

**Progression and pace in the teaching of phonics**

Phase 1	Phase 2: Up to 6 weeks	Phase 3: Up to 12 weeks	Phase 4: 4 to 6 weeks	Phase 5: Year 1	Phase 6: Year 2 to 3
<p>Children will:</p> <ul style="list-style-type: none"> <li>develop their language structures;</li> <li>increase their vocabulary;</li> <li>begin to distinguish between sounds in words;</li> <li>speak clearly and audibly;</li> <li>become familiar with rhyme, rhythm and alliteration;</li> <li>listen attentively;</li> <li>explore and experiment with sounds and words;</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>be introduced to grapheme-phoneme correspondences;</li> <li>know that words are constructed from phonemes (sounds);</li> <li>know that phonemes are represented by graphemes (letters);</li> <li>know a small selection of common consonants and vowels;</li> <li>blend them together to read simple CVC words;</li> <li>segment them to spell simple CVC words.</li> </ul>	<p>3(i) Children will:</p> <ul style="list-style-type: none"> <li>read and spell a few CVC words;</li> <li>use a limited range of letters and short vowels, e.g. <i>box</i>;</li> </ul> <p>3(ii)</p> <ul style="list-style-type: none"> <li>read and spell CVC words using a wider range of letters;</li> <li>use short vowels, consonant digraphs and double letters, e.g. <i>bell, chick</i>.</li> </ul> <p>3(iii)</p> <ul style="list-style-type: none"> <li>read and spell a wide range of CVC words;</li> <li>using all 44 phonemes and less frequent consonant digraphs and some long vowel phonemes, e.g. <i>sheep, boat</i>.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>blend to read words containing adjacent consonants;</li> <li>segment to spell words with adjacent consonants;</li> <li><b>not</b> learn adjacent consonants in families to avoid children treating two phonemes as one unit, e.g. 'sp';</li> <li>spell and read an increasing number of new words: CVC–pot; CVCC words – pots; CCVCC words – spots; CCCVC words – split.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>learn to recognise and use alternative ways of pronouncing and spelling the phonemes already taught;</li> <li>learn the different grapheme-phoneme correspondences for long vowel phonemes;</li> <li>be able to split two and three syllable words into their syllables;</li> <li>be able to spell phonically decodable two and three syllable words;</li> <li>recognise an increasing number of high frequency words automatically;</li> <li>use phonics first when encountering unfamiliar words;</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>learn and apply the less common grapheme-phoneme correspondences, e.g. the s in vision pronounced /zh/;</li> <li>increase their ability to apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding;</li> <li>spend an increasing amount of time being taught and applying comprehension strategies over word recognition;</li> <li>widen their knowledge of word families;</li> <li>recognise phonic irregularities;</li> <li>develop an increasing understanding of spelling patterns.</li> </ul>
<p>Activities to support learning in Phase 1:</p> <ul style="list-style-type: none"> <li>storytelling;</li> <li>singing songs;</li> <li>listening to rhymes and repeating patterns and refrains;</li> <li>playing alliterative games;</li> <li>using creative language in role play, drama and dance;</li> <li>identifying sounds in names, words in the environment etc.</li> </ul>	<p>Activities to support learning in Phase 2:</p> <ul style="list-style-type: none"> <li>linking letter shapes with phonemes</li> <li>playing and experimenting with 3D letters</li> <li>opportunities to write simple CVC words as captions and messages within their role play</li> <li>painting and drawing letter shapes</li> <li>tracing letter shapes in sand</li> <li>matching phonemes with objects, e.g. pegging dolls' washing on a line and pegging the initial phoneme with each item.</li> </ul>	<p>Activities to support learning in Phase 3:</p> <ul style="list-style-type: none"> <li>phonemes introduced in multi-sensory ways;</li> <li>games to match phonemes to graphemes;</li> <li>applying knowledge of grapheme-phoneme correspondence through reading simple texts;</li> <li>and writing simple CVC words in role play and guided writing;</li> <li>providing a rich literacy environment.</li> </ul>	<p>Activities to support learning in Phase 4:</p> <ul style="list-style-type: none"> <li>blending and segmenting phonemes in longer words;</li> <li>applying in reading and writing and free-choice activities;</li> <li>paired writing on small whiteboards;</li> <li>constructing complex words from plastic letters;</li> <li>shared and guided reading and writing to apply phonic knowledge and skills.</li> </ul>	<p>Activities to support learning in Phase 5:</p> <ul style="list-style-type: none"> <li>blending and segmenting long vowel phonemes;</li> <li>use these in more complex words;</li> <li>apply in reading and writing;</li> <li>constructing captions and sentences containing words with more than one syllable;</li> <li>'tricky' words are taught;</li> <li>shared and guided reading and writing used to apply phonic knowledge to unfamiliar words.</li> </ul>	<p>Activities to support learning in Phase 6:</p> <ul style="list-style-type: none"> <li>activities to support independent reading on paper and on screen;</li> <li>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;</li> <li>Peer marking and talk-partners used to share and discuss phonic knowledge to reinforce learning;</li> <li>High and medium frequency words are taught.</li> </ul>