<p><b>Phase 1: Alliteration</b>            -during play notice and use some alliteration e.g some sizzling sausages            -use adult led resources in independent time            - during story time begin to hear alliteration</p>	<p><b>Phase 1 (7 Aspects)</b>            Oral blending and segmenting            -begin to use sound talk            - vocalise initial phonemes during play            - talk aloud when writing/mark making</p>
<p><b>Morphemic &amp; morphological knowledge, skills and understanding</b></p>	<p>- s</p>					



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonemic &amp; phonological knowledge, skills and understanding</b>	<p><b>Phase 2</b> Knows most of these GPCs for blending and segmenting: 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 Segments to spell 1 syllable decodable words. Orally blends and segments cvc words.</p> <p>Reads HFW: l, go, no, to, the</p> <p>Reads and spells VC HFW: if, am, on, up and non-words e gip, ug, ock (can be spelt with magnetic letters).</p>	<p><b>Phase 3</b> Knows most of these GPCs for blending and segmenting: Set 7: y, z, zz, qu Set 6: j, v, w, x Spells 1 syllable decodable &amp; HF words.</p> <p>Knows letter names.</p> <p>Reads HFW: he, me, be</p> <p>Spells phase 2 HFW: the, to &amp; decodable HFW: a, an, as, at, back, big, but, can, get, got, in, is, it, mum, not, of.</p>	<p><b>Phase 3</b> Knows most of these GPCs for blending and segmenting: ch, sh, th, ng</p> <p>Spells 1 syllable words (eg: chip, shop, thing).</p> <p>Reads HFW: she, they</p> <p>Spells Ph2 HFW: and, dad, had, off, him, his</p>	<p><b>Phase 3</b> Knows most of these GPCs for blending and segmenting: er, ear, air, ure, ur, ow, oi, oo, ar, or, ai, ee, igh, oa</p> <p>Segments to spell 2 syllable decodable &amp; HFWs (eg: going, tonight, longer, thicker, farmer, chickens, farmyard, quacking, wicked, poison)</p> <p>Reads HFW: her, we, are, you, all, was, my</p> <p>Spells Ph 2 HFW: no, go, into, put</p>	<p><b>Phase 4</b> Knows <u>all</u> of the preceding GPCs &amp; PGCs.</p> <p>Reads and spells polysyllabic words including those with adjacent consonants at the beginning and/or end of words (eg: went, it's, help, just, standing)</p> <p>Segments to spell 3 syllable decodable &amp; HFWs (eg: thundering, twisting)</p> <p>Reads HFW: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p>Spells next 24 HFW (Ph3) incl: down, for, look, now, see, that, them, then, this, too, with, will, he, she, me, be, was, you, they, all, are, my, her</p>	<p><b>Phase 4</b> Reads and spells phonically decodable 2 and 3 syllable words eg sunset, farmyard, desktop, children, thundering, softest, melting, helper</p> <p>Many CE/tricky words spelt correctly. (Spelling 1<sup>st</sup> 50 HFWs accurately).</p> <p>Knows all main GPCs and PGCs for the 42+ phonemes including letter names, when segmenting to spell.</p>
<b>Morphemic &amp; morphological knowledge, skills and understanding</b>	-s		- ing, -s	Reads and spells words with some endings eg: s, er, ing		



