



# Highfield Primary School Progression Map 2023 - 2024

## Subject: Phonics

### Intent

At Highfield Primary School, phonics is taught through the Department of Education's approved phonics teaching programme, 'Twinkl Phonics'. Pupils in the Nursery, Reception, Year 1, Year 2 and, where appropriate, KS2, will be effectively taught phonics through a coherently planned sequence of lessons.

The phonics' lessons will provide opportunities for pupils to not only develop the knowledge, skills and understanding essential for their reading and writing, but also to develop their confidence, resilience and engagement so that they can become successful, fluent, readers and writers.

### Implementation

#### Progression of Knowledge

	EYFS		KS1		
	Nursery	Reception	Year 1	Year 2	KS 2
	Nursery children will be taught to/about:	In addition to knowledge taught in the Nursery, Reception children will be taught to/about:	In addition to EYFS knowledge, Year 1 children will be taught to/about:	In addition to EYFS and Year 1 knowledge, Year 2 children will be taught to/about:	For those KS2 children who are working below age-related expectations:
Autumn Term	<b>Level 1:</b> > Me and My family > Traditional Tales	<b>Level 2:</b> > s a t p > i n m d > g o c k > c k e u r > h b f l > ff ll ss 's'  Level 2 Tricky Words	<b>Level 5:</b> > ay oy ie ea > a-e i-e o-e u-e e-e > ou > long vowel sounds > ch saying /c/ > ch saying /sh/	<b>Level 6:</b> > 'y' saying /igh/ > 'dge' and 'ge' saying /j/ > Adding -es to Words Ending in 'y' > 'gn' saying /n/ > 'kn' saying /n/ > Adding -ed and -ing to Words Ending in 'y' > 'wr' saying /r/ > 'le' saying /l/ > Adding -er and -est to Words Ending in 'y' > 'el' saying /l/  Level 6 Common Exception Words	Through assessment and observation, teachers will identify those who need further phonics teaching. KS2 Intervention programmes will be used that are specifically designed

<b>Spring Term</b>	<b>Level 1:</b> > People Who Help Us > Animals	<b>Level 3:</b> > j v w x > y z zz qu ch > sh th (unvoiced) th (voiced) ng > ai ee igh oa > oo (short) oo (long) ar or > ear air ure er  <b>Level 3 Tricky Words</b>	<b>Level 5:</b> > 'ir' saying /ur/ > 'ue' saying /yoo/ and /oo/ > 'ew' saying /yoo/ and /oo/ > 'y' saying /ee/ > 'aw' and 'au' saying /or/ > 'ow' and 'oe' saying /oa/ > 'wh' saying /w/ > 'c' saying /s/ 'g' saying /j/ > 'ph' saying /f/ > 'ea' saying /e/  <b>Level 5 Tricky Words</b>	<b>Level 6:</b> > 'al' and 'il' saying /l/ > Adding -ed and -er to Words Ending in 'e' > 'eer' saying /ear/ > ture > Adding -est and -y to Words Ending in 'e' > 'mb' saying /m/ > 'a' and 'al' saying /or/ > Adding -ing , -ed to CVC/ CCVC words > 'o' saying /u/ > 'ey' saying /ee/  <b>Level 6 Common Exception Words</b>	<b>to close the gaps and develop essential reading and writing skills.</b>
<b>Summer Term</b>	<b>Level 1:</b> > Places to Visit > Fantasy	<b>Level 4:</b> > CVCC Words > CCVC Words > Adjacent Consonants > Polysyllabic Words > Three-Letter Adjacent Consonants  <b>Level 4 Tricky Words</b>	<b>Level 5:</b> > 'ie' saying /ee/ > Adding -ed > Adding -s and -es > Adding -er and -est > 'tch' saying /ch/ > Adding -ing and -er to Verbs > 'are' and 'ear' saying /air/ > Unspoken 'e' 'ore' saying /or/ > Adding un  <b>Level 5 Tricky Words</b>	<b>Level 6:</b> > Adding -er, -est, -y to CVC and CVCC Words > Contractions > 'war' saying /wor/ and 'wor' saying /wur/ > Suffixes -ment and -ness > 's' saying /zh/ > 'wa' saying /wo/ and 'qua' saying /quo/ > tion > Suffixes -ful, -less and -ly > Homophones/ Near Homophones > Prefix dis  <b>Level 6 Common Exception Words</b>	

Impact (End points)					
	Nursery	Reception	Year 1	Year 2	KS2
<b>By the end of the Summer Term</b>	<p>By the end of Level 1: &gt; children will have experienced a wealth of listening activities including songs, stories and rhymes</p> <p>&gt; be able to distinguish between speech sounds and many will be able to blend and segment words</p> <p>&gt; children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words</p>	<p>By the end of Level 2 children will be able to:</p> <p>&gt; give the phoneme when shown any Level 2 grapheme</p> <p>&gt; find any Level 2 grapheme, from a display, when given the phoneme</p> <p>&gt; orally blend and segment CVC words</p> <p>&gt; blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;</p> <p>By the end of Level 3 children will be able to:</p> <p>&gt; give the phoneme when shown all or most Level 2 and Level 3 graphemes</p> <p>&gt; find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme</p> <p>&gt; blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes)</p> <p>&gt; segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);</p> <p>&gt; read and spell some two-syllable words using Level 2 and Level 3 graphemes</p> <p>&gt; read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;</p>	<p>By the end of Level 5 children will be able to:</p> <p>&gt; give the phoneme when shown any grapheme that has been taught; for any given phoneme, write the common graphemes</p> <p>&gt; apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable</p> <p>&gt; read and spell phonically decodable two-syllable and three-syllable words;</p> <p>&gt; form each letter correctly</p> <p>&gt; Use alternative ways of pronouncing and representing the long vowel phonemes</p>	<p>By the end of Level 6 children will be able to:</p> <p>&gt; read accurately most words of two or more syllables;</p> <p>&gt; read most words containing common suffixes;</p> <p>&gt; read most common exception words;</p> <p>&gt; read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather</p> <p>&gt; than on decoding individual words;</p> <p>&gt; sound out most unfamiliar words accurately, without undue hesitation;</p> <p>&gt; segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others; spell most common exception words correctly</p>	<p>By the end of the year:</p> <p>&gt; read accurately most words of two or more syllables;</p> <p>&gt; read most words containing common suffixes;</p> <p>&gt; read most common exception words;</p> <p>&gt; read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather</p> <p>&gt; than on decoding individual words;</p> <p>&gt; sound out most unfamiliar words accurately, without undue hesitation;</p> <p>&gt; segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others; spell most common exception words correctly</p>

		<p>&gt; spell the tricky words - the, to, I, no, go;</p> <p>&gt; write each letter correctly when following a model.</p> <p>By the end of Level 4 children will be able to:</p> <p>&gt; be able to blend and read words containing adjacent consonants</p> <p>&gt; be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants</p> <p>&gt; be able to segment and spell words containing adjacent consonants</p> <p>&gt; be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what</p> <p>&gt; be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here</p> <p>&gt; write each letter, usually correctly</p>			
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