



Phonics / Pre reading skills Progression

	End of Term One	End of Term Two	End of Term Three
Two years / Nursery 1	<p><u>Aspect 1: Environmental sounds</u> Can distinguish between different environmental sounds / Can match sound to pictures eg sound lotto game</p> <p><u>Aspect 2: Instrumental sounds</u> Can distinguish between different instrumental sounds / Can match sound to pictures eg sound lotto game</p> <p><u>Aspect 3: Body percussion</u> Can copy multipart sound patterns</p> <p>Visual discrimination Recognises colour e.g. Can pick the 'red car' from a set containing one red and one blue Can pick two familiar objects from a set that are the same e.g. can pick two sheep from a set of farm animals Can find common objects, partially hidden, in the environment e.g. a toy partially hidden in a toy box</p>		
Nursery 2	<p><u>Aspect 4: Rhythm and rhyme</u> Can complete the rhyme in a familiar story or song Can recognise a word that doesn't rhyme e.g. log, dog, cat</p> <p><u>Aspect 5: Alliteration</u> Matches objects that have the same initial sound</p> <p><u>Aspect 6: Voice sounds</u> Can pronounce most phonemes correctly Visual discrimination / auditory memory Notes similarities and differences between two objects Recognises and names the children in their group e.g. in a circle game can roll a ball and name the person they are rolling it to Can discriminate between clearly contrasting objects</p>	<p><u>Aspect 7: Oral blending and segmenting</u></p> <p>Children can clap out syllables in words Are able to orally blend CVC words Can say sounds that they can hear in words (beginning with initial)</p> <p>Visual discrimination / auditory memory Recognises images and signs that support them in navigating the setting e.g. signs and labels used to locate their coat etc Can discriminate between objects that are less obvious eg pen/pencil Can discriminate between pictures with obvious contrast Can recall less familiar object's/pictures (kim's game) Can recall in sequence a number of linked objects</p>	<p><u>Word reading expectation</u> <u>Learn set 1 sounds</u> Can recognise/blend (with support from the teacher) to read CVC words containing the following graphemes: More Alliteration (focus on recognising initial sounds)</p> <p>Visual discrimination/ auditory memory Can sort objects/pictures by given criteria e.g. sort the squares from the triangles; sort the buttons with 2 holes from the buttons with 4 holes Can discriminate between pictures with less obvious contrast eg dog/puppy Can recall details from memory eg what a character from a story looked like Can sing rhymes and songs from memory Are able to tell a story from memory</p>

	<p>Can recall familiar object's/pictures (kim's game)</p> <p>Can recall animal sounds</p> <p>Can follow a two part instruction</p>	<p>Can relay a message</p>	<p>Can spot and suggest rhymes</p> <p>Can orally segment sounds in words (CVC)</p> <p>Can orally blend sounds in words (CVC)</p>
Reception	<p><u>Word Reading Expectation</u></p> <p><u>Learn set 1 sounds</u></p> <p>To be able to recognise and read without overt sounding and blending CVC, CVCC, CCVC following graphemes (WT1-1.5):</p> <p>Group 1: m, a, s, d, t</p> <p>Group 2: i, n, p, g, o</p> <p>Group 3: c, k, u, b, f, ck</p> <p>Group 4: e, l, h, sh, r</p> <p>Group 5: j, v, y, w, th</p> <p>Group 6: z, ch, qu, x, nk, ng</p> <p>Can sort words that rhyme from those that don't</p> <p><u>Development Matters:</u></p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences <p>visual discrimination / auditory memory</p> <p>Forms some recognisable letters in emergent writing</p> <p>Forms some letters in a sequence e.g. writes own name from memory</p> <p>Can discriminate between obvious letters and numbers eg 1 and 8 and f and w</p> <p>Can recall words (recognise their name and other words in the environment eg labels)</p>	<p><u>Word Reading Expectation</u></p> <p><u>Learn set 1 sounds</u></p> <p>To be able to recognise and read without overt sounding and blending CVC, CVCC containing set 1 graphemes.</p> <p><u>Book Reading Expectation</u></p> <p>Read Red books containing set 1 sounds for fluency</p> <p><u>Development Matters:</u></p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them • Read a few common exception words matched to the school's phonic programme <p>visual discrimination / auditory memory</p> <p>Can discriminate between less obvious words dog/log</p> <p>Can discriminate between less obvious letters and numbers eg 6 and 8 and b and d</p> <p>Can recall sequence of less familiar/unconnected objects</p> <p>Can recall a sequence of shapes</p> <p>Can recall sequences eg symbols / graphemes in a word</p> <p>Recognises upper and lower case forms</p>	<p><u>Word Reading Expectation</u></p> <p><u>Development Matters:</u></p> <p><u>Learn set 2 sounds</u></p> <p>To be able to recognise and read without overt sounding and blending CVC, CVCC, CCVC, CVCC, CCVCC words containing the full set set 1</p> <p>Read CVC, CVCC, CCVC including the following graphemes:</p> <p>Ay ee igh ow oo o oar or air ir ou oy</p> <p><u>Development Matters/Book Reading Expectation:</u></p> <p>Read Green/Purple books contain set 1 sounds for fluency</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read aloud simple sentences and books that are consistent with their

