



Knowledge, Skills and Vocabulary Progression (KSV): PHONICS

Teaching and
Learning area

PHONICS

What should an age-related pupil know and be able to do in each year group?

Bold-Fundamental Knowledge
Highlight - Cross curricular link

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

**Phase One/
Foundations for
phonics**

**Sharing stories
and poems**

Children will:
-share high-quality
stories and poems
every day;
-be encouraged to
be active
participants by
talking about and
around stories;
-be engaged
through the use of
props or objects;
-relate events or
stories to their own
lives;
-engage with high
quality books that
provide a range of
new vocabulary and
develop a love of
books and reading

**Learning
Nursery
Rhymes and
action songs**

Children will:

	-learn a range of nursery rhymes and action rhymes that include multi-sensory experiences; -learn songs and actions for themselves through repetition; - use actions and clapping; -use different voices and sound effects Developing listening and attention Children will: -take part in activities that develop focused listening and attention, including oral blending; -join in with oral blending activities; -tune into sounds to distinguish initial letter sounds through games; -have high-quality language modelled by adults daily						
Vocabulary	listen, sound, hear, phoneme, say, clap, song, rhyme						
Phase Two	Development of knowledge of grapheme-phoneme correspondences (GPCs), blending						
Reception							
Autumn Term							

	and segmenting skills with letters and recognition tricky words. Development of knowledge of 19 letters of the alphabet with one sound for each. Teaching and practicing the skills of blending separate phonemes together into whole words for reading and segmenting whole words into separate phonemes for spelling. <u>Phase 2 graphemes:</u> s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk Children taught to orally blend and segment CVC words using taught phonemes Children taught words with -s /s/added at the end						
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	-words ending in -s /z/(his) and with -s /z/added at the end <u>New Tricky words:</u> is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be						
Vocabulary	Phoneme, grapheme, letter, sound, digraph, tricky word						
Phase Three Reception Spring Term Year One Autumn 1	Development of knowledge of GPCs, their skills of blending and segmenting with letters and recognition of tricky words. Development of knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter (digraphs and trigraphs).						

	Teaching and practising the skills of blending and segmenting sounds represented by graphemes of more than one letter (digraphs and trigraphs). Children learn letter names. Phase 3 taught in the following order alongside written graphemes: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Children taught: -words with double letters -longer words -words with 2 or more digraphs -words ending in -ing -compound words -words with s/z/ in the middle -words with s /s/ /z/ at the end -words with -es /z/ at the end <u>New Tricky words</u> –						
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	was, you, they, my, by, all, are, sure, pure All tricky words taught so far also reviewed						
Vocabulary	Phoneme, grapheme, letter, sound, digraph, trigraph, tricky word, blend, segment, tricky word, chunking, compound words	Phoneme, grapheme, letter, sound, digraph, trigraph, tricky word, blend, segment, tricky word, chunking, compound words					
Phase Four Reception Summer term Year One Autumn 1	Development of knowledge of GPCs, their skills of blending and segmenting with letters and recognition of tricky words. There are no new GPCs taught at this phase. Development of knowledge and skills of blending and segmenting words with adjacent consonants. Children will learn to read and spell	Development of knowledge of GPCs, their skills of blending and segmenting with letters and recognition of tricky words. There are no new GPCs taught at this phase. Development of knowledge and skills of blending and segmenting words with adjacent consonants. Children will learn to read and spell words with short vowels and adjacent consonants: CVCC, CCVC, CCVCC, CCCVC, CCCVCC					

	words with short vowels and adjacent consonants: CVCC, CCVC, CCVCC, CCCVC, CCCVCC Children will learn to read and spell Phase 3 long vowel graphemes with adjacent consonants: CVCC, CCVC, CCCVC, CCV, CCVCC Children taught: -longer words and compound words -words ending in suffixes -ing, -ed, -est, -er Children will revise and recall all Phase 2 and 3 phonemes. <u>New Tricky words</u> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today All tricky words taught so far also reviewed	Children will learn to read and spell Phase 3 long vowel graphemes with adjacent consonants: CVCC, CCVC, CCCVC, CCV, CCVCC Children taught: -longer words and compound words -words ending in suffixes -ing, -ed, -est, -er Children will revise and recall all Phase 2 and 3 phonemes. <u>New Tricky words</u> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today All tricky words taught so far also reviewed					
Vocabulary	Phoneme, grapheme, letter, sound, digraph, trigraph, tricky word, blend,	Phoneme, grapheme, letter, sound, digraph, trigraph, tricky word,					

