



## St Mary's Catholic Primary School and Nursery

### Progression of Phonics Knowledge Skills and Concepts

Nursery	Reception	Year 1	Year 2	End of Key Stage 1
<p><b>Pre-reception Phase 1</b></p> <p>Using exploration of setting, places, objects to discover initial sounds. (environmental sounds, instrumental sounds).</p> <p>Use books (wordless and print), puppets, objects to hear sounds as adult segments.</p> <p>Become aware of sounds around them (nature walks, classroom, outside etc).</p> <p>Copy sounds they can hear.</p> <p>Make collections of objects with same initial sound.</p> <p>Talk about initial sounds they can hear.</p> <p>Begin to recognise initial sounds.</p>	<p><b>Phase 2 - (words in bold, common exception words)</b></p> <p><b>Set 1:</b> s, a, t, p</p> <p><b>Set 2:</b> i, n, m, d</p> <p><b>Set 3:</b> g, o, c, k, to</p> <p><b>Set 4:</b> ck, e, u, r, <b>the, no, go</b></p> <p><b>Set 5:</b> h, b, f, ff l, ll, ss l, <b>into, her</b></p> <p><b>Phase 3 (words in bold, common exception words)</b></p> <p><b>Set 6:</b> j, v, w, x, <b>me, be</b></p> <p><b>Set 7:</b> y, z, zz, qu, <b>he, my, by, she</b></p> <p><b>Set 8: consonant digraph:</b> ch, sh, th, ng, <b>they</b></p> <p><b>Set 9: vowel digraphs:</b> ai, ee, igh, oa oo (long), oo (short), <b>we, are</b></p>	<p><b>Phase 3 (revisit)</b></p> <p><b>Set 6:</b> j, v, w, x, <b>me, be</b></p> <p><b>Set 7:</b> y, z, zz, qu, <b>he, my, by, she</b></p> <p><b>Set 8: consonant digraph:</b> ch, sh, th, ng, <b>they</b></p> <p><b>Set 9: vowel digraphs:</b> ai, ee, igh, oa oo (long), oo (short), <b>we, are</b></p> <p><b>Set 10:</b> ar, or, ur, ow, oi, <b>you</b></p> <p><b>Set 11:</b> ear, air, <b>ure, er, all, was, give, live</b></p> <p><b>Phase 4: consolidation (words in bold, common exception words)</b></p> <p>Represent each of the</p> <p><b>said, have, like, so, do,</b></p>	<p><b>Phase 5: Revise (words in bold, common exception words)</b></p> <p><b>Set 13: zh, wh, f, ff (revise) ph</b></p> <p><b>Set 14:</b> ai (revise) ay, a-e, igh, ey, ei</p> <p><b>Set 15:</b> ee (revise) ea, e-e, ie, ey, y (long e)</p> <p><b>Set 16:</b> igh (reivse) ie, -e, y, l (long i)</p> <p><b>Set 17:</b> oa (revise) ow, o-e, o, oe</p> <p><b>Set 18:</b> oo (short) ew, ue, u-e, u, oul</p> <p><b>Set 19: or (revise) aw, au, al</b></p> <p><b>Set 20:</b> ur, er (revise), ir, ear</p> <p><b>Set 21:</b> ow (revise) ou, oi(revise) oy</p>	<p>To be able to apply all grapheme-phoneme correspondents to their reading and writing.</p> <p>To confidently segment and blend unfamiliar words without hesitation or compromising their fluency and understanding.</p> <p>Read accurately most words of two or more syllables.</p> <p>Read most words containing common suffixes.</p> <p>Read most common exception words.</p> <p>Read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</p>



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<p>Build awareness that words can be broken up into sounds.</p> <p>Practice oral blending.</p> <p>Choose the correct object when hearing the word broken into single sounds.</p> <p>Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</p> <p>Segment CVC and VC words into their individual sounds.</p> <p>Start to blend the sounds of longer words.</p> <p>Identify how many sounds are in a CVC or VC word.</p>	<p><b>Set 10:</b> ar, or, ur, ow, oi <b>you</b></p> <p><b>Set 11:</b> ear, air, er, <b>all, was, give, live</b></p> <p><b>Phase 4: consolidation (words in bold, common exception words)</b></p> <p>Represent each of the</p> <p><b>said, have, like, so, do, some, come, were,</b></p> <p><b>there, little, one, when, out, what</b></p>	<p><b>some, come, were,</b></p> <p><b>there, little, one, when, out, what</b></p> <p><b>Phase 5: (words in bold, common exception words)</b></p> <p><b>Set 13: zh, wh, f, ff (revise), ph</b></p> <p><b>Set 14:</b> ai (revise) ay, a-e, eigh, ey, ei</p> <p><b>Set 15:</b> ee (revise) ea, e-e, ie, ey, y (long e)</p> <p><b>Set 16:</b> igh (revise) ie, -e, y, l (long i)</p> <p><b>Set 17:</b> oa (revise) ow, o-e, o, oe</p> <p><b>Set 18:</b> oo (short) ew, ue, u-e, u, oul</p> <p><b>Set 19: or (revise),</b> aw, au, al</p>	<p><b>Set 22:</b> ear (revise) ere, eer, air(revise), are, ear</p> <p><b>Set 23:</b> c (revise), c, k, ck, ch</p> <p><b>Set 24:</b> s (revise), c, ce, c(i), c(y), sc, stl</p> <p><b>Set 25:</b> j (revise), g, ge, dge</p> <p><b>Set 26:</b> l (revise), le, m (revise), mb, n (revise), kn, gn, r (revise), wr</p> <p><b>Set 27:</b> ch (revise), tch, sh (revise) ch, e (ea), zh (s), w/a (o -wash), u (o- some)</p> <p><b>Phase 6</b></p> <p>Suffix ending (a morpheme)</p> <ul style="list-style-type: none"> <li>- ing</li> <li>- ed</li> </ul> <p>Suffix ending split digraph:</p> <ul style="list-style-type: none"> <li>- Silent e, ing, ed</li> </ul> <p>Suffix ending as plural morpheme:</p> <ul style="list-style-type: none"> <li>- s</li> </ul>	<p>Sound out most unfamiliar words accurately, without undue hesitation.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>Spell most common exception words correctly.</p> <p>Build awareness that words can be broken up into sounds.</p> <p>Practice oral blending.</p> <p>Choose the correct object when hearing the word broken into single sounds.</p>
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		<p><b>Set 20:</b> ur, er (revise), ir, ear</p> <p><b>Set 21:</b> ow (revise) ou, oi(revise) oy</p> <p><b>Set 22:</b> ear (revise) ere, eer, air(revise), are, ear</p> <p><b>Set 23:</b> c (revise), c, k, ck, ch</p> <p><b>Set 24:</b> s (revise), c, ce, c(i), c(y), sc, stl</p> <p><b>Set 25:</b> j (revise), g, ge, dge</p> <p><b>Set 26:</b> l (revise), le, m (revise), mb, n (revise), kn, gn, r (revise), wr</p> <p><b>Set 27:</b> ch (revise), tch, sh (revise) ch, e (ea), zh (s), w/a (o -wash), u (o- some)</p>	<p>- es (after ss, x) - es (after ch, sh, tch)</p> <p>Prefix - 're - un</p> <p>Prefix, root and suffix.</p>	
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For pupils who have not passed phonics test, booster groups, homework and interventions, will be ongoing, reflecting the phase they are working at to move them on in their learning.