Cedar Park School
Be kind ★ Be inspired ★ Believe

Phonics Curriculum Progression

EYFS

Knowledge & Understanding	Skills & Enquiry	Resources
Nursery Basics 1 - Firm Foundation Autumn 1 – Aspect 1 – Environmental Sounds Autumn 2- Aspect 2 and 3- Instrumental Sounds and Body Percussion Spring 1 – Aspect 4 – Rhythm and Rhyme Spring 2 – Aspect 5 - Alliteration Summer 1 – Aspect 6- Voice Sounds Summer 2 - Aspect 7 – Oral Blending and Segmenting **Reception Autumn 1** **Basics 2** Group 1 – s a t p Group 2 – i n m d Group 3- g o c k **Reception Autumn 2** Group 4- ck e u r Group 5 h b f l Group 6 – ll ff ss Tricky words: I, is, the, to, go, no, has, his, as of into **Reception Spring 1** **Basics 3** Group 1- j v w x Group 2- y z zz qu Group 3- ch sh th ng **Reception Spring 2** Group 4- ai ee igh oa Group 5- oo o oar or Group 6- ur ow oi er **Reception Summer 1** Group 7- ure ear air Recap, plus reading and writing Basics 2 and 3 sounds in words and sentences. Tricky words: her, was, you, he, she, we, me, be, they, my, by, are, all, some, come, so, do, little, out. **Reception Summer 2** Recap, plus reading and writing Basics 2 and 3 sounds in words and sentences. Plugging Gaps	Turning into sounds (auditory discrimination) Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension) **Basics 2** Taught 18 of the 44 sounds and recognise the spelling for the sound, segment and build, read and blend and write the sound. Hear up to 3 sounds in a word, recognise spellings and read simple CVC words with the 18 spellings for sounds. Read decodable texts with Basics 2 sounds and phonetically make plausible attempts at their emerging stages of spelling when writing. **Basics 3** Know spellings for further 26 of the 44 sounds. Use auditory processing and memory skills to continue to recognise spellings for the sound, segment and build, read and blend and write. An introduction to alternative pronunciations of spellings for sounds. Read tricky words and nonsense words. At the end of the Basics children will be able to hear 3 sounds in words, recognise spellings and read and write simple and complex CVC words with the 44 spelling sounds. Read decodable texts and make phonetically plausible attempts at spellings in their writing.	*Supersonic Phonics Friends Website*

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Year 1

Knowledge & Understanding	Skills & Enquiry	Resources
Autumn 1 **Basics 4** Group 1- CVCC Group 2- CVCC and polysyllabic Group 3- CCVC Group 4- CCVC and polysyllabic Group 5- CCVCC, CCCVCC and polysyllabic Tricky words: Were, what, like, have, there, here, said, one, house, when, our, your, love, school, then, them, that, this. **Autumn 2** **Basics 5** – choose to use Group 1- ai and ay, ee and ea, igh and ie, oa and oe, oo and oe, oo and ue. Group 2- ai, ay and a_e, ee, ea and e_e, igh, ie and i_e, oa, oe and o-e, oo, ue and u_e. Group 3- oi and oy, ur and ir, ow and ou, or and aw, w and wh. **Spring 1** Group 4- air and are, n and kn, r and wr, f and ff and ph, or and aw and au. Group 5- n and kn and gn, or and aw and au and ore, ee and ea and e_e and ey, oo and ue and u_e and ew. Group 6- air and are and ear, ur and ir and or, ch and tch, j and dge, ur and ir and or and er Tricky words: their, people, Mr, Mrs, Oh, these, friends, asked, where, today, once, could, should, would, called, looked, son, says, want, after, half, only, with. **Spring 2** **Basics 5**- switch it- alternative spellings i- as in sixth and wild o- as in frog and old c- as in crisp and cement g – as in growl and gem u- as in underpants and tuba ow- as is clown and yellow ie- as in pie and chief ea- as in dream and bread a- as in apple and angel a- as in apple, angel and watch ou- as in mouldy and mouse o- as in frog, old and monk y- as in yellow and cry y- as in yellow, cry and crystal ch- as in children and chef ch- as in children, chef and chorus ou- as in mouse, mouldy and soup Tricky words- does, goes, tall, call, small. Laughed, why, over, above, live, please, water, because, break, work, who, any, many, move, eye. **Summer 1 and 2** – Additional recapping gaps from learning already taught Spelling Patterns and rules Adding –s and –es to words (plural nouns and the third person singular of verbs) Adding –ing and –ed and –er to verbs where there is no change to the root word. Adding –er and –est to adjectives where there is no change to the root word. Adding the prefix –un Write Compound words	**Basics 4**- Recognise, Build, Read and Write Moving from 3 sounds CVC to four sounds plus CVCC, CCVC, CCVCC, CCCVCC words. Hear more than 3 sounds in a word and continue to embed mastery of Basics 2 and 3 phonics spellings. Listening to adjacent consonants that are challenging to hear in words. Learn tricky words and read nonsense words. At the end of this Basics children will be able to hear more than 3 sounds in words, recognise spellings and read and write CVC, CVCC, CCVC, CCVCC, CCCVCC words containing the 44 spellings in the English language. Read decodable texts and make phonetically plausible attempts at spellings in their writing. **Basics 5**- Choose to use and Switch it Teaches the concept that there is more than one spelling for a sound that they can hear in a word. Finding out that sounds 'sound the same but look different' and the rules for which spelling to choose when it comes at different places in a word. Learn tricky words and read nonsense words applying their knowledge of the Basics sounds. To be able to switch spellings and sounds for alternative pronunciations. Read decodable texts and make phonetically plausible attempts at spellings in their writing.	Supersonic Phonics Friends Website

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Year 2		
Knowledge & Understanding	**Skills & Enquiry**	**Resources**
Autumn 1 **Recapping Basics 5-** Choose to use– That have been taught in Year 1 **Autumn 2** **Recapping Basics 5-** Switch It – That have been taught in Year 1 Spelling Patterns and rules 1. Change /y/ to /i/ and add /es/ 2. Words /y/ simply add /ing/ 3. Change the /y/ to an /i/ and add /ed/ **Spring term** Change the /y/ to an /i/ and add /er/ 4. Change the /y/ to an /i/ and add /est/ 5. Drop the /e/ and add /ed/ 6. Drop the /e/ and add /ing/ 7. Drop the /e/ and add /y/ 8. Drop the /e/ and add /er/ 9. Drop the /e/ and add /est/ 10. Double the consonant and add /ed/ 11. Double the consonant and add /ing/ 12. Double the consonant and add /y/ 13. Double the consonant and add /er/ 14. Double the consonant and add /est/ 15. Add -less 16. Add -ness 17. Add -ment 18. Add -ful 19. Add -ly 20. Choose to use /le/ /el/ /al/ /il/ 21. More Choose to use 22. /tion/ 23. Contractions 24. Possessive Apostrophes 25. Homophones **Summer term** Move to Ready Steady Spell scheme	Teach children very specific spelling rules, adding suffixes, adding ending to words such as plural. Choose spelling for the 44 sounds in the English language. Switch spellings for sounds and use alternative pronunciations. Use spelling rules and patterns in writing to make a more accurate attempt at the spelling. Learn tricky words to read and write.	Supersonic Phonics Friends Website