



Phonics Bug

Phonics Progression-Termly Overview

<u>Class</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Nursery</u>	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
<u>Reception</u>	Phase 2 (Revisit)	Phase 3	Phase 3 (Revisit)	Phase 3 (Revisit)	Phase 4	Phase 4 (Revisit)
<u>Year 1</u>	Phase 3/ 4 (Revisit)	Phase 5	Phase 5	Phase 5	Phase 5 (Revisit)	Phase 5 (Revisit)
<u>Year 2</u>	Phase 5 (Revisit)	Phase 5 (Revisit)	Phase 5 (Revisit)	Phase 6	Phase 6 (Revisit) Y2 Assertive Mentoring	Phase 6 (Revisit) Y2 Assertive Mentoring

Nursery

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
A Wet Walk All sorts of Art Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds	Nature Shapes The Missing Button Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds	From seed to sandwich A day at the beach Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds	Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds	Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting	Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting

Reception

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Phase 2 (Revisit)	Phase 3 (Teach)	Phase 3 (Revisit)	Phase 3 (Revisit)	Phase 4 (Teach)	Phase 4 (Revisit)
s, a, t, p a, as, at i, n, m, d it, is, an, in, an and, dad g, o, c, k on, got, not, can ck, e, u, r get, up, mum h, b, f, ff, l, ll, ss had, his, him, back, but, big off, if, of, will	j, v, w, x y, z, zz, qu, ch sh, th, ng that, this, then, them, with ai, ee, igh, oa see oo (long) oo (short), look, too ar, or, ur, ow, oi, for, now, down ear, air, ure, er	j, v, w, x y, z, zz, qu, yes ch sh, th, ng that, this, then, them, with ai, ee, igh, oa see oo (long) oo (short), look, too ar, or, ur, ow, oi, for, now, down ear, air, ure, er	j, v, w, x y, z, zz, qu, yes ch sh, th, ng ai, ee, igh, oa oo (long) oo (short), ar, or, ur, ow, oi, ear, air, ure, er	Consonant blends Cvcc Ccvc Ccvcc Cccvc cccvcc	Consonant blends cvcc ccvc ccvcc cccvc cccvcc
Common Irregular Words/ High-frequency Words: I, no, go, to, the, into	Common Irregular Words/ High-frequency Words: me, be, he, my, by, she, they, we, are, you, all, was, give, live			Common Irregular Words/ High-frequency Words: said, have, like, so, do, some, come, were, there, little, one, when, out, what	

<u>Year 1</u>					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Phase 3/ 4 (Revisit)	Phase 5 (Teach)	Phase 5 (Teach)	Phase 5 (Teach)	Phase 5 (Revisit)	Phase 5 (Revisit)
j, v, w, x y, z, zz, qu, ch sh, th, ng ai, ee, igh, oa oo (long) oo (short), ar, or, ur, ow, oi, ear, air, ure, er Consonant blends cvcc ccvc ccvcc cccvcc cccvcc	wh, ph ay, a-e eigh/ey/ei (long a) ea, e-e, ie, ey, y, (long e) ie, i-e, y, i, (long i) ow, o-e, o/oe, (long o) Revisit and consolidate these sounds ensuring that the children are confident when applying before moving on.	ew, ue, u-e (long oo) u/oul (short oo) aw, au, al ir, er, ear ou, oy, Revisit and consolidate these sounds ensuring that the children are confident when applying before moving on.	ere/ eer, are/ear, c, k, ck, ch, ce/ci/cy, sc/stl, se ge, gi, gy, dge le, mb, kn/gn, wr tch, sh, ea, (w) a, o Revisit and consolidate these sounds ensuring that the children are confident when applying before moving on.	wh, ph ay, a-e eigh/ey/ei (long a) ea, e-e, ie, ey, y, (long e) ie, i-e, y, i, (long i) ow, o-e, o/oe, (long o) ew,, ue, u-e (long oo) u/oul (short oo) aw, au, al ir, er, ear ou, oy, ere/ eer, are/ear, c, k, ck, ch, ce/ci/cy, sc/stl, se ge, gi, gy, dge le, mb, kn/gn, wr tch, sh, ea, (w) a, o	wh, ph ay, a-e eigh/ey/ei (long a) ea, e-e, ie, ey, y, (long e) ie, i-e, y, i, (long i) ow, o-e, o/oe, (long o) ew,, ue, u-e (long oo) u/oul (short oo) aw, au, al ir, er, ear ou, oy, ere/ eer, are/ear, c, k, ck, ch, ce/ci/cy, sc/stl, se ge, gi, gy, dge le, mb, kn/gn, wr tch, sh, ea, (w) a, o
Common Irregular Words/ High-frequency Words: said, have, like, so, do, some, come, were, there, little, one, when, out, what	Common Irregular Words/ High-frequency Words: oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third				

Year 2

Any children who did not pass the Year 1 Phonics Screen will have an additional phonics session to close the identified gaps.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Phase 5 (Revisit)	Phase 5 (Revisit)	Phase 5 (Revisit)	Phase 6 (Teach)	Phase 6 (Revisit)	Phase 6 (Revisit) Y2 Assertive Mentoring
wh, ph ay, a-e igh/ey/ei (long a) ea, e-e, ie, ey, y, (long e) ie, i-e, y, i, (long i) ow, o-e, o/oe, (long o) ew,, ue, u-e (long oo) u/oul (short oo) Revisit and consolidate these sounds ensuring that the children are confident when applying before moving on.	aw, au, al ir, er, ear ou, oy, ere/ eer, are/ear, c, k, ck, ch, ce/ci/cy, sc/stl, se ge, gi, gy, dge le, mb, kn/gn, wr tch, sh, ea, (w) a, o Revisit and consolidate these sounds ensuring that the children are confident when applying before moving on.	wh, ph ay, a-e igh/ey/ei (long a) ea, e-e, ie, ey, y, (long e) ie, i-e, y, i, (long i) ow, o-e, o/oe, (long o) ew,, ue, u-e (long oo) u/oul (short oo) aw, au, al ir, er, ear ou, oy, ere/ eer, are/ear, c, k, ck, ch, ce/ci/cy, sc/stl, se ge, gi, gy, dge le, mb, kn/gn, wr tch, sh, ea, (w) a, o Consolidate any sounds the children are not secure on	Suffix ending: '-ing' Suffix ending: '-ed' Suffix ending: split digraph silent 'e' + '-ing', '-ed' Suffix ending: '-s' Suffix ending: '-es' after 'ss', 'x' Suffix ending: '-es' after 'ch', 'sh', 'tch'	Suffix ending: '-ing' Suffix ending: '-ed' Suffix ending: split digraph silent 'e' + '-ing', '-ed' Suffix ending: '-s' Suffix ending: '-es' after 'ss', 'x' Suffix ending: '-es' after 'ch', 'sh', 'tch'	Suffix ending: '-ing' Suffix ending: '-ed' Suffix ending: split digraph silent 'e' + '-ing', '-ed' Suffix ending: '-s' Suffix ending: '-es' after 'ss', 'x' Suffix ending: '-es' after 'ch', 'sh', 'tch'
Common Irregular Words/ High-frequency Words: oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third			Common Irregular Words/ High-frequency Words: Clearing, gleaming, rained, mailed, men, mice, feet, teeth, sheep		