	segment, consonant, vowel	blend, segment, consonant, vowel					
Phase Five Year One Autumn, Spring and Summer term Year Two consolidation as necessary		Development of children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of tricky words. Children learn more graphemes for the phonemes taught in Phases 2 and 3 and more ways of pronouncing graphemes introduced in Phases 2 and 3. Teaching and practising the skills of blending and segmenting using all GPCs taught. Phase 5 Graphemes: ay, ou, oy, ea, ir, ie, ue /oo/ /yoo/; u /yoo/; o/oa/; i /igh/; a /ai/; e /ee/; o-e; u-e /oo/ /yoo/, e-e; ew /oo/ /yoo/; ie /ee/; aw Phase 5 Graphemes: ay, ou, oy, ea, ir, ie, ue /oo/ /yoo/; u /yoo/; o/oa/; i /igh/; a /ai/; e /ee/; o-e; u-e /oo/ /yoo/, e-e; ew /oo/ /yoo/; ie /ee/; aw	Consolidation of children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of tricky words. Teaching and practising the skills of blending and segmenting using all GPCs taught. Phase 5 Graphemes: ay, ou, oy, ea, ir, ie, ue /oo/ /yoo/; u /yoo/; o/oa/; i /igh/; a /ai/; e /ee/; o-e; u-e /oo/ /yoo/, e-e; ew /oo/ /yoo/; ie /ee/; aw y /ee/; ea /e/; wh, oe and ou /oa/; g /j/; ph; le/al; c /s/; se /z/; se and ce /s/; ey /ee/; ui and ou /oo/ or /ur/; u and oul /oo/;				

		y /ee/; ea /e/; wh, oe and ou /oa/; g /j/; ph; le/al; c /s/; se /z/; se and ce /s/; ey /ee/; ui and ou /oo/ or /ur/; u and oul /oo/; are /air/; au/aur/al/oor; al and a /ar/; a /or/; schwa in longer words eg. different; a /o/; ear and ere /air/; ear /ur/; wr; st and sc /s/; ch /c/; ze /z/; schwa at the end of words eg. actor eigh, aigh, ey, ea /ai/; kn and gn /n/; mb; ere, eer /ear/; su, si / zh/; dge /j/; y /i/; ge /j/; ti, ssi, si, ci /sh/; augh, our, oar, ore /or/ <u>New Tricky words</u> – oh, their, people, your, Mr, Mrs, Ms, could, would, should, our, house, mouse, water, want	are /air/; au/aur/al/oor; al and a /ar/; a /or/; schwa in longer words eg. different; a /o/; ear and ere /air/; ear /ur/; wr; st and sc /s/; ch /c/; ze /z/; schwa at the end of words eg. actor eigh, aigh, ey, ea /ai/; kn and gn /n/; mb; ere, eer /ear/; su, si / zh/; dge /j/; y /i/; ge /j/; ti, ssi, si, ci /sh/; augh, our, oar, ore /or/ <u>New Tricky words</u> – oh, their, people, your, Mr, Mrs, Ms, could, would, should, our, house, mouse, water, want Any, many, again, who, whole, where, two, school, different, call, thought, through, friend, work Once, laugh, because, eye Busy, beautiful, pretty, hour, move, improve, parents, shoe				
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		Any, many, again, who, whole, where, two, school, different, call, thought, through, friend, work Once, laugh, because, eye Busy, beautiful, pretty, hour, move, improve, parents, shoe					
Vocabulary		Phoneme, grapheme, letter, sound, digraph, trigraph, tricky word, blend, segment, consonant, vowel, plural, prefix, suffix, split digraph, chunking, schwa	Phoneme, grapheme, letter, sound, digraph, trigraph, tricky word, blend, segment, consonant, vowel, plural, prefix, suffix, split digraph, chunking, schwa				