**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
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| 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
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| 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
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| 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
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| 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.
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