

Hollinswood Primary School and Nursery

Progression in Phonics



This has been adapted from the Bug Club Schedule of Assessment as documented in the Teacher Handbooks. This document highlights expected progress grid and provided teachers with a 'what to teach when' guidance. Not all pupils will progress at this rate. Assessments beginning from Autumn 1 will be used to inform the delivery of phonics sessions. Some children may progress at a faster or slower rate, but this is the expected progress rate and pace of teaching for most pupils.

Assessment key:

100% mastered

80% + expected.

60 – 79% emerging – requires catch up

Below 60 % developing – requires 1-1 intervention

Pre School

Before beginning the programme it is useful for children to do some preparatory work on print conventions, letter knowledge and whiteboard use. The following table itemises what the children should have experience of and suggests ways of giving them this experience (competences in italic are optional) before they start their Reception year.

Competence	Teaching solution
<p>Have experience of activities to develop phonological awareness (Phase 1)</p>	<ul style="list-style-type: none"> • To develop children’s ability to listen to and identify phonological awareness (Phase 1) everyday sounds, play listening games. Provide sequences of sounds for them to remember and to say the location of a particular sound – e.g. the ringing doorbell was the first sound, the barking dog was the second sound etc. Developing listening skills leads to an awareness of phonemes and syllables. • To focus the children’s attention on the structure of words and to develop their familiarity with rhyme and rhythm, provide opportunities to sing songs, nursery rhymes, in-gles, raps with music and movement, and skipping games. Collect objects or pictures that rhyme, asking the children to name each object and talk about the rhymes. • To encourage children to focus on alliteration and initial (onset) sounds, put out objects and pictures and play ‘I spy’. Ask the children to think of words beginning with the same sounds – e.g. man, mop, mummy. • To develop an awareness that language consists of words and sentences, children can play games with spoken sentences of different lengths – e.g. for each sentence, one child comes out to stand at the front for each word. • How many children (words) make up the sentence? Can other children generate a new sentence with the same number of words? • To help children identify rhythm in words (syllables), ask them to use their bodies to act out the syllable beats in a word – e.g. by marching or clapping in time. Progress to asking children to tap the number of syllables in their names and other words, such as Sunday, sunshine, teapot, bathtub, tiptoe. • To practise oral blending, segment words into phonemes and then say the whole word. For example, say to the children, “Tap your h-ea-d, head.” • To practise oral segmentation, introduce the children to a puppet who can only understand sound-talk. For example, ask the puppet what he or she would like to do. The puppet whispers in the teacher’s ear, and the teacher repeats “h-o-p”, and then says

	“hop”. Ask the children to see if they can speak in puppet-talk. Get them to say “h-o-p” to the puppet, who responds by hopping up and down.
Have experience of the conventions of print and the vocabulary of reading, i.e.: Use positional words left-to-right directionality top-to-bottom directionality words are made up of letters spaces are used between words use of lower- and uppercase letters punctuation positional words (see right) illustrations.	Read stories with the children, pointing out and discussing the conventions of print. such as page, top, bottom, start, beginning, end, first, middle, last, right, left.
Know about alphabetic order (if teaching letter names). Match lowercase letter names to print. Be familiar with the interactive screen	Select the lowercase version of the Magnetic Board and use it to introduce the children to the alphabet. Read the names in order as you point to the letters. Select the Alphabet song button. Play the lowercase version of the Alphabet song with voice accompaniment, and as the children become familiar with it over a few days, encourage them to join in. Tell the children that they are learning the letter names of the alphabet and point out that each letter of the alphabet is being highlighted as it is sung. As they become more secure with the Alphabet song you may wish to switch to the music-only version, by selecting the Lyric tool, and ask a child to point to the letters as they are sung.
Match uppercase letter names to print (if teaching letter names). Know that lower- and uppercase letters correspond to each other.	Repeat the procedures above with the uppercase letters. Discuss with the children the fact that lower- and uppercase letters share the same name. (Later on in the programme, they will find out that they also share the same sound.)
Manipulate items on the screen (if teaching letter names).	<i>Play ‘find the letter’ games with the children. Say a letter name and ask the children to drag the corresponding letter from the Alphabet panel onto the work area, or to click on the letter to make it appear on the work area. Switch between lower- and uppercase alphabet options when playing this game.</i>
Have sufficient pencil control to make straight lines and circles with adequate firmness and good posture.	Give the children opportunities to use pencil and paper to draw and write.

