



PHONICS

SKILLS & KNOWLEDGE

Progression Map



Phonics Skills and Knowledge Progression Map



At Hawkshead Esthwaite Primary School, we follow the sequence of synthetic phonics teaching as outlined in Read, Write Inc.

Rationale

At Hawkshead Esthwaite Primary School, children arrive being able to recognise the audio of their name and some are able to recognise their written name. Children also arrive able to decipher between different sounds in the environment. Many children are able to recognise words in branded logos such as Lego, ASDA and Cbeebies. We ensure that children start by learning the sounds in their own name and begin to write their own name too. In reception, children learn phonics which will support their ability to read and write words and short sentences that they are able to decode. Books are selected to take home for children to read correspond to both the RWI programme and the corresponding book band colour for a supplementary book, added for interest. RWI home reading books are used when children are independently blending to read. Until this stage, children are given Lilac Book Band Books to encourage positive book behaviours and development of oracy skills through discussion of picture books. Home reading books are consolidatory and aim to improve children's confidence and fluency.

This progression document is to be read in conjunction with the whole school reading progression, curriculum intent and other supporting documents, as stated below:

Sources of Hawkshead Esthwaite Primary School's Key Words:

- Read, Write, Inc. key red words – As highlighted within the R, W, I. scheme, important to teach these spellings explicitly.
- Year 1 Common exception words from the National Curriculum 2014 – Some of the Year 1 CEW are not included within the R, W, I. red words, these must be taught when visited during the phonics scheme.
- Old 100 high frequency words – At Hawkshead Esthwaite Primary School, we believe it is important for children to read these words prior to being expected to spell them within their work. By highlighting them when they are encountered during our R, W, I. sessions we can help the children to apply these spellings to their wider English work.
- Reception word bank (*Year 1 CEW) – These words need to be taught within R, W, I. to enable Hawkshead Esthwaite Primary School's Reception children to write simple sentences.

Phonics Skills and Knowledge Progression Map



Autumn Term



EYFS

By the end of EYFS, children will:

Revisit Phase 1 (covered in Pre-school)

Focus on all aspects within taught phonics sessions and as part of daily provision.

1. Identify and describe different sounds and noises in the environment, e.g. long, short, high, low, loud, quiet.
2. Experience and develop awareness of sounds with instruments and noise makers.
3. Develop awareness of sounds and rhythms using body percussion.
4. Articulate words correctly in rhythm.
5. Listen to sounds and know which are the same and different (beginning or end).
6. Articulate sounds using correct mouth movement.
7. Oral blending (of 3 sound words) and segmenting

Phase 2

Teach Set 1-

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Starting to orally blend.

Correct articulation of Set 1 sounds.

Handwrite Set 1 sounds.

Beginning to orally blend.

My turn your turn (MTYT).

Key Words to read:

CVC words including Set 1 sounds.



Year 1

By the end of Year 1, children will:

Phase 4

Teach Set 3-

ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure
Set 3 Alternative spellings ti (sh), ci (sh), c (s), o (ow),
Alternative spellings setwh, ph, ue, ie, au (mn), e-e, kn, ck
Alternative Spellings in the books- (to read) oor, ore, se (s)

Correct articulation of Set 3 sounds.

Blending VC, CVC, CCVC and CVCC words.

Correct articulation of alternative spellings.

Read, Write, Inc. Books:

Orange books

1. Playday 2. I think I want to be a bee 3. A bad fright 4. Follow me 5. Too much! 6. A good cook? (se (s)) 7. Comeon, Margo! 8. My sort of horse (oor, ore) 9. Haircuts 10. My best shirt 11. Look out! 12. Hunt the tortoise

Key Words to read:

Set 1 and 2

Focus – ay, ee, igh, ow, oo (too), oo (good), ar, or, oor, ore, air, ir, ou, oy, oi

