



## LANDEWEDNACK PHONICS SKILLS PROGRESSION

### Nursery - Phase One

Listening to different sounds.

Responding to sounds.

Identifying sounds they hear (animal noises, everyday sounds)

Learn letter names.

Oral blending practise.

### Reception - Phases 2 - 4:

Term	Phase	Phonemes	Non-decodable words
<b>Autumn One</b> (as soon as all children are admitted, week 3 at latest)	<b>Phase Two</b>	s a t p i n m d g o c k c k e u r h b f f l l s s	the to l no go
<b>Autumn Two</b>	<b>Phase Three</b>	j v w x y z z z qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	he she we me be was no go my you they her all are
<b>Spring Term</b>	<b>Consolidate Phase Two and Three</b>		
<b>Summer Term</b>	<b>Teach Phase Four &amp; Consolidate Phase Three &amp; Four</b>	(Cvcc & ccvc) examples bend mend hump bent damp spot spin trip glass track speck	said so have like some come were there little one do when out what

### Year 1 - Phase 5:

Term	Phase	Phonemes	Non-decodable words
<b>Autumn One</b>	Consolidate Phase 3 and 4		
<b>Autumn Two</b>	<b>Phase 5 part 1 for reading</b> Consolidate Phase 3 and 4 for writing	ay ou ie ea oy ir ue aw wh ph ew oe au ey a_e e_e i_e o_e u_e	Oh their people Mr Mrs looked called asked
<b>Spring One</b>	<b>Phase 5 part 2 for reading</b> <b>NC Spelling Objectives for Year 1</b>	Alternative pronunciations for graphemes: i fin find o hot cold c cat cent g got giant u but put ow cow blow ie tie field ea eat bread great er farmer her a hat what y yes by very ch chin school chef ou out shoulder could you /zh/ vision visual beige measure	water where who again thought through work mouse marry laughed because different any eyes friends once please
<b>Spring Two</b>	<b>Consolidate Phase 5 parts 1 and 2 for reading</b> NC Spelling Objectives for Year 1		(correct use of k/-nk, ph, wh, -tch, -ve)
<b>Summer Term</b>	<b>Consolidate Phase 5 parts 1 and 2</b> <b>Phase 5 part 3</b> Alternative spellings for phonemes	c - k ck qu x ch ch - tch, t(ure) f - ph j - g dge m - mb n - kn gn ng - n(k) r - wr s - c sc sh - ch t(ion) ss(ion, ure) s(ion, ure) c(ion, ious, ial) v - ve w - wh o - w(a) u - some, won, son, ai - eigh, ey, ei ee - eo oa - o oo - u oul o or - al our ur - ear ear - ere eer air - are ear ure - our er - our e u	



**Year 2 - Phase 6:**

Phase 6 phonics is less structured than Phases 1-5. No new grapheme phoneme correspondences are taught. The below suggested progression ensures coverage of Phase 6 but may need to be adapted based on the needs of the class.

Term	Focus		Spelling focus
<b>Autumn One</b>	<b>Phase 5 recap</b> Syllables Alphabetical order Dictionaries Vowels + consonants Contractions <i>(to be recapped throughout year)</i>	Recap phase 5 -emphasis on polysyllabic words. Syllable counting (clap and count) spelling strategy. Alphabetical order (including second letter). Using dictionaries Letter formation (cursive) Vowels and consonants. Long and short vowel sounds Contractions (I'm, I've, he's, she's, they've, I'll, he'll, she'll)	Position of phoneme in word ruling out graphemes (p.187 #1)  <b>Syllables spelling strategy</b>
<b>Autumn Two</b>	Present and past tense. Adding suffixes	Past and present (concept + use in familiar texts)  -ed for past tense -s and -es for plural -s and -es for verb conjugation -ing for present continuous -ing for past continuous  -er (verb → noun) -er for comparative -est for superlative	/o/ made with a after w or qu (p.187 #2)  /ur/ made with or after w (p.187 #3)  /or/ sound before all spelt all (p.187 #4)  <b>Base word spelling strategy</b>
<b>Spring One</b>	Suffixes and contractions	-ful (noun → adjective) -ly (adjective → adverb) -y (noun → adjectives) -ment (verbs → nouns) -ness (adjectives → nouns)  Contractions (can't, didn't, hasn't, wouldn't, shouldn't couldn't, it's)	Words never end in v (ve)  <b>Mnemonics spelling strategy</b>
<b>Spring Two</b>	Proofreading homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	<b>Analogy spelling strategy.</b>  ant ent, ance ence using related words (p.188 #9)
<b>Summer Term</b>	Consolidation	Based on teacher assessment	

**All** children will be included in this progression, with any students requiring intervention provided with additional support within lessons and through short, frequent intervention sessions (such within individual reading sessions). This ensures that all students will have the opportunity to receive a complete phonics education by the end of Key Stage 1 (Year 2).