



Barnfields Phonics Progression Grid

This progression grid is based on Letters and Sounds. The year groups specified are for guidance and demonstrate the expected attainment level.

	Phase	Phase Expectations	Grapheme Phoneme Correspondence (GPC) and skills	Key Words	
				Reading	Spelling
Nursery	Phase 1 (Ongoing)	By the end of phase 1 children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.	<ul style="list-style-type: none"> Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting 	N/A	N/A
Reception	Phase 2 (6 weeks)	By the end of Phase Two children should: <ul style="list-style-type: none"> give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n; find any Phase Two letter, from a display, when given the sound; be able to orally blend and segment CVC words; be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: if, am, on, up and 'silly names' such as ip, ug and ock; be able to read the five tricky words the, to, l, no, go. 	s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss Practise reading and spelling CVC words applying graphemes taught.	is it in at and to the no go l	and to the



Reception	Phase 3 (12 weeks)	<p>By the end of Phase Three children should:</p> <ul style="list-style-type: none"> • give the sound when shown all or most Phase Two and Phase Three graphemes; • find all or most Phase Two and Phase Three graphemes, from a display, when given the sound; • be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); • be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); • be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are; • be able to spell the tricky words the, to, I, no, go; • write each letter correctly when following a model. 	<p>j, v, w, x, y, z, zz, qu</p> <p>Consonant digraphs: ch, sh, th, ng, nk</p> <p>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Practise reading and spelling CVC words applying graphemes taught.</p>	<p>he she we me be was my you they her all are</p>	<p>no go two-syllable words</p>
Reception/Year 1	Phase 4 (4-6 weeks)	<p>By the end of Phase Four children should:</p> <ul style="list-style-type: none"> • give the sound when shown any Phase Two and Phase Three grapheme; • find any Phase Two and Phase Three grapheme, from a display, when given the sound; • be able to blend and read words containing adjacent consonants; • be able to segment and spell words containing adjacent consonants; • be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what; • be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are; • write each letter, usually correctly. 	<p>Teach blending and segmentation of adjacent consonants.</p> <p>Teach and practise reading & spelling CVCC, CCVC, CCVCC, CCCVC, CCCVCC words.</p> <p>Read and spell common high frequency words.</p>	<p>said, so, have, like, some, come, were, there, little, one, do, when, out, what</p>	<p>he, she, we, me, be, was, you, they, all, are, my, her</p>



Year 1	<p>Phase 5 (Whole Year)</p>	<p>By the end of Phase Five children should:</p> <ul style="list-style-type: none"> • give the sound when shown any grapheme that has been taught; • for any given sound, write the common graphemes; • apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable; • read and spell phonically decodable two-syllable and three-syllable words; • read automatically all the words in the list of 100 high-frequency words; • accurately spell most of the words in the list of 100 high-frequency words; • form each letter correctly. 	<p>Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned).</p> <p>Learn new phonemes: /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul),</p> <p>Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule).</p> <p>Teach alternative pronunciations for graphemes: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou.</p>	<p>oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p>	<p>said, so, have, like, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked</p> <p>+ Year 1 High Frequency Words</p>
Year 2	<p>Phase 6 (Whole Year)</p>	<p>By the end of this phase, children should be fluent readers and increasingly accurate spellers.</p>	<p>Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness).</p> <p>Teach spelling of homophones and contractions.</p> <p>Use strategies to support the learning & practising spelling such as:</p> <ul style="list-style-type: none"> • syllables • root words • analogy • mnemonics 	<p>+ Year 2 High Frequency Words</p>	<p>+ Year 2 High Frequency Words</p>