**LETTERS AND SOUNDS - PHASES OF PROGRESSION SUMMARY**

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| Reception | Phase 2 | * Give the sound when shown any phase 2 letter, securing 1st the starter letters **s, a, t, p, i, o, n** * Find any phase 2 letter, from a display, when given a 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 5 tricky words, the, to, I, no, go |
| Phase 3 | * Give the sound when shown all or most phase 2 and phase 3 graphemes * Find all or most phase 2 and phase 3 graphemes, from a display, when given the sound * Be able to blend and read CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes) * Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single syllable words consisting of phase 2 and 3 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 |
| Phase 4 | * Give the sound when shown any phase 2 and 3 grapheme * Find any phase 2 and 3 grapheme, from a display, when given a 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 , their, out, like, little, what** * Be able to spell the tricky words **she, we, me, be, was, my, you, her, they, all, are** * Write each letter, usually correctly |
| Year 1 | Phase 5 | * Give the sound when shown any grapheme that has been taught * For any given sound, write the common graphemes * Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable * Read and spell phonically decodable 2 syllable and 3 syllable words * Read automatically all the words in the list of 100 HF words * Accurately spell most of the words in the list of 100 HF words * Form each letter correctly |
| Year 2 | Phase 6 | **Reading**   * Longer and less familiar texts. * Learn rarer GPCs (p23 thin book). * Greater familiarity with graphemes of two or more letters. * Spelling work focused on structure of words supports decoding. * Increased numbers of words which can be read automatically. * Use context to support decisions about where to place stress in a polysyllabic word. * Greater emphasis on developing a range of comprehension strategies.   **Spelling**   * Continue to segment words into phonemes but developing accuracy through making informed choices of graphemes where there are alternatives. * Using spelling conventions and guidelines to support this (see p187 fat book). * Learn conventions for adding common suffixes e.g. –ed, -ing (p189). * Develop strategies for independent spelling and proof reading. |