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Phonemic &amp; phonological knowledge, skills and understanding</b></p>	<p><b>Phase 4</b> Recap phase 4 including: uses letter names, to avoid ambiguity eg securing consonant digraphs – ff, -ll, -zz, -ss, -ck; confusable sounds in adjacent consonants – nk; alternative spelling for k (spelt k as well as c). Reads new phoneme /zh/ as in treasure.</p> <p><b>Phase 5</b> ay/a-e eg day/made ea/ee eg meat/these ie/i-e eg tie/like oe/o-e eg toe/home</p> <p>Spells CEW/HFWs: said, so, have, like</p> <p>Reads CEW/more 100 HFW: oh, their, people</p> <p><i>Read and write sentences.</i></p>	<p><b>Phase 5</b> ue/u-e eg blue/rule ew/u-e eg new/tube oy eg boy ire g girl ou eg out aw eg saw au eg author wh eg when ph eg phonics</p> <p>Spells CEW/HFW: some, come, were, there</p> <p>Reads CEW/more 100 HFW: Mr, Mrs, looked, called, asked, could</p> <p><i>Read and write sentences.</i></p>	<p><b>Phase 5</b> Uses letter names to try long and short vowel GPCs /PGCs (eg bed/he) Tries knowledge of alternative GOCs and oral language comprehension to see if reading and spellings look and sound right. e (get/she) i (fin/I'm) o (on/old) er (sister/her) a (hat/was) c (cat/once)</p> <p>Spells CEW/HFW: little, one, do</p> <p>Reads CEW/many of 200 HFW: water, where, who, again, thought, through, work, mouse</p> <p><i>Read and write sentences.</i></p>	<p><b>Phase 5</b> Uses letter names to try long and short vowel GPCs /PGCs (eg bed/he) Tries knowledge of alternative GOCs and oral language comprehension to see if reading and spellings look and sound right. u (but/put and pull/push) ow (cow/blow) ie (tie/field) ea (eat/bread) y (yes/very) ch (chin) ou (out/could)</p> <p>Spells CEW/HFW: when, what, out</p> <p>Reads CEW/many of 200 HFW: many, laughed, because, different, any, eyes, friends, once, please.</p> <p><i>Read and write sentences.</i></p>	<p><b>Phase 5</b> Reads and spells: ch/tch (chip/fetch) v/ve (vet/live)</p> <p>Consolidates: /n/ sound spelt n before k eg think /k/ sound spelt k before e, i &amp; y eg sketch, kit /a:/ sound spelt ar eg car/ask</p> <p>Reads CEW/HFW &amp; MFW: consolidates fluent, automatic, recognition of 1<sup>st</sup> 100 HFW and reads more of the next 200 words.</p> <p><i>Read and write sentences.</i></p>	<p><b>Phase 5</b> Makes 'best bet' decisions between PGCs already taught (knows several ways of spelling the 20 vowel phonemes and 25 consonant phonemes)</p> <p>- short vowel sound: e, ea; o, a; oo, u - long vowel sound; ai, ay, a-e, ee, ea, e-e, y, ie, igh, i-e, y, oa, oe, o-e, ow, oo, ue, u-e, ew, or, aw, au, ore, ow, ou, oi, oy - 'R controlled' ar, ur, er, ir, ear, ere, air, ear, are, ure</p> <p>Notices and uses spelling of unstressed syllable in polysyllabic words (eg pocket, thunder)</p> <p>Spells CEW/HFW: oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p><i>Writing simple dictations.</i></p>
<p><b>Morphemic &amp; morphological knowledge, skills and understanding</b></p>	<p>Spells words with pre/suffixes where <b>no</b> change is needed to the root word. un, s, es, er, est, ing, ed, y Reads these words both with <b>and</b> without changes to the root.</p>					



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonemic &amp; phonological knowledge, skills and understanding</b>	<p><b>Phase 5- revision on grapheme-phoneme</b></p> <p>ai/ee/igh/oa/oo(y)/oo/- alternative spellings for the phonemes</p> <p>/ar/air/or/ur/oo/ alternative spellings for the phonemes</p> <p>/ch/j/m/n/r/s/z/u/i/ear/ alternative spellings for the phonemes</p>	<p>ea eg great/break s eg television/treasure are g car/towards or eg world/worth a eg want/quantity</p> <p>Spells CEW: 1<sup>st</sup> 25 HFW and 1<sup>st</sup> 50 MFW</p>	<p>ey eg donkey/chimney o eg other/nothing a eg walk/always y eg cry/reply</p> <p>Spells CEW: 1<sup>st</sup> 50 HFW and 1<sup>st</sup> 100 MFW</p> <p><i>Writing simple dictations.</i></p>	<p>-le, -el, -al, -il, eg middle, tinsel, animal, pencil - wr eg write, written, wrote - kn and gn eg knock and gnat</p> <p>Spells CEW: 1<sup>st</sup> 75 HFW and 1<sup>st</sup> 150 MFW</p> <p><i>Writing simple dictations.</i></p>	<p>c eg city and fancy g, ge, and dge eg giant, huge, fudge</p> <p>Spells CEW: 1<sup>st</sup> 100 HFW and 1<sup>st</sup> 200 MFW</p> <p><i>Writing simple dictations.</i></p>	<p>Homophones and near homophones eg there/their/they're and accept/except ect</p> <p>Uses spelling patterns, rules and mnemonics for accuracy and for fluent decoding of new words.</p> <p>Spells CEW: 1<sup>st</sup> 100 HFW and 1<sup>st</sup> 200 MFW</p>
<b>Morphemic &amp; morphological knowledge, skills and understanding</b>	<p>Words with endings where change is needed to the root word by: adding -s, -es, -er -est, -ing, -ed</p>		<p>Words with endings where change is needed to the root word by: adding to nouns and verbs ending in -e (adds y eg shine – shiny)</p>	<p>Words ending in -tion, &amp; the suffixes -ment, -ness, -ful, -less, and -ly</p>	<p>Uses contractions</p>	<p>Uses possessive apostrophe (singular nouns)</p>