Children in Reception:

Term	Stage: Unit and colour of book	Sounds and irregular/ high frequency words	Assessment to be completed
By the end of Autumn 1	Phase 2 Units 1-3 Pink books	<i>s a t p i n m d g o c k</i> <i>to</i>	<i>Unit 3 assessment (within teaching handbook)</i> Children who have mastered the skills being assessed, can: ✓ give the sound when shown any of letters

			<ul style="list-style-type: none"> ✓ find any letter from a display when given the sound ✓ orally blend and segment CVC real words and nonwords.
By the end of Autumn 2	Phase 2 Unit 4 and 5 pink books	<i>s a t p l n m d g o c k</i> <i>ck, e u r h b ff ll ss</i> <i>no go the l into her</i>	<i>Phase 2 assessment (access from website)</i> Children who have mastered the skills being assessed, can: <ul style="list-style-type: none"> ✓ give the sound when shown any of the graphemes ✓ orally blend and segment CVC real words and nonwords. ✓ read the irregular/ tricky words taught so far.
By the end of Spring 1	Phase 3 Unit 7, 8 and 9 Red books	<i>j v w x y z zz qu ch sh</i> <i>th ng ai ee igh oa oo</i> <i>me be he my by she they</i> <i>we are</i>	<i>Phase 3 assessment (access from website)</i> Children who have mastered the skills being assessed, can: <ul style="list-style-type: none"> ✓ give the sound when shown any of the graphemes ✓ orally blend and segment CVC real words and nonwords. ✓ read the irregular/ tricky words taught so far.
By the end of Spring 2	Phase 3 Unit 10 and 11 Red books	<i>(long) oo (short) ar or ur</i> <i>ow oi</i> <i>ear air ure er</i> <i>you was all live give</i>	<i>Phase 3 assessment (access from website)</i> Children who have mastered the skills being assessed, can: <ul style="list-style-type: none"> ✓ give the sound when shown any of the graphemes ✓ orally blend and segment CVC real words and nonwords. ✓ read the irregular/ tricky words taught so far.
By the end of Summer 1	Phase 4 Unit 12 – yellow books	<i>Adjacent consonants (cvcc)</i> <i>Adjacent consonants (ccvc)</i> <i>some come were there</i> <i>little said have like so</i> <i>do</i> <i>Adjacent consonants</i> <i>(ccvcc/ccvc/cccvcc)</i> <i>One when out what</i>	Phase 4 assessment (access from website) Children who have mastered the skills being assessed, can: <ul style="list-style-type: none"> ✓ orally blend and segment CVCC and CCVC real words and nonwords. ✓ read the irregular/ tricky words taught so far. Phase 4 assessment (access from teaching and Assessment Guide (Reception) pages 45–46) Children who have mastered the skills being assessed, can: <ul style="list-style-type: none"> ✓ orally blend and segment CCVCC, CCCVC and CCCVCC real words and nonwords. ✓ read the irregular/ tricky words taught so far.
By the end of Summer 2	Phase 4 Unit 12 Yellow books	<u>Consolidation</u>	<i>Complete assessments in preparation for grouping for y1 (follow on from gaps from Summer 1 assessments)</i>

After Summer 1 assessments gaps are to be filled to ensure children are secure in segmenting/blending, reading/writing words containing phase 3 phonemes

Children in Year 1:

