**Fairfield Primary School Phonics – using Letters and Sounds**

**Phonics Progression Timetable**

**Continue with Phase 1 activities throughout.**

**Reception:**

**Phase 2:**

|  |  |  |
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| **Week** | **Sounds** | **High Frequency Words** |
| Week 1 | Assess ability to orally blend and segment (using materials from Letters and Sounds, pages 203 – 205) | |
| Week 2 | s, a, t, p |  |
| Week 3 | l, m, n, d | is, it, in, at |
| Week 4 | g, o, c, k | and |
| Week 5 | ck, e, u, r | and, the, to |
| Week 6 | h, b, f/ff, l/ll, ss | no, go, I |
| Week 7 | Recap all sounds | Recap all words |
| Week 8 | Assess\* | Assess |

\*Using non-words and materials suggested on pages 206-207, Letters and Sounds

**Phase 3:**

|  |  |  |
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| **Week** | **Sounds** | **High Frequency Words** |
| Week 1 | j, v, w, x | Recap words already learnt |
| Week 2 | y, z, qu | he, she |
| Week 3 | sh, ch, th, ng | we, me, be |
| Week 4 | ai, ee, igh, oa | was, my |
| Week 5 | oo, ar, or | no, go |
| Week 6 | ur , ow, oi | you |
| Week 7 | ear, air, ure | they |
| Week 8 | er | her |
| Week 9 | Recap all sounds | Recap all words |
| Week 10 | Assess\* | Assess |

\*Using non-words and materials suggested on pages 206-207, Letters and Sounds

During phase 3, children are taught letter names alongside the letter sounds.

**Phase 4:**

**Each week, children will also always practise reading and writing simple sentences, and practise reading and learning to spell tricky words/high frequency words.**

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| --- | --- | --- |
| **Week** | **Sounds** | **High Frequency Words** |
| Week 1 | Practise segmenting and blending using all sounds. Reading and spelling of CVC words. Reading of CVCC words. | said, so (practise reading these)  he, she, we, me, be (learning to spell these) |
| Week 2 | Practise segmenting and blending using all sounds. Reading and spelling of CVC words. Reading of CVCC words | have, like, some, come (practise reading these)  was, you (learning to spell these) |
| Week 3 | Practise segmenting and blending using all sounds. Reading and spelling of words with adjacent consonants. | were, there, little, one (practise reading these)  they, all, are (learning to spell these) |
| Week 4 | Practise segmenting and blending using all sounds. Reading and spelling of words with adjacent consonants. | do, when out, what (practise reading these)  my, her (learning to spell these) |
| Week 5 | Assess – using graphemes learnt to date.  Plan intervention groups for support/challenge as required | Assess (**reading** of all, **spelling** of: he, she, we, me, be, was, you, they, all, are, my, her) |
| Weeks 6 - 10 | Continue with whole class sessions – recap all sounds learnt. Focus groups to complete additional intervention to tackle gaps in phonic knowledge. |  |
| Week 11 | Re-assess to check impact of intervention.\* | Re-assess to check impact of intervention. |

\*Use an actual phonics screening check. Expectation that all children will attempt first 20 words. If children are capable, try extending them with the next 20. However, remember that this test will also contain aspects of Phase 5 which the children will not have been covered.

**Total of 28 weeks covering phases 2, 3 and 4**

This leaves a further 10 weeks for consolidation before end of Reception

**Year One Phonics Progression**

**Continue to revisit phase two, three and four, alongside teaching phase five.**

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| --- | --- | --- | --- |
| Week | Sound | High Frequency words to be read | High Frequency words to be spelled |
| Week 1 | ay (day), ou (out), ie (tie),  ea (eat) | oh, their, people |  |
| Week 2 | oy (boy), ir (girl), ue (blue),  aw (saw) | Mr, Mrs, looked,  called, asked |  |
| Week 3 | wh (when), ph (Photo),  ew (new), oe (toe), au (Paul) |  | said, so, have, like |
| Week 4 | a-e (make), e-e (these),  i-e(like), o-e (home), u-e(rule),  zh (treasure) |  | some, come, were, there |

Alongside the phase 5 graphemes for reading, phase 2 and 3 will be revisited

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Sound | Words to be read | Words to be spelled |
| Week 5 | Alternative pronunciation of graphemes  i (fin, find)  o (hot, cold)  c (cat, cent)  g (got, giant) |  | little, one, do when,  what, out |
| Week 6 | ow (cow, blow)  ie (tie, field)  ea (eat, bread)  er (farmer, her) | water, where, who,  again,  friends, once, thought, through, work, mouse, |  |
| Week 7  (assessment) | a (hat, what)  y (yes, by, very)  ch (chin, school, chef)  ou (out, shoulder, could, you) | many, laughed, because, different, any, eyes, please |  |

There are 16 high frequency words that are left to be decoded which rely on phase 5 teaching.

These are: **don’t, day, hear, old, house, made, saw, I’m, about, came, very, by, your, make, time**

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| --- | --- | --- | --- |
| Week | Sound | Words to be read | Words to be spelled |
| Week 8 - 30 | Practise recognition and recall of graphemes and different  pronunciations of graphemes as they are learned  – Teach alternative spellings of phonemes for spelling  – Practise reading and spelling words with adjacent consonants and  words with newly learned graphemes  – Teach spelling the words oh, their, people, Mr, Mrs, looked,  called, asked  – Practise reading and spelling high-frequency words  – Practise reading and spelling polysyllabic words  – Practise reading sentences  – Practise writing sentences | | |

**(Assessments will take place every half term and collated in a shared area for reception, year one and two.)**

See Letters and Sounds for resources and teaching ideas.

Staff will on the whole, follow lesson plans from phonicsplay.co.uk which adheres to Letters and Sounds teaching sequence and timings.

By the end of Phase Five children should:

■ give the sound when shown any grapheme that has been taught;

■ for any given sound, write the common graphemes;

■ apply phonic knowledge and skill as the prime approach to reading and spelling

unfamiliar words that are not completely decodable;

■ read and spell phonically decodable two-syllable and three-syllable words;

■ read automatically all the words in the list of 100 high-frequency words;

■ accurately spell most of the words in the list of 100 high-frequency words;

■ form each letter correctly.

**Year Two Phonics progression**

Children will follow phase 6 of letters and sounds to continue to teach reading.

Spelling has a high focus in this stage and children will be taught to spell longer words, words with suffixes and past tense verbs.

Children will be expected to apply their spelling knowledge to their written work.

Children should be taught to use dictionaries to check their spellings.

(See Letters and Sounds for detail.)