Windmill Hill Academy

Phonics Curriculum Progression Map

At Windmill Hill Academy, our phonics teaching is based on the 'Letters and Sounds' programme. This systematic phonics programme supports our reading and writing in Foundation and Year One, with it being revisited in Year Two. From Year Two onwards, the school teaches spelling and grammar using the Babcock 'No Nonsense' materials. For more information, see our spelling progression map and Babcock NNS progression maps. Pupils receive daily phonics/spelling sessions. During these sessions it is vital that pupils revisit their prior knowledge and skills and it is important that we provide them with opportunities to do so.

Letters and Sounds is designed to help practitioners and teachers teach children how the alphabet works for reading and spelling by:

- fostering children's speaking and listening skills as valuable in their own right and as preparatory to learning phonic knowledge and skills;
- teaching high quality phonic work with the intention of equipping them with the phonic knowledge and skills they need to become fluent readers by the age of seven.

The Letters and Sounds programme focuses on securing word recognition skills as these are essential for children to decode (read) and encode (spell) words accurately with ease, and so concentrate on comprehending and composing text.

We use 'Phonics Tracker' as a tool to assess and track the pupils' phonics learning.

Phase 1 (continuous through phases 2 to 6)	Phase 2 (Up to 6 weeks): Year F	Phase 3 (up to 12 weeks): Year F	Phase 4 (4 to 6 weeks): Year F	Phase 5: Year 1	Phase 6: Year 2 to 3 *Taught through Babcock NNS*
Children will: • develop their language structures; • increase their vocabulary; • begin to distinguish between sounds in words; • speak clearly and audibly; • become familiar with rhyme, rhythm and alliteration; • listen attentively; • explore and experiment with sounds and words;	Children will: • be introduced to grapheme-phoneme correspondences; • know that words are constructed from phonemes (sounds); • know that phonemes are represented by graphemes (letters); • know a small selection of common consonants and vowels; • blend them together to read simple CVC words; • segment them to spell simple CVC words.	3(i) Children will: • read and spell a few CVC words; • use a limited range of letters and short vowels, e.g. *box;* 3(ii) • read and spell CVC words using a wider range of letters; • use short vowels, consonant digraphs and double letters, e.g. *bell, chick.* 3(iii) • read and spell a wide range of CVC words; • using all 44 phonemes and less frequent consonant digraphs and some long vowel phonemes, e.g. *sheep, boat.*	Children will: • blend to read words containing adjacent consonants; • segment to spell words with adjacent consonants; • **not** learn adjacent consonants in families to avoid children treating two phonemes as one unit, e.g. 'sp'; • spell and read an increasing number of new words: CVC–pot; CVCC words – pots; CCVCC words – spots; CCCVC words – split.	Children will: • learn to recognise and use alternative ways of pronouncing and spelling the phonemes already taught; • learn the different grapheme-phoneme correspondences for long vowel phonemes; • be able to split two and three syllable words into their syllables; • be able to spell phonically decodable two and three syllable words; • recognise a n increasing number of high frequency words automatically; • use phonics first when encountering unfamiliar words;	Children will: • learn and apply the less common grapheme-phoneme correspondences, e.g. the s in vision pronounced /zh/; • increase their ability to apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding; • spend an increasing amount of time being taught and applying comprehension strategies over word recognition; • widen their knowledge of word families; • recognise phonic irregularities; • develop an increasing understanding of spelling patterns.
Activities to support learning in Phase 1: • storytelling; • singing songs; • listening to rhymes and repeating patterns and refrains; • playing alliterative games; • using creative language in role play, drama and dance; • identifying sounds in names, words in the environment etc.	Activities to support learning in Phase 2: • linking letter shapes with phonemes • playing and experimenting with 3D letters • opportunities to write simple CVC words as captions and messages within their role play • painting and drawing letter shapes • tracing letter shapes in sand • matching phonemes with objects, e.g. pegging dolls' washing on a line and pegging the initial phoneme with each item.	Activities to support learning in Phase 3: • phonemes introduced in multi-sensory ways; • games to match phonemes to graphemes; • applying knowledge of grapheme-phoneme correspondence through reading simple texts; • and writing simple CVC words in role play and guided writing; • providing a rich literacy environment.	Activities to support learning in Phase 4: • blending and segmenting phonemes in longer words; • applying in reading and writing and free-choice activities; • paired writing on small whiteboards; • constructing complex words from plastic letters; • shared and guided reading and writing to apply phonic knowledge and skills.	Activities to support learning in Phase 5: • blending and segmenting long vowel phonemes; • use these in more complex words; • apply in reading and writing; • constructing captions and sentences containing words with more than one syllable; • 'tricky' words are taught; • shared and guided reading and writing used to apply phonic knowledge to unfamiliar words.	Activities to support learning in Phase 6: • activities to support independent reading on paper and on screen; • Guided reading and writing activities provide a broad range of opportunities for children to apply and develop their skills in reading and spelling unfamiliar words; • Peer marking and talk-partners used to share and discuss phonic knowledge to reinforce learning; • High and medium frequency words are taught.