Term	Stage: Unit and colour of book	Sounds and irregular/ high frequency words	Assessment to be completed																				
By the end of Autumn 2	YR consolidation	Phase 2, 3 and 4	<table border="1"> <thead> <tr> <th data-bbox="981 576 1081 611">Term</th> <th data-bbox="1081 576 1182 611">Phase</th> <th data-bbox="1182 576 1659 611">Assessment Name</th> <th data-bbox="1659 576 2130 611">Where to find it</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 611 1081 786">Year 1 Term 1A</td> <td data-bbox="1081 611 1182 786">Phase 2</td> <td data-bbox="1182 611 1659 786"> Assessment Review (Reception Content) Assessment Sheets 1 & 2 (Part A & B) <ul style="list-style-type: none"> Names and sounds of letters, lowercase Names and sounds of letters, uppercase Writing letters and letter names/ letter sounds </td> <td data-bbox="1659 611 2130 786">Teaching and Assessment Guide (Reception) Pages 40-41</td> </tr> <tr> <td data-bbox="981 786 1081 922">Year 1 Term 1A</td> <td data-bbox="1081 786 1182 922">Phase 3</td> <td data-bbox="1182 786 1659 922"> Assessment Review (Reception Content) Assessment Sheets 3 & 4 (Part A & B) <ul style="list-style-type: none"> Sounds of digraphs and trigraphs Spelling of digraphs and trigraphs </td> <td data-bbox="1659 786 2130 922">Teaching and Assessment Guide (Reception) Pages 42-43</td> </tr> <tr> <td data-bbox="981 922 1081 1026">Year 1 Term 1A</td> <td data-bbox="1081 922 1182 1026">Phase 3</td> <td data-bbox="1182 922 1659 1026"> Assessment Review (Reception Content) Assessment Sheet 5 <ul style="list-style-type: none"> Blending and segmenting (nonwords) </td> <td data-bbox="1659 922 2130 1026">Teaching and Assessment Guide (Reception) page 44</td> </tr> <tr> <td data-bbox="981 1026 1081 1193">Year 1 Term 1A</td> <td data-bbox="1081 1026 1182 1193">Phase 4</td> <td data-bbox="1182 1026 1659 1193"> Assessment Review (Reception Content) Assessment Sheets 6 & 7 <ul style="list-style-type: none"> Blending and segmenting CCVC, CVCC, and CCVCC words Understanding sentences </td> <td data-bbox="1659 1026 2130 1193">Teaching and Assessment Guide (Reception) pages 45-46</td> </tr> </tbody> </table>	Term	Phase	Assessment Name	Where to find it	Year 1 Term 1A	Phase 2	Assessment Review (Reception Content) Assessment Sheets 1 & 2 (Part A & B) <ul style="list-style-type: none"> Names and sounds of letters, lowercase Names and sounds of letters, uppercase Writing letters and letter names/ letter sounds 	Teaching and Assessment Guide (Reception) Pages 40-41	Year 1 Term 1A	Phase 3	Assessment Review (Reception Content) Assessment Sheets 3 & 4 (Part A & B) <ul style="list-style-type: none"> Sounds of digraphs and trigraphs Spelling of digraphs and trigraphs 	Teaching and Assessment Guide (Reception) Pages 42-43	Year 1 Term 1A	Phase 3	Assessment Review (Reception Content) Assessment Sheet 5 <ul style="list-style-type: none"> Blending and segmenting (nonwords) 	Teaching and Assessment Guide (Reception) page 44	Year 1 Term 1A	Phase 4	Assessment Review (Reception Content) Assessment Sheets 6 & 7 <ul style="list-style-type: none"> Blending and segmenting CCVC, CVCC, and CCVCC words Understanding sentences 	Teaching and Assessment Guide (Reception) pages 45-46
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By the end of Autumn 2	Phase 5 Units 13 to 18 Blue books	Unit 13: <i>wh, ph</i> , Tricky words: • <i>Oh</i> • <i>their</i> • <i>people</i>	Unit 5 assessment (within teaching handbook) Spelling: Teaching and Assessment Guide (KS1) pages 35–36 Reading: Teaching and Assessment Guide (KS1) pages 37–38 Children who have mastered the skills being assessed, can: ✓ give the sound when shown any grapheme that has been taught;																				

		<p><i>Unit 14: ay, a-e, igh, ey, ei</i> <i>Tricky words:</i></p> <ul style="list-style-type: none"> •Mr •Mrs •Ms <p><i>Unit 15: ea, e-e, ie, ey, y</i> <i>Tricky words:</i></p> <ul style="list-style-type: none"> •looked •called •asked <p><i>Unit 16: ie, i-e, y, i</i></p> <ul style="list-style-type: none"> •water •where <p><i>Addition to scheme love</i></p> <p>Unit 17: ow, o-e, o, oe Tricky words:</p> <ul style="list-style-type: none"> •who •again <p>Addition to scheme one</p> <p>Unit 18: ew, ue, u-e, u, oul Tricky words:</p> <ul style="list-style-type: none"> •thought •through 	<p>✓ 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 ✓ accurately spell most of the words in the list</p> <p>Mock paper Score to be 'on track' =</p>
<p>By the end of Spring 1</p>	<p>Phase 5 Units 19-21 Unit 19& 20 = blue books 21- = green books</p>	<p>Unit 19: aw, au, al Tricky words:</p> <ul style="list-style-type: none"> •work •laughed •because <p>Unit 20: ir ,er, ear tricky words:</p> <ul style="list-style-type: none"> •Thursday •Saturday 	<p><i>Unit 5 assessment (within teaching handbook)</i> <i>Spelling: Teaching and Assessment Guide (KS1) pages 35–36</i> <i>Reading: Teaching and Assessment Guide (KS1) pages 37–38</i></p> <p>Children who have mastered the skills being assessed, can:</p> <p>✓ 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</p>

