



# TAUNTON HUB

## PROGRESSION OF PHONICS

Phase	Knowledge and Skills	High Frequency Words Decodable Tricky
<p><b>Phase 1</b> <b>Reception Autumn 1</b></p> <p>The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they see, hear and do.</p>	<p>This phase is split into 7 aspects that are explored and developed through games.</p> <p><b>Aspect 1:</b> General sound discrimination - environmental sounds</p> <p><b>Aspect 2:</b> General sound discrimination - instrumental sounds</p> <p><b>Aspect 3:</b> General sound discrimination - body percussion</p> <p><b>Aspect 4:</b> Rhythm and rhyme</p> <p><b>Aspect 5:</b> Alliteration</p> <p><b>Aspect 6:</b> Voice sounds</p> <p><b>Aspect 7:</b> Oral blending and segmenting</p>	<p>N/A</p>
<p><b>Phase 2</b> <b>Reception Autumn 1 and 2</b></p> <p>The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters.</p> <ul style="list-style-type: none"> <li>Read and spell VC and CVC words</li> <li>Read two-syllable words and simple captions</li> </ul>	<p><b>Simple Graphemes for Phonemes</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/ /c/ as 'k'</p> <p><b>Set 4:</b> /c/ as 'ck' /e/ /u/ /r/</p> <p><b>Set 5:</b> /h/ /b/ /f/ /f/ as 'ff' /l/ /l/ as 'll' /s/ as 'ss'</p>	<p>a an as at if in is it of off on can dad had back and get big him his not got up mum but</p> <p><b>the to I no go into</b></p>
<p><b>Phase 3</b> <b>Reception Spring 1 and 2</b></p> <p>The purpose of this phase is to consolidate and refine skills and teach another 25 graphemes so that the children can represent each of the phonemes with a grapheme.</p> <ul style="list-style-type: none"> <li>Read and spell CVC words with digraphs and trigraphs</li> <li>Read and spell simple sentences</li> <li>Write letters correctly when given an example to copy</li> </ul>	<p><b>Remaining Phonemes</b></p> <p><b>Set 6:</b> /j/ /v/ /w/ /x/</p> <p><b>Set 7:</b> /y/ /z/ /z/ as 'zz' /qu/</p> <p><b>Consonant digraphs:</b> /ch/ /sh/ Soft /th/ Hard /th/ /ng/</p> <p><b>Vowel digraphs:</b> /ai/ /ee/ /oa/ Long /oo/ Short /oo/ /ar/ /or/ /ur/ /ow/ /oi/ Schwa /er/</p> <p><b>Vowel trigraphs:</b> /igh/ /ear/ /air/ /ure/</p>	<p>will that this then them with see for now down look too</p> <p><b>he she we me be was you they all are my her</b></p>

<div><h2>Phase 4</h2><h3>Reception Summer 1 and 2</h3><p>The purpose of this phase is to consolidate children's knowledge of graphemes.</p><ul style="list-style-type: none"><li>• Read and spell words with adjacent consonants</li><li>• Read and spell polysyllabic words</li><li>• Blend confidently</li><li>• Starting to read words from sight</li><li>• Write most letters correctly</li></ul></div>	<div><h3>Adjacent Consonants</h3><p><b>Simple CVCC:</b> _ft    _ld    _lf    _lk    _lp    _lt    _mp    _nd    _nk    _nt    _sk _st    _ct    _pt    _xt</p><p><b>More CVCC:</b> Consonant digraph    Vowel digraph    Polysyllabic</p><p><b>Simple CCVC:</b> bl_    br_    cl_    cr_    dr_    fl_    fr_    gl_    gr_    pl_    pr_ sc_    sk_    sm_    sn_    sp_    st_    sw_    tr_    tw_</p><p><b>More CCVC:</b> Consonant digraph    Vowel digraph    Polysyllabic</p><p><b>CCVCC:</b> bl_    br_    cl_    cr_    dr_    fl_    fr_    gl_    gr_    pl_    pr_    sc_ sl_    sp_    st_    sw_    tr_    tw_    spr_    str_    shr_    _nch    Polysyllabic</p></div>	<p>went it's from children just help</p> <p>said have like so do some come were there little one when out what</p>
<div><h2>Phase 5a</h2><h3>Year 1</h3><p>The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for the graphemes they already know.</p><ul style="list-style-type: none"><li>• Decode digraphs and trigraphs quickly</li><li>• Choose appropriate graphemes to represent phonemes</li><li>• Build word-specific knowledge of the spellings of words</li></ul></div>	<div><h3>New Graphemes</h3><p><b>More Consonant Graphemes:</b> /w/ as 'wh'    /f/ as 'ph'</p><p><b>More Vowel Graphemes:</b> /ai/ as 'ay'    /ee/ as 'ea'    /ee/ as 'ey'    /igh/ as 'ie' /oa/ as 'oe'    Long /oo/ as 'ue'    Long (y)/oo/ as 'ue'    Long /oo/ as 'ew' Long (y)/oo/ as 'ew'    /or/ as 'aw'    /or/ as 'au'    /or/ as 'augh'    /ow/ as 'ou' /oi/ as 'oy'    /ur/ as 'ir'</p><p><b>Split digraphs:</b> /ai/ as 'a_e'    /ee/ as 'e_e'    /igh/ as i_e    /oa/ as o_e Long /oo/ as 'u_e'    Long (y)/oo/ as 'u_e'</p></div>	<p>don't old I'm by time house about your day made came make here saw very put</p> <p>oh their people Mr Mrs looked called asked could</p>