	<p>Can recall sequence of familiar objects Can sequence pictures to tell a story Recall a short sequence of words 'hold a short sentence' / recall 3 items from an oral list Can match objects that have the same initial sound Pronounces most phonemes correctly</p>	<p>Can segment individual phonemes in longer words and blend them together to read the word (CVCC CCVC words as the baseline) Knows that words are made up of individual sounds</p>	<p>phonic knowledge, including some common exception words. visual discrimination / auditory memory Has an awareness that sometimes there is an alternative grapheme for known phonemes Recognises an increasing number of common exception words (red words) Are beginning to read some words easily and automatically without overt sounding out Recalls a longer sequence of words 'hold a sentence' / 4/5 words from an oral list Pronounces the 44 phonemes in English mostly correctly Knows letter names</p>
Year 1	<p><u>Word Reading Expectation</u> <u>Learn set 3 sounds</u> To able to recognise and read without overt sounding and blending CVC, CVCC, CCVC, CVCC, CCVCC and multisyllabic words containing previously taught graphemes and start to read words containing the following graphemes: ea, oi, a-e, i-e, o-e, u-e, aw, e-e, au, ue, oe, are, ur, er, ow, ai, oa, ire, ear, ure, tion, tious</p> <p><u>Book Reading Expectation</u> Read pink/orange books containing set 2 sounds for fluency</p>	<p><u>Word Reading Expectation</u> <u>Review set 3 sounds</u> To able to recognise and read with increasing fluency CVC, CVCC, CCVC, CVCC, CCVCC and multisyllabic words containing previously taught and following graphemes: ea, oi, a-e, i-e, o-e, u-e, aw, e-e, au, ue, oe, are, ur, er, ow, ai, oa, ire, ear, ure, tion, tious</p> <p><u>Book Reading Expectation</u> Read yellow books (more complex/longer text) containing set 2 sounds for fluency</p>	<p><u>Word Reading Expectation</u> <u>Review set 3 sounds</u> To able to recognise and read without overt sounding and blending CVC, CVCC, CCVC, CVCC, CCVCC and multisyllabic words containing the following graphemes: ea, oi, a-e, i-e, o-e, u-e, aw, e-e, au, ue, oe, are, ur, er, ow, ai, oa, ire, ear, ure, tion, tious</p> <p><u>Book Reading Expectation</u> Read blue books containing set 2 and 3 sounds for fluency at 70+ words per minute</p>
Year 2	<p><u>Word Reading Expectation</u> <u>Review set 3 sounds</u></p>	<p>Children still working on Grey Books in Spring can still be assessed as working at standard as</p>	

	<p>To able to recognise and read without overt sounding and blending CVC, CVCC, CCVC, CVCC, CCVCC and multisyllabic words containing the following graphemes: ea, oi, a-e, i-e, o-e, u-e, aw, e-e, au, ue, oe, are, ur, er, ow, ai, oa, ire, ear, ure, tion, tious</p> <p><u>Book Reading Expectation</u></p> <p>Read grey books containing set 3 sounds for fluency at 90+ words per minute</p>	<p>long as fluency is in line with National age related expectations.</p> <p>Any children still accessing daily phonics sessions beyond Autumn term will do so in an intervention group</p>	
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