1. What, they, do, said, you, to, the, today
2. What, to, me, be, want, my
3. Go, my, what, be, the, oh
4. Said, he, me, you, to, do, what, no, the, go
5. Old, my, are
6. Said, all, he, we, my, said, so, the
7. Was, to, are, old, so, go, you, they, the
8. So, of, want, all, to, my, the, pull, look
9. You, want, do, of, no, the
10. My, said, so, she, we, me, her, to
11. Want, my, do, to, the, house, out, see, about
12. He, be, said, no, so, go, to, all, call, the, too

Key Words to Spell:

I've, like, all, some, washing, call, want, her, we, Mr, from, if, day, when, just



Year 2

By the end of Year 2, children will:

Consolidate all Sets

Set 1-

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Set 2-

ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy

Set 3-

ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure

Alternative spellings set wh, ph, ue, ie, au (mn), e-e, kn, ck

Alternative spellings not covered ch (k), dge (j), y (igh)

Key Words to Spell:

should, come, many, mother, above, father, by, bought, great, someone, another, walk, caught, worse, other, love, wear, says, friend, time, down, make



EYFS

By the end of EYFS, children will:

Phase 2

Practise Set 1 –

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Orally blending.

Correct articulation of Set 1 sounds.
Handwrite Set 1 sounds.
Orally blending simple VC and CVC words.

Key Words to read:

CVC words including Set 1 sounds.

Consolidate Set 1 –

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Set 1 Alternative Spellings – ck, ff, ll, ss,

Photocopied Ditties

Correct articulation of Set 1 sounds.
Blending VC, CVC, CCVC and CVCC words. Questions to talk about
Hold a sentence orally
Suffixes “It’s hard to Fred a red word”

Read, Write, Inc. Books:

Ditties 1 -20

Key Words to read:

I, me, of, the, head at, his, it, is, in, and CVC, CCVC and CVCC words

Key Words to Spell:

CVC words including Set 1 sounds



Year 1

By the end of Year 1, children will:

Practise Set 3-

ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Set 3 Alternative spellings Ce(s), ph, tt, ti (sh), ci (sh), c (s), o (ow) Alternative spellings setwh, ph, ue, ie, au (mn), e-e, kn, ck Yellow Book Alternative Spellings- (to read) wr, g (j), ge(j), i (igh), ph (f), mb (m),

Correct articulation of Set 3 sounds.
Blending VC, CVC, CCVC and CVCC words.
Consolidate articulation of alternative spellings
Suffix ly

Read, Write, Inc. Books:

Yellow

1. The duckchick (wr)* 2. Off sick (ph(f))* 3. Tom Thumb (mb (m))* 4. The gingerbread man* 5. Robin Hood 6. Lost 7. Do we have to keep it? 8. Danny and the Bump-a-lump 9. Grow your own radishes 10. The foolish witch
*A longer read of mostly Set 1 to build up reading fluency.

Key Words to read:

Set 1 and 2

Focus – a, e, l, o, u, ea, oo (look), ay, ee, igh, ow (grow), oo, oo
1. Some, saw, her, to, all, was, they, watch, of, very, as 2. watch(es), was, to, all, said, want, you, are, of, school, her, they 3. small, was, to, do, said, of, what, their, little 4. to, was, her, said, you, of, they, their 5. your, who, tall, you, of, to, want, they, said 6. they, call, all, are, your, you, her, what, do, to, brother, of, were 7. want, all, one, to, do, you, I’m, I’ve, Baby, It’s 8. there, watch, small, what, some, of, was, to, you, I’ve, I’m, all, there 9. their, you, your, want, some, they, are, small, of, fall, call, any, to 10. where, some, they, was, you, said, to, were, there, are, tall, call, wall, of, push(ed), were, into

Key Words to Spell:

What, they, do, so, old, was, she, today, pull, house, look, out, about, too, oh



Year 2

By the end of Year 2, children will:

On-going practise from previous work.

Opportunity for small group interventions.



