

Phase	4+	Yr1	Yr2	Yr3	Generic Skills	Grapheme Phoneme Correspondence (GPC)	Key Words	Vocabulary
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### Glen Hills Primary School Progression Map - Phonics



Phase	Year				SAS Key Learning Objectives			Vocabulary
	4+	Yr1	Yr2	Yr3	Generic Skills	Grapheme Phoneme Correspondence (GPC)	Key Words	
Phase 1	Reception – ongoing				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			listen, say, hear, sound, loud/soft/quiet, match, find, slow/fast, fierce, rough, squeaky, smooth, bumpy, high/low, wobbly, long/short, pattern, rhyme, word, nursery rhyme
Phase 2	Autumn	Revisited for WTS/EXS Autumn	Revisited for WTS Autumn	Revisited for WTS Autumn	Develops children’s knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each and their letter names. Teaches and practises the skills of blending separate sounds together into whole words for reading and	Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss	Be able to <b>read</b> decodable HFW: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, is, not, got, up, mum, can, put  Be able to <b>read</b> the five tricky words: the, to, l, no, go, into	chop up, stretch the word, segment, robot arms, sound buttons, blend, digraph, tricky words alphabet, letter name, letter sounds, alien/real words

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					segmenting whole words into separate sounds for spelling VC and CVC words (not necessarily write). Enables children to read and write captions. Enables children to read two syllable words.			
Phase 3	Spring and Summer	Revisited for EXS/GDS Autumn  WTS Spring / Summer	Revisited for WTS Autumn / Spring  Revisited EXS Autumn	Revisited for WTS Autumn / Spring / Summer  Revisited EXS Autumn	Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of the alphabet and high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet, their letter names and the graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter. Enables children to write each letter correctly when following a model. Enables children to spell two syllable words.	Set 6: j, v, w, x,  Set 7: y, z, zz, qu  <b>Consonant digraphs:</b> ch, sh, th, ng,  <b>Vowel digraphs:</b> preferred order? ee, oo/oo, ai, igh, oa, ar, ow (cow), er, or, ur, oi, ear, air, ure,	Be able to <b>spell</b> phase 2 tricky words (no, go, I, to, the).  Be able to <b>read</b> decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too  Be able to <b>read</b> tricky words: he, she, we, me, be, was, my, you, they, all, her, are	grapheme sound-talk syllable (claps)
Phase 4	Summer GDS	EXS / GDS Autumn  WTS Summer	Revisited for WTS Autumn / Spring / Summer  Revisited EXS / GDS Autumn	Revisited for WTS Spring / Summer  Revisited EXS / GDS Autumn	<i>There are no new GPCs to be learnt in this phase.</i> Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.	Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. <b>Examples of blends and</b>	Be able to <b>spell</b> Phase 3 tricky words (he, she, we, me, be, was, my, you, they, all, her, are)  Be able to <b>read</b> decodable HFW: went, it's, from, children, just, help	

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					<p>Develops children's knowledge and skills of blending and segmenting words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC words).</p> <p>Enables children to write each letter, usually correctly.</p> <p>Enables children to spell polysyllabic words.</p>	<p><b>clusters can include:</b> st, nd, mp, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, sw, tw, sm, pr, sc, sk, sn, nch, scr, shr, thr, str, spl</p> <p>Teach and practise reading &amp; spelling CVCC and CCVC words.</p> <p>Reading common high frequency words.</p>	<p>Be able to <b>read</b> tricky HFW: said, were, have, there, like, little, so, one, do, when, some, out, come, what</p>	
Phase 5		EXS / GDS Spring / Summer	Revisited for WTS Spring / Summer EXS / GDS Autumn	LAPs Spring / Summer Revisited EXS / GDS Autumn	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.</p> <p>Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three.</p> <p>Teaches and practices the skills of blending and segmenting using all GPCs taught.</p> <p>Enables children to begin to build word-specific knowledge of the spellings of words.</p> <p>Enables children to <b>read</b> all 100 HFWs on sight.</p> <p>Enables children to <b>spell</b> accurately most 100 HFWs.</p> <p>Enables children to form all letters</p>	<p>Practise recognition and recall of Phase 2, 3 &amp; 5 graphemes (as learned).</p> <p><b>Learn new graphemes:</b> 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), Split digraphs: a-e (make), e-e (these), ie (like), o-e (home), ue (rule).</p> <p><b>Learn new phoneme:</b> /zh/ (treasure, television, usual),</p> <p><b>Teach alternative pronunciations for graphemes</b> (p136): i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou</p> <p><b>Teach alternative</b></p>	<p>Be able to <b>spell</b> Phase 4 tricky HFW ( said, were, have, there, like, little, so, one, do, when, some, out, come, what)</p> <p>Be able to <b>read</b> decodable HFW: don't, old, I'm, by, time, day, made, came, make, here, saw, house, very, about,, your</p> <p>Be able to <b>read</b> tricky HFW: oh, their, people, Mr, Mrs, looked, asked, called, could, should, would</p> <p>Teach <b>spelling</b> of the above words</p> <p>Be able to <b>read</b> some words from the next 200 HFW: water, where, who, again,</p>	<p>Read sentences with homographs eg. wind/wind, bow/bow, read/read (p143)</p>

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					correctly.	<p><b>spellings for graphemes</b> (p154-157): /ch/ (ture, tch), /j/ (dge, dg), /m/ (mb), /n/ (gn, kn), /r/ (wr), /s/ (st, se), /z/ (se), /u/ (eg: some, sun nothing, done, worry), /i/ (eg. gym), /ear/ (ere, eer), /ar/ (al, ath), /air/ (ere, ear, are), /or/ (al, all, our, augh), /ur/ (ear, wor), /oo/ (oul), /ee/ (eg: happy, field), /igh/ (eg: by), /oa/ (eg: low), /oo/ (eg: blew), /sh/ (eg: special, station, sugar, mission, chef)</p>	thought, through, work, mouse, many, laughed, because, different,, any, eyes, friends, once, please	
Phase 6			GDS Spring Through -out Year 2 and beyond <b>Use with RWInc Spelling</b>	Revisited EXS / GDS Autumn and beyond <b>Use with RWInc Spelling</b>	<p>Develops children’s knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.</p> <p>Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.</p> <p>Enables children to read for information and to read for pleasure.</p> <p>Teaches strategies for memory of spellings: syllables, base words/root words; analogy; mnemonics.</p> <p>Enables children to use a dictionary to help check their spelling.</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 long words.</p> <p>Introduce &amp; teach the past tense.</p> <p>Learning &amp; practising spelling.</p>	Be able to <b>read (and spell most)</b> of the remaining 200 high frequency words.	<p>long and short vowel sounds, past tense, base words/root words. mnemonics, proof-reading, dictionary, spell-check</p>

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