

Wylve Valley  
Primary School



**Love Care Respect**

*To aspire to being outstanding in everything we do, by always aiming higher.*

**"Let your light shine in all you say and do."**

**Matthew 5:16**

## Progression of knowledge for Phonics

### Reception

<p>Reception</p>	<ul style="list-style-type: none"> <li>• Explore and experiment with sounds, words and texts.</li> <li>• Link sounds with letters in own name and familiar words.</li> <li>• Learn that text is read from left to right, top to bottom.</li> <li>• Tell stories from pictures.</li> <li>• Enjoy a range of books and stories.</li> </ul>	<p><b>Phonics</b></p> <p>Learn, hear, say and identify Set 1 sounds and simple diagraphs in order;</p> <ul style="list-style-type: none"> <li>• <b>m a s d t</b></li> <li>• <b>i n p g o</b></li> <li>• <b>c k u b f e l k</b></li> <li>• <b>sh r j v y w</b></li> <li>• <b>th z ch q x ng nk</b></li> </ul> <ul style="list-style-type: none"> <li>• As each group is learnt teach blending and segmenting with CVC words.</li> <li>• Explore and experiment with sounds, words and texts.</li> </ul>	<p><b>Ditties</b></p> <p>Teach/Review Set 1 sounds</p> <ul style="list-style-type: none"> <li>• Link sounds to letters, naming and sounding letters of the alphabet.</li> <li>• Hear and say sounds in words in the order in which they occur.</li> <li>• Blend CVC words and recognise common diagraphs.</li> <li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words.</li> <li>• Explore and experiment with sounds, words and texts.</li> </ul>
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Reception	Red Books	Green Books	Purple Books
	<p>Review Set 1 sounds            Teach Set 2 sounds  <b>ay, ee, igh, ow, oo, oo</b>            Initial consonant blends  <b>sp, fl, sl, cr, dr</b>            Word endings  <b>ss, ll, ck, ve</b>            Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Link sounds to letters, naming and sounding letters of the alphabet.</li> <li>• Hear and say sounds in words in the order in which they occur.</li> <li>• Blend CVC and CCVC words and recognise common diagraphs.</li> <li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words.</li> <li>• Explore and experiment with sounds, words and texts.</li> <li>• Begin to know that some words, common exception words, cannot be read using phonic knowledge.</li> <li>• Recognise and join in with predictable phrases.</li> </ul>	<p>Review Set1 diagraphs            Teach/review Set 2 sounds  <b>ay, ee, igh, ow, oo, oo</b>            Word endings <b>ff, tch</b>            Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Link sounds to letters, naming and sounding letters of the alphabet.</li> <li>• Hear and say sounds in words in the order in which they occur.</li> <li>• Blend CVC and CCVC words and recognise common diagraphs.</li> <li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words.</li> <li>• Explore and experiment with sounds, words and texts.</li> <li>• Read automatically common exception words as they are introduced in the texts.</li> <li>• Read a variety of texts including nonfiction</li> </ul>	<p>Teach/review Set 2 sounds  <b>ar, or, air, ir, ou, oy</b>            double consonants  <b>tt, ll, ff, ss, zz</b>            initial blends  <b>tr, st, bl, sw, bl, fr, spl</b>            Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Blend CVC words and recognise common diagraphs.</li> <li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words.</li> <li>• Use phonics to read unknown or difficult words</li> <li>• Recognise all common diagraphs taught.</li> <li>• Read automatically common exception words as they are introduced in the texts.</li> <li>• Read a variety of texts including nonfiction.</li> </ul>

Year 1

Year 1	Pink Books	Orange Books	Yellow Books
	<p>Review set 2 sounds Teach set 3 sounds <b>ea, oi, a-e, i-e, o-e, u-e</b> Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise all common digraphs and trigraphs taught.</li> <li>• Read automatically high frequency words</li> <li>• Use syntax and context to self-correct when reading for accuracy and meaning</li> <li>• Read longer words including two- and three-syllable words</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Begin to not need to blend words out loud, 'blend in your head'.</li> <li>• Read and understand contractions, use of apostrophe and common suffixes. Link what is read to own experiences, Discuss word meanings.</li> <li>• Recognise and join in with predictable phrases.</li> </ul>	<p>Review set 2 sounds Review set 3 sounds taught Teach set 3 sounds <b>au, ie, e-e, ue, ce, aw</b> Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise less common digraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Increasing confidence and speed in blending 'in your head' silently.</li> <li>• Read and understand contractions.</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> </ul>	<p>Review set 2 sounds Review set 3 sounds taught Teach set 3 sounds <b>are, ur, er, ow, ai, oa</b> Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise less common digraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Confidence and speed in recognising and reading words, blending silently unknown words.</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Discuss significance of tittle and events.</li> <li>• Make inference on basis of what is being said and done.</li> </ul>

Year 2

<p>Year 1/Year 2</p>	<p><b>Yellow/Blue Books</b></p> <p>Continue to review set 2 sounds            Review set 3 sounds taught            Teach set 3 sounds  <b>ew, ire, ear, ure, tious, tion</b>            Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise less common diagraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Confidence and speed in recognising and reading words, blending silently unknown words.</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Participate in discussion about what is read, take turns in speaking and listening.</li> <li>• Explain own understanding of what is read.</li> </ul>	<p><b>Blue/Grey Books</b></p> <p>Continue to review set 2 sounds and set 3 sounds            Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise less common diagraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Confidence and speed in recognising and reading words, blending silently unknown words.</li> <li>• Read a wide variety of texts including poems and non-fiction.</li> <li>• Discuss word meanings, linking new meanings to those already known.</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul>	<p><b>English</b></p> <p>Continue to review set 2 sounds and set 3 sounds            Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise less common diagraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Confidence and speed in recognising and reading words, blending silently unknown words.</li> <li>• Read complete fiction and non-fiction texts from a range of classic and contemporary leading children’s authors and poets</li> </ul>
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