EYFS

By the end of EYFS, children will:

Revise Set 1-
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j,
v, y, w, th, z, ch, qu, x, ng, nk

Set 1 Alternative Spellings ck, ff, ll, ss,

Red Book Alternative Spellings- (to read) ss, ck,
ff, ve, gg, tt, dd, s(z), ll

Correct articulation of Set 1 sounds.
Blending VC, CVC, CCVC and CVCC words.
'Jump-in' Questions to talk about Alien words
Think about the story- With expression and
Freeze frame
Multisyllabic/suffixes

Read, Write, Inc. Books:

Red Books

1. Pin it on 2. Got him 3. Cat in a pot 4. Jam 5.
Pick it up (ss, ck) 6. Wuff Wuff (ve, ff) 7. Let's
sing 8. Let's swim (gg, tt, dd) 9. Cluck 10. In the
mud

Key words to read

1. Put, a, on, not, that, up 2. The, I, put, a, him,
got, this 3. The, no, of, bath, get 4. I, of, my 5.
big, can 6. My, I, the, of, help, have, back 7. The,
I, of, his, with 8. I, put, the, of, an 9. My, the, I,
for, has 10. I, the, of, my, he, full, will

Key Words to Spell:

I, me, of, the, head, at, his, it, is, in, and CVC,
CCVC and CVCC words



Year 1

By the end of Year 1, children will:

On-going practise from previous work.



Year 2

By the end of Year 2, children will:

On-going practise from previous work.

Opportunity for small group interventions.

Phonics Skills and Knowledge Progression Map



Spring Term



EYFS

By the end of EYFS, children will:

Phase 3

Teach Set 2-

ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy

Set 2 Alternative Spellings wh, se, ve, kn, ll,

Green Book Alternative Spellings- (to read) wh, tch, nn zz, bb,

Correct articulation of Set 2 sounds.

Blending VC, CVC, CCVC and CVCC words.

Fred in your head- Children to sound out and blend the word in their heads before saying the word.

Fastest Finger (FF)- Children to retrieve the information from the text.

Have a think (HAT)- Children to infer from the text.

Word meaning Suffixes ing, ed, es

Read, Write, Inc. Books:

Green books

1. On the bus 2. My dog Ned 3. Six fish (wh, tch) 4. The spell 5. Black Hat Bob 6. Tug, tug 7. Chips 8. The web (nn) 9. Pip's Pizza (zz, bb) 10. Stitch the witch

Key words to read

Set 1 sounds

Focus – a, e, l, o, u

1. The, your 2. The, said, l, of, my, had 3. The, of, he, baby, then 4. You, l, said, of, be 5. He, said, no, my, l, off 6. He, said, no, l 7. l, said, of, no, but, had 8. Said, the, my, are, l, them 9. l, said, the, he, no, you, put 10. l, the, said, you, of, went

Key Words to Spell:

put, no, for, my, he a, his, has, full on, not, that, up, him, got, this, get, big, can, help, have, back, an



Year 1

By the end of Year 1, children will:

Consolidate Set 3-

ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure
Set 3 Alternative spellings Ce(s), ph, tt, ti (sh), ci (sh), c (s), o (ow)
Alternative spellings setwh, ph, ue, ie, au (mn), e-e, kn, ck
Blue Book Alternative Spellings- (to read) gu (g),

Correct articulation of Set 3 sounds.

Blending VC, CVC, CCVC and CVCC words.

