

## Primary Phonics Skills and Knowledge Progression - Long-Term Planning

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	<b>Nursery Phonics Skills:</b> To be able to develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> To be able to fred talk and orally blend sounds in words. To recognise some sounds.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	<b>Reception Phonics Skills:</b> To be able to blend sounds into words, so that they can read short words made up of known letter- sound correspondences. To be able to read some letter groups that each represent one sound and say sounds for them. To be able to read a few common exception words matched to the school's phonic programme. To be able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.					
	<b>Expected progress-</b> Read single-letter Set 1 sounds	<b>Expected progress-</b> Read all Set 1 sounds; blend sounds into words orally	<b>Expected progress-</b> Blend sounds to read words; read short Ditty stories	<b>Expected progress-</b> Read Red Storybooks	<b>Expected progress-</b> Read Green Storybooks; read some Set 2 sounds	<b>Expected progress-</b> Read Green or Purple Storybooks
Year 1	<b>Year 1 Phonics Skills:</b> To be able to apply phonic knowledge and skills as the route to decode words To be able to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes					

	<p>To be able to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>To be able to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs</p> <p>To be able to read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>To be able to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>					
	<p><b>Expected progress-</b></p> <p>Read Purple Storybooks; read some Set 2 sounds</p>	<p><b>Expected progress-</b></p> <p>Read Pink Storybooks; read all Set 2 sounds</p>	<p><b>Expected progress-</b></p> <p>Read Orange Storybooks; read some Set 3 sounds</p>	<p><b>Expected progress-</b></p> <p>Read Yellow Storybooks</p>	<p><b>Expected progress-</b></p> <p>Read Yellow Storybooks; read all of Set 3 sounds</p>	<p><b>Expected progress-</b></p> <p>Read Blue Storybooks</p>
<p>Year 2</p>	<p><b>Year 2 Phonics Skills:</b></p> <p>To be able to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>To be able to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To be able to read accurately words of two or more syllables that contain the same graphemes as above</p> <p>To be able to read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>To be able to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>To be able to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>					
	<p><b>Expected progress-</b></p> <p>Read Blue Storybooks with increasing fluency and comprehension</p>	<p><b>Expected progress-</b></p> <p>Read Grey Storybooks</p>	<p><b>Expected progress-</b></p> <p>Read Grey Storybooks with fluency and comprehension</p>	<p><b>Expected progress-</b></p> <p>Access Literacy</p>	<p><b>Expected progress-</b></p> <p>Access Literacy</p>	<p><b>Expected progress-</b></p> <p>Access Literacy</p>