Phase 1 Continuous through Phase 2-6				
Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discrimination speech sounds in words, beginning to orally blend and segment phonemes Links to EYFSP-LSL 1,2				

Phonics Progress Tracker Phase 2-3 Year F	**Phase 2** YF (up to 6weeks)	**Phase 3** YF (up to 12 weeks) Working on knowing each grapheme for each of the 44 phonemes.		**Phase 4 (embedding Phase 3)** YF (4-6 weeks)
Using Phonics Tracker to assess and track pupils.	**Autumn 1** Letter Progression Set 1: s a t p Set 2: l n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f ff l ll ss *Working on using common consonants and vowels which they can blend for reading and segment for writing simple CVC words* Working on knowing that words are constructed from phonemes and that phonemes are represented by graphemes Reading tricky words the to I no go	**Autumn 2** Letter Progression Set 6: j v w x Set 7: y z zz qu Working on reading and writing a few CVC words using letters and short vowels e.g. box Consonant digraphs ch sh th ng *Working on reading and writing CVC words using a wider range of letters inc. consonant digraphs and double letters e.g. bell, chick* Reading tricky words: he she we me be	**Spring** Working on reading and writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes. **Spring** Graphemes: ai ee igh oa oo Reading tricky words: was my you Graphemes: ar or ur ow oi Reading tricky words: her they all are Graphemes: ear air ure er Spell tricky words: the to I no go Forms letters correctly	**Summer 1** Working on blending adjacent consonants in words and apply this in writing. Read tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what *Write each letter correctly.*	**Summer 2** Working on segment adjacent consonants on words and apply this in writing Spell tricky words: he, she, me, we, be, was, my, you, her, they, all, are *Write each letter correctly.*

Phase 1 Continuous through Phase 2-6						
Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discrimination speech sounds in words, beginning to orally blend and segment phonemes						

Phonics Progress Tracker **Phase 4-6** Windmill Hill Academy Year 1	**Phase 4** (4- 6 weeks) Yr1	**Phase 5 Yr1** • Working on spelling complex words using phonetically plausible attempts • Working on using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes • Working on reading phonetically decodable two-syllable words and three-syllables words for examples 'beating' • Read automatically the 100 HFW and accurately spell most of the 100 HFW • Form each letter correctly				
Revise previously taught knowledge and skills.	**Autumn 1** Working on blending adjacent consonants in words and play this in writing Working on segmenting adjacent consonants in words and apply this in writing Reading tricky words some one said come do so were when have there out like little what Spell tricky words he she me we be was my you her they all one Write each letter usually correctly.	**Autumn 2** Graphemes for reading (p151-152) Set 1: ay ou ie ea Set 2: oy ir ue aw Set 3: wh p hew oe au Set 4: a-e e-e i-e o-e u-e Reading tricky words: Oh their people Mr Mrs looked there Spelling: said so have like some come were there	**Spring 1** Common alternative pronunciations for graphemes (p152-153) Set 5: a e i o u Set 6: ow ie ea er ou Set 7: y ch c g ey *Reading tricky words:* *water where who again thought through work mouse many* *Spelling: little one do when what out*	**Spring 2** Common alternative pronunciations for graphemes (p153-154) Set 8: ch j m n Set 9: r s z u Set 10: i ear ar air Set 11: or ur oo *Reading tricky words:* *laughed because different any eyes friends once please* *Spelling: oh their people Mr Mrs looked called asked*	**Summer 1** Common alternative spellings for each phoneme (p156-157) Set 12: ai ee igh oa Set 13: (y) oo oo sh zh Automatically read 100 HFW. Spell most of the 100 HFWs.	**Summer 2** Less common alternative spellings of phonemes for spelling (p144): c (k, ck, qu,ch) ng (nk) v (ve) ure (our) er (our, e, u) i (ie) or (oor, ore) Consolidate learning paying attention to polysyllabic (two and three syllable) words (frogspawn). Continue reading and spelling the 100 HFW.