<p><b>Phase 5b</b> Year 1 Spring Term</p>	<p><b>Alternative Pronunciations for Known Graphemes</b></p> <p><b>Other sounds for vowel graphemes:</b>  <b>a</b> - /ai/ as 'a'    /ar/ as 'a'    /o/ as 'a'  <b>e</b> - /ee/ as 'e'  <b>i</b> - /igh/ as 'i'  <b>o</b> - /oa/ as 'o'  <b>u</b> - Short /oo/ as 'u'    Long /oo/ as 'u'    Long (y)/oo/ as 'u'  <b>y</b> - /ee/ as 'y'    /igh/ as 'y'    /i/ as 'y'  <b>ea</b> - /e/ as 'ea'    <b>ey</b> - /ai/ as 'ey'    <b>ie</b> - /ee/ as 'ie'    <b>ow</b> - /oa/ as 'ow'  <b>ou</b> - Long /oo/ as 'ou'    /oa/ as 'ou'    <b>er</b> - /ur/ as 'er'</p> <p><b>Other sounds for consonant graphemes:</b>  <b>f</b> - /f/ as 'gh'  <b>Soft c</b> - /s/ as 'c'  <b>Soft g</b> - /j/ as 'g'  <b>ch</b> - /c/ as 'ch'    /sh/ as 'ch'</p>	
<p><b>Phase 5c</b> Year 1 Summer 1</p> <p>Summer 2</p> <ul style="list-style-type: none"> <li>Consolidation of prior learning to be ready for phonics Screening (June)</li> </ul>	<p><b>Alternative Spellings For Phonemes</b></p> <p><b>Other spellings for vowel phonemes:</b>  /ai/ as 'eigh'    Short /oo/ as 'oul'    /u/ as 'o'    /air/ as 'ere'    /air/ as 'ear'  /air/ as 'are'    /ar/ as 'al'    /ear/ as 'ere'    /ear/ as 'eer'    /or/ as 'al'    /or/ as 'our'  /ur/ as 'ear'    /ur/ as 'or'</p> <p><b>Other spellings for consonant phonemes:</b>  /j/ as 'dge'    /m/ as 'mb'    /n/ as 'gn'    /n/ as 'kn'    /r/ as 'wr'    /s/ as 'st'  /s/ as 'se'    /z/ as 'se'    /ch/ as 'tch'    /sh/ as 'ci'    /sh/ as 'ti'  /sh/ as 's'    /sh/ as 'ssi'</p> <p><b>New phoneme:</b> /zh/ as 's'</p>	

## Phase 6

### Year 2 (throughout the year)

By the beginning of Phase Six, children should know most of the common GPCs. They should be able to read hundreds of words, doing this in three ways:

- Reading the words automatically if they are very familiar
- Decoding them quickly and silently because their sounding and blending routine is now well established
- Decoding them aloud

**Double Consonants:** /t/ as 'tt' /p/ as 'pp' /n/ as 'nn' /m/ as 'mm' /d/ as 'dd'  
/g/ as 'gg' /r/ as 'rr' /b/ as 'bb'

**Suffixes:** -s -es -ing -ed -ful -er -est -ly -ment -ness -y

## Extension

These are the spelling patterns for the children that are confident and ready to move on.

/b/ as 'bu'  
/c/ as 'qu' /c/ as 'que'  
/g/ as 'gh' /g/ as 'gu' /g/ as 'gue'  
/h/ as 'wh'  
/m/ as 'mn'  
/r/ as 'rh'  
/s/ as 'sc'  
/s/ as 'ce'  
/v/ as 've'  
/w/ as 'u'  
/z/ as 'ze'  
/ch/ as 'ture'  
/sh/ as 'sci'  
/ngk/ as 'nk'  
/zh/ as 'ge' /zh/ as 'si'

/u/ as 'ou' /u/ as 'ough' /u/ as 'our'  
/u/ as 're'  
/ai/ as 'ae' /ai/ as 'ea' /ai/ as 'ei'  
/oa/ as 'ough' /oa/ as 'eau'  
Long /oo/ as 'o' Long /oo/ as 'ough'  
Long /oo/ as 'ui'  
Long (y)/oo/ as 'eu'  
/ow/ as 'ough'  
/or/ as 'oar' /or/ as 'oor' /or/ as 'ough'  
/or/ as 'ar' /or/ as 'a' /or/ as 'ore'  
/ear/ as 'ier'  
Alternatives for the Schwa phoneme