		<ul style="list-style-type: none"> •thirteen •twenty <ul style="list-style-type: none"> • Here <p>Unit 21: ou, oy tricky words:</p> <ul style="list-style-type: none"> •any •many <p>Bug Club recommends children should be secure to unit 21 to pass phonic test</p>	<p>to reading and spelling unfamiliar words that are not completely decodable;</p> <ul style="list-style-type: none"> ✓read and spell phonically decodable two-syllable and three-syllable words; ✓read automatically all the words in the list ✓accurately spell most of the words in the list
By the end of Spring 2	Phase 5 Units 22-23 Green books	<p>Unit 22: ere, eer, are, ear tricky words:</p> <ul style="list-style-type: none"> •eyes •friends <p>Unit 23: c, k, ck, ch tricky words:</p> <ul style="list-style-type: none"> •two •once <p>Addition to scheme your</p> <p>Unit 24: Phoneme /s/ written as 'c(e)', 'c(i)', 'c(y)' Phoneme /s/ written as 'sc' and st(l)' Phoneme /s/ and /z/ written as 'se' tricky words:</p> <ul style="list-style-type: none"> •great •clothes 	<p>Unit 5 assessment (within teaching handbook) Spelling: Teaching and Assessment Guide (KS1) pages 35–36 Reading: Teaching and Assessment Guide (KS1) pages 37–38</p> <p>Children who have mastered the skills being assessed, can:</p> <ul style="list-style-type: none"> ✓ 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 ✓accurately spell most of the words in the list <p>Mock paper Score to be 'on track' =</p>
By the end of Summer 1	Phase 5 Units 25-27 25 = Green books	<p>Unit 25: Phoneme /j/ written as 'g(e)', 'g(i)', 'g(y)</p>	<p>Unit 5 assessment (within teaching handbook) Spelling: Teaching and Assessment Guide (KS1) pages 35–36 Reading: Teaching and Assessment Guide (KS1) pages 37–38</p>

	26 & 27 = orange books	<p>Phoneme /j/ written as 'dge'</p> <p>tricky words:</p> <ul style="list-style-type: none"> •it's •I'm •I'll •I've <p>Unit 26: Phoneme /l/ written as 'le'</p> <p>Phoneme /m/ written as 'mb'</p> <p>Phoneme /n/ written as 'kn' and 'gn'</p> <p>Phoneme /r/ written as 'wr'</p> <p>tricky words:</p> <ul style="list-style-type: none"> •don't •can't •didn't <p>Unit 27: Phoneme /zh/ written as 's'</p> <p>Phoneme /ch/ written as 'tch'</p> <p>Phoneme /sh/ alternatives</p> <p>Phoneme /e/ written as 'ea'</p> <p>Phoneme /w/ /o/ written as 'wa'</p> <p>Phoneme /u/ written as 'o'</p> <p>tricky words:</p> <ul style="list-style-type: none"> •first •second •third 	<p>Children who have mastered the skills being assessed, can:</p> <ul style="list-style-type: none"> ✓ 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 ✓ accurately spell most of the words in the list
By the end of Summer 2	Phase 5 Orange books	<u>Consolidation</u>	<i>Complete assessments in preparation for grouping for y2 (follow on from gaps from Summer 1 assessments)</i> <i>Phase 5 assessment - Website</i>

		<p><i>After Summer 1 assessments gaps are to be filled to ensure children are secure in segmenting/blending, reading/writing words containing phase 5 phonemes</i></p>	
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Children in Year 2:

Term	Stage: Unit and colour of book	Sounds and irregular/ high frequency words	Assessment to be completed
By the end of Autumn 1	Phase 5 orange books		Consolidation of all of above Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers. Recap any phase 5 as suggested by Year 1 teachers. <u>Recap Tricky words Year One</u>
By the end of Autumn 2	Phase 6 Turquoise +	<p>Unit 28: Suffix ending: '-ing' (a morpheme) Suffix ending: '-ed' (a morpheme) Suffix ending: split digraph silent 'e' + '-ing', '-ed' tricky words:</p> <ul style="list-style-type: none"> •clearing •rained •mailed •gleaming <p>Unit 29: Suffix ending: '-s' (as plural morpheme) Suffix ending: '-es' after 'ss', 'x'</p>	Assessment: Teaching and Assessment Guide (KS1) page 39 Teaching and Assessment Guide (KS1) page 40

Suffix ending: '-es' after 'ch',
'sh', 'tch'

tricky words:

- high frequency words: men,
man, mouse, mice,

Unit 30: Prefix 're-' Prefix 'un-'

Prefix, root, suffix

tricky words:

- high frequency words
Vowel, consonant, prefix, suffix,
syllable

Move to Reading using Read Master from Spring 2