

CRADLEY CE PRIMARY SCHOOL

Phonics skills progression

Based on the 'Essential letters and sounds' program – SSP adopted by the school 2021/2022

	Phase 1	Phase 2	Phase 3/4	Phase 4	Phase 5	Phase 6
Overview	Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work, which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. They will follow 7 aspects.	In Phase 2, letters and their sounds are introduced one at a time, in a set sequence. Continued focus on oral blending. The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words (VC and CVC). The children will begin to recognise some words on sight.	In phase 3, phase 2 letters and sounds and oral blending skills are continually practised and revised. The children will learn a further 29 new GPCs and will blend and segment to read and spell using these GPCs. They will begin to read sentences and captions more fluently and will recognise some words on sight.	During phase 4, phase 3 letters and sounds and oral blending skills are continually practised and revised. No new GPCs are learnt. Children <i>learn to read and spell words with adjacent consonants</i> e.g <i>trap, string, milk</i> . <i>Adjacent consonants NOT taught as digraphs.</i> By this point children would be expected to be reading CVC words at speed along with the tricky words from the previous phases. It is important that children are taught that blending is only used when a word is unfamiliar.	During phase 5, children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. Children will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point. By this phase children should be reading words fluently and no longer be blending and segmenting familiar words. The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children will also learn alternative spellings for each phoneme.	With ELS, phonics teaching does not stop at the end of Phase 5, but continues as children move through the school, with links being made between their GPC knowledge and spelling. All previously taught GPCs for reading and spellings are revised at the start of phase 6. School staff plan their own sessions to deliver the objectives outlined in the Phase 6 letters and sounds document. At this stage, children will be able to read many familiar words automatically. Suffixes will be introduced as well as basic grammar strategies
New GPCs or spelling patterns	Seven aspects: • <i>Environmental sounds</i> • <i>Instrumental sounds</i> • <i>Body percussion</i> • <i>Rhythm and rhyme</i> • <i>Alliteration</i>	Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)	Sounding out and blending with 29 new GPCs Set 6: j, v, w, x	No new GPCs learnt Word structures: cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes: -ed, -er, -est	Set 1 – 20 new GPCs Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e. c /s/	Suffixes: s, es, ing, ed, er, est, y, en, ful, ly, ment, ness.

	- Voice sounds - Oral blending NO GPCs introduced	Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss	Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er		Set 2 – 2 new GPCs y /ee/ al /or/ Set 3 - Alternative pronunciations for Graphemes (49 new GPCs)	
Harder to read and spell words		12 new harder to read and spell (HRS) words: l, the, no, put, of, is, to, go, into, pull, as, his.	32 new HRS words: he, she, buses, we, me, he, push, was, her, my, you, they, all, are, ball, tall, then, what, said, so, haver, were, out, like, some, come, there, little, one, do, children, love		Set 1 – 16 new HRS words: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very, Set 2 – 9 new HRS words: please, once, any, many, again, who, whole, where, to Set 3 – 4 new HRS words: here, sugar, friend, because PLUS common expectation words for Year 1	Review all HRS words plus common exception words for Year 1 and Year 2
When taught using the ELS scheme	Consolidated throughout the Reception year	Reception Year – Autumn term 1	Reception Year – Autumn term 2 Spring term 1 Spring term 2	Reception Year – Summer term 1	Reception Year – Summer term 2 Year one – Autumn term 1 and 2 Year one – Autumn term 2 Year one – Spring and Summer term	Year two
End-point				It is expected that children will be secure with their learning to phase 4 by the end of the Reception year.	It is expected that children will be secure with their learning to phase 5 by the end of Year 1	It is expected that children will be secure with their learning to phase 6 by the end of Year 2