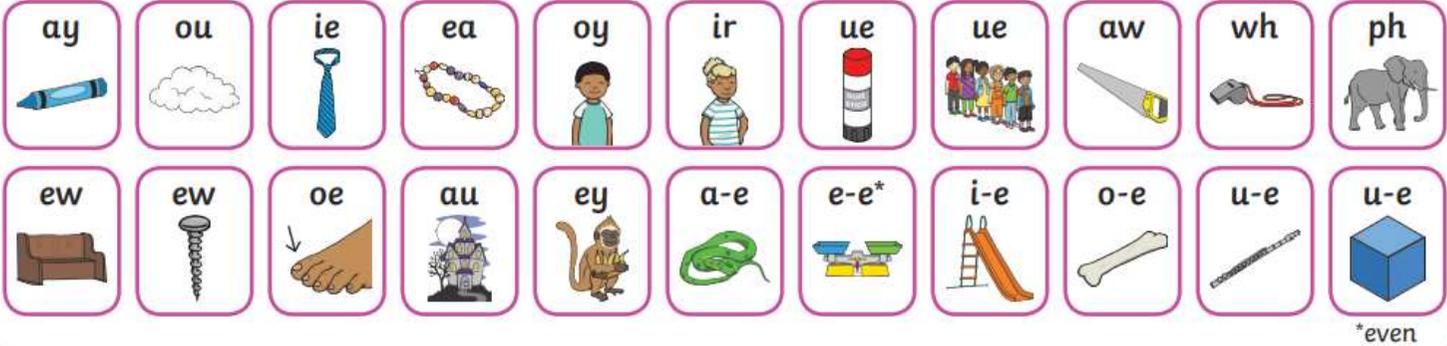


Phonic Curriculum Content and Progression

Phase	Phonic Knowledge and Skills Taught	Year Group
Phase One	<ul style="list-style-type: none"> Listening skills and the ability to discriminate between sounds including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting 	Taught in Nursery but it is <u>ongoing</u> throughout the phases
Phase Two	<ul style="list-style-type: none"> 19 grapheme-phoneme correspondences (GPCs) <div style="display: flex; flex-wrap: wrap; justify-content: space-around; text-align: center;"> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">s </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">a </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">t </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">p </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">i </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">n </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">m </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">d </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">g </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">o </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">c </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">k </div> </div> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; text-align: center; margin-top: 10px;"> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">ck </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">e </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">u </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">r </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">h </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">b </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">f </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">ff </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">l </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">ll </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; margin: 2px;">ss </div> </div> <ul style="list-style-type: none"> Blending and segmenting sounds through 2 phoneme (sound) and then 3 phoneme words Applying this knowledge to reading and writing sentences Letter names as well as matching upper and lower case letters Common exception words, for example 'no' 	Reception
Phase Three	<ul style="list-style-type: none"> 25 further GPCs, including most of the sounds that comprise of 2 letters (digraphs). <div style="display: flex; flex-wrap: wrap; justify-content: space-around; text-align: center;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">j </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">v </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">w </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">x </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">y </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">z </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">zz </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">qu </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">ch </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">sh </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">th </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">ng </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">ai </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">ee </div> </div> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; text-align: center; margin-top: 10px;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">igh </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">oa </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">oo </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">oo </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">ar </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">or </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">ur </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">ow </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">oi </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">ear </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">air </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">ure </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px;">er </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 2px; width: 80px; height: 80px;">  </div> </div>	Reception

	<ul style="list-style-type: none"> • Segmenting and blending using all the GPCs learnt so far to read and spell CVC (3 phoneme) and 2 syllable words. • Applying this knowledge to reading and writing sentences. • The alphabet, corresponding upper and lower case letters and vowels and consonants in order to begin learning spelling rules • Common exception words, for example 'was' 	
Phase Four	<ul style="list-style-type: none"> • Blending and segmenting adjacent consonants in words in order to read and spell words with 4 or more phonemes • Recognising syllables and using this in reading and writing • Applying these skills to reading and writing sentences • Reading and writing common exception words, e.g. 'said' 	Reception with consolidation in the first half term of Year 1
Phase Five	<p>• Alternative ways of pronouncing and spelling the phonemes and graphemes they already know (including any rules or 'best bets' for their use). Starting with:</p> 	Year 1 and this is consolidated in the first half term in Year 2 with a focus on spelling and spelling rules.

- And then moving onto

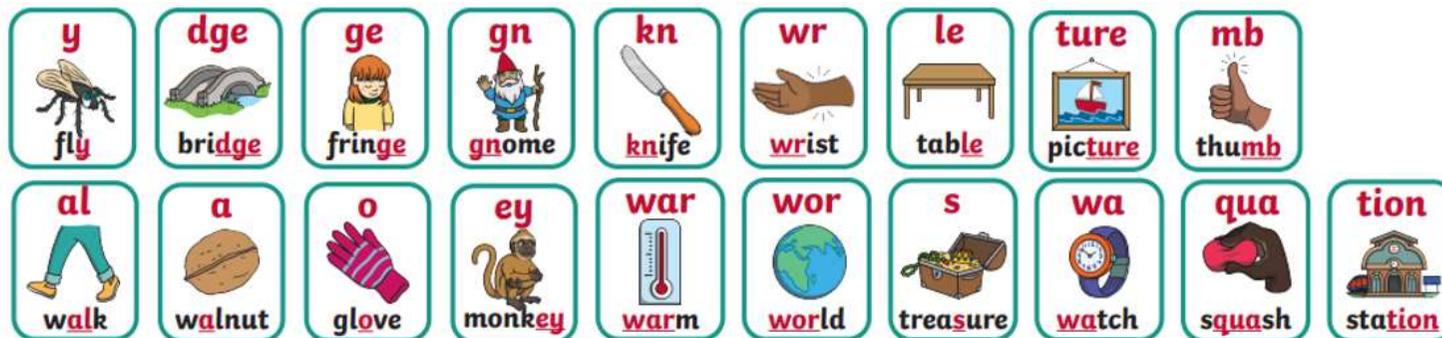


Reading and writing phonically decodable two-syllable and three-syllable words

- Spelling and reading of further common words
- Spelling days of the week
- Teaching of grammar including the past tense and suffixes such as ing, ed, es/s, where the root word doesn't change.

Phase Six

- Further alternative ways of pronouncing and spelling the phonemes and graphemes they already know together with any rules or 'best bets' for their use, including



Year 2

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Spelling rules and patterns, including suffixes (-ed, -ing, -s / es, -er, -est, -y, -ness, -less, -ment, -ful), contractions, homophones, near homophones and polysyllabic words.• Spelling and reading of further common words (high frequency words)• Proof reading their own work | |
|--|--|--|