Phase	GPC recognition: Hear, say, read and *begin* to form letters	Oral blending	Oral segmenting	Blending for reading	Segmenting for spelling / writing	Tricky words
Phase 2 **Revise previously taught knowledge and skills.**	s a t p i n m d g o c k ck e u r h b f ff l ll ss	VC and CVC words *e.g. at, in, pit, rack*	VC and CVC words *e.g. it, at, sock, doll*	reads VC words *e.g. it, in, am* reads CVC words using *most* of phase 2 graphemes *e.g. had, bell, sock, huff* reads CVC words from phase 2 in a simple text	*attempts* spelling of given words: VC words *e.g. in it at am is* CVC words *e.g. bag, tip, rock* <u>attempts</u> to write own words/phrases with support	Recognises as individual words, within phrases or captions and in simple texts *the to I no go*
Phase 3 **Revise previously taught knowledge and skills.**	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	CVC *words e.g. box,* *chop, room, fork, soil, light, down*	CVC words *e.g. van, quick, ship, boat, cart,* *burn, coin*	reads CVC words using *most* of phase 3 *graphemes e.g. had bell sock huff* reads CVC words from phase 3 in simple texts	*attempts* spelling of given words: CVC words *e.g. bag, tip, rock, sheep, nail* <u>attempts</u> to write own words/phrases/ sentences	Recognises as individual words, within phrases or captions and in simple texts: *he she we me be was* *my you they her all are* <u>Spell</u>: *the to I no go*
Phase 4 **Revise previously taught knowledge and skills.**	Combinations of adjacent consonants at beginning, within and end of words *e.g. best, stop, faster*	CVCC – *best, mend* CCVC – *stop, smell* CCVCC –*frost, twist* CCCVC – *strap, street* CCCVCC - *sprint*	CVCC – *soft, hand* CCVC – *trap, flip* CCVCC –*stamp* CCCVC – *scrap* CCCVCC - *scrunch*	blends adjacent consonants to read a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC reads 2 syllable words *e.g. handbag, rooftop*	segments adjacent consonants to write a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC uses segmentation when writing independent words/phrases/sentences	Recognise as individual words, within phrases or captions and in simple texts: *said so have like some come were there little one do when out what* <u>Spell</u>: *he she we me be was my you her they all* *are*

Phase 5 **Revise previously taught knowledge and skills.**	/ee/ ea e e-e y ie ey /oo/ o ue u-e ew ui /ai/ ay a-e eigh ey /igh/ ie y i-e i /oa/ o ow o-e oe /ow/ ou ough /oi/ oy /ar/ a /or/ au aw a our augh ough /oo/ ou u /ur/ or ir er ear /ear/ eer ere /air/ ere ear are /w/ wh /f/ ph /n/ kn gn /r/ wr /s/ soft c /ch/ tch /sh/ ti, ch, s, soft c /m/ mb /j/ dge /zh/ *(e.g. treasure)*	orally blends using range of combinations *e.g.* CVCC – *paint* CCVC – *stick* CCVCC – *prince* CCCVC – *sprout* *Other examples:* *treat, tube, slate, bowl, thorn, tear, when, phone, thumb, match, nice, station, judge*	orally segments using range of combinations *e.g.* CVCV – *fairy* CCVC – *brown* CCVCV – *twitter* CCCVC – *spring* CCCVCC - *second* *Other examples:* *key, true, grey, pie, strike, toe, mouse, annoy, could, where, know, wrist, dice, treasure*	blends using most combinations from phase 5 for reading given words blends using most combinations for reading in texts reads 2 and 3 syllable words *e.g. rescue, photograph*	segments using most combinations from phase 5 for spelling given words segment using phonic knowledge as the prime approach when completing independent writing spell phonically decodable 2 and 3 syllable words	Read automatically 100 HF words (see over) Accurately spell most of the 100 HF words automatically (see over)
Phase 6 **Revise previously taught knowledge and skills.**	Secure **reading** and **spelling** of alternatives for the long vowel phonemes: /ee/ ea e e-e y ie ey e.g. *sea*, *seed*, *be*, *these*, *happy*, *chief*, *key* /oo/ o ue u-e ew ui e.g. *spoon, do, blue, rule, fewer, juice* /ai/ ay a-e eigh ey e.g. *brain, delay, amaze, eight, grey* /igh/ ie y i-e i e.g. *delight, tried, reply, invite, behind* /oa/ o ow o-e oe e.g. *float, go, slower, stone, goes* **Read and spell words when:** 's' is are added to nouns and verbs *e.g. stops, goals, toys* 'es' is added to nouns and verbs *e.g. bushes, catches* 'ed' is added to verbs to create past tense *e.g. jumped – add 'ed', hated – drop the 'e' and add 'ed', begged – double the final consonant and add 'ed'* 'ing' is added to verbs to create present tense *e.g. laughing – add 'ing', biting – drop the 'e' and add 'ing', stopping – double the final consonant and add 'ing'* 'er' is added to verbs or adjectives *e.g. slower, reader – add 'er', runner, bigger – double the final consonant and add 'er'* 'est' is added to adjectives *e.g. longest, shortest – add 'est', biggest – double the final consonant and add 'est'* 'ful' is added to nouns *e.g. mouthful, handful - add 'ful'* 'ly' is added to form adverbs *e.g. monthly, brightly – add 'ly', sneakily, happily – change the 'y' to an 'i' and add 'ly'* 'ment' is added to verbs to form nouns *e.g. payment, development* 'ness' is added to adjectives to form nouns *e.g. darkness, sadness, happiness*					Read automatically most of 200 common words (see over) Accurately spell most of 200 common words (see over) ***Please note that in Year 1 screening check consonant digraphs are represented by <u>cc</u> e.g. <u>cc</u> v c c in ch-i-m-p. Vowel digraphs are represented by <u>vv</u> e.g. c <u>vv</u> c b-oa-t**

100 high-frequency words in phases

Phase Two

Decodable words

		Tricky words
a	had	the
an	back	to
as	and	I
at	get	no
if	big	go
in	him	into
is	his	
it	not	
of	got	
off	up	
on	mum	
can	but	
dad	put (*north*)	

100 high-frequency words in phases

Phase Three

Decodable words

		Tricky words	
will	see	he	you
that	for	she	they
this	now	we	all
then	down	me	are
them	look	be	my
with	too	was	her

100 high-frequency words in phases

Phase Four

Decodable words

	Tricky words	
went	said	were
it's	have	there
from	like	little
children	so	one
just	do	when
help	some	out
	come	what

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

		Tricky words
don't	day	oh
old	made	their
I'm	came	people
by	make	Mr
time	here	Mrs
	saw	looked
house	very	called
about	put (*south*)	asked
your		could

Progression map Phonics V2

Next 200 common words in order of frequency

This list is read down columns (i.e in the list, **water** is the most frequently used and **grow** is the least frequently used)

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	

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44 Phonemes ~ British Received Pronunciation

Consonant Phonemes	Sample Words
/b/	bat
/k/	cat
/d/	dog
/f/	fan
/g/	go
/h/	hen
/j/	jet
/l/	leg
/m/	map
/n/	net
/p/	pen
/r/	rat
/s/	sun
/t/	tap
/v/	van
/w/	wig
/y/	yes
/z/	zip
/sh/	shop
/ch/	chip
/th/	thin
/th/	then
/ng/	ring
/zh/[1]	vision

Vowel Phonemes	Sample Words
/a/	ant
/e/	egg
/i/	in
/o/	on
/u/	up
/ai/	rain
/ee/	feet
/igh/	night
/oa/	boat
/oo/	boot
/oo/	look
/ow/	cow
/oi/	coin
/ar/	farm
/or/	for
/ur/	hurt
/air/	fair
/ear/	dear
/ure/[2]	sure
/ /	corner (the 'schwa' – an unstressed vowel sound which is close to /u/)

[1] The grapheme 'zh' does not occur in English words. Because this sound does not occur in simple CVC words, it can be omitted in Phase Three.

[2] This phoneme does not occur in all accents. It occurs only if people pronounce words such as *sure* and *poor* with an /ooer/ vowel sound, not if they pronounce them as *shaw* and *paw*. It, too, can be omitted in Phase 3, and perhaps even permanently.