Correct articulation and spelling of alternative sounds

Fluency – words in a minute

Read, Write, Inc. Books:

Blue

1. Barker 2. The poor goose 3. Hairy Fairy 4. King of the birds 5. Our house (gu(g)) 6. The jar of oil
7. Jade's party 8. Jellybean 9. A box full of light
10. The hole in the hill

Key words to read

Set 1, 2 and 3

Focus – ar, or, oor, ore, air, ir, ou, oi, oy, ay, a-e, a, ee, ea, e, y, igh, i-e, ie, l, o-e

1. Does, were, all, one, said, of, to, they 2. Any, other, two, one, all, her, there, said, were, l'm, to, don't 3. Could, there, all, they, any, l'm, l've, to, what, do, ball, children, Mrs 4. Would, want, their, watch, some, there, said, all, water, were, they, are, to, was, one, wash, you 5. Anyone, over, who, all, one, watch, does, they, school, you, to, were, was, said, wasn't, our 6. Through, once, there, son, who, your, her, was, to, you, of, one, all 7. Brother, all, where, said, one, was, you, of, made 8. Any, what, one, was, want, does, could, said, some, of 9. All, who, there, their, could, some, of, was, they, to, said, saw, what 10. Whole want, your, any, could, their, was, small, tall, all, of, to, you, were, people, came

Key Words to Spell:

Watch, watches, saw, school, small, their, tall, brother, were, l'm, one, fall, any, where, there, wall, push, very, into, as, it's, there, were



Year 2

By the end of Year 2, children will:

On-going practise from previous work.

Opportunity for small group interventions.

EYFS
By the end of EYFS, children will:

Consolidate Set 2-
ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy
Set 2 Alternative Spellings wh, se, ve, kn, ll,
Purple Book Alternative Spellings-
(to read) pp, y (ee)

Correct articulation of Set 2 sounds.
Blending VC, CVC, CCVC and CVCC words.
Fred in your head
Hold a sentence
y making an e sound at the end of a word

Read, Write, Inc. Books:

Purple books

1. Ken's cap 2. A bad fox (pp) 3. Big Blob and Baby Blob 4. Tim and Tom 5. Tag 6. Elvis 7. Flip Frog and the bug 8. Red Ken 9. Billy the Kid 10. In the bath

Key words to read

Set 1 sounds Focus – a, e, l, o, u
1. The, of, to, no, l, my 2. The, l, me, go, dad 3. The, of, he, baby 4. Said, my, are, the, l 5. l, said, you, me 6. l, you, the, my 7. l, to, said, the 8. He, of, the, said, paint, l, my 9. Said, the, l, me, you, no, mum 10. The, said, are, your, he

Key Words to Spell:

said, baby, you, your, are, be had, then, but, had, them, went, off

Year 1
By the end of Year 1, children will:

Revise Set 3-
ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure
Set 3 Alternative spellings Ce(s), ph, tt, ti (sh), ci (sh), c (s), o (ow)
Alternative spellings set wh, ph, ue, ie, au (mn), e-e, kn, ck
Grey Book Alternative Spellings- (to read) gn (n), aw (or), aigh (ai)
Teach children to read the following CEW-
says, friend

Correct articulation of Set 3 sounds.
Blending VC, CVC, CCVC and CVCC words.
Fluency – words in a minute Suffixes (word endings)
Grid from book 10

Read, Write, Inc. Books:

Grey books

1. Rex to the rescue 2. The lion's paw 3. I dare you 4. Looking after hamster 5. How silly! 6. Wailing Winny's car boot sale 7. Toad 8. Andrew 9. Dear vampire 10. Vulture culture 11. Celebration on planet Zox 12. A very dangerous dinosaur 13. The invisible clothes

Key words to read

Set 1, 2 and 3 Focus – oo, u-u, ue, or, oor, ore, aw, are, air, ir, ur, er, ou, ow (how), ay, a-e, ai, aigh, a, ow, o-e, oa, o, oo, u-e, ue, ew, ire, ear, ure, ture, tion, ous, cious, tious, able, ible, ably, ibly
Should, were, there, call, want, come, could, one, through, was, you, to, said, all, of 2. Many, could, one, are, were, other, through, was, call, to, there, they, said 3. Two, there, who, were, you, said, your, one, could, what, was, school, to, of, all, time 4. Mother, are, you, want, to, one, your, they, come, other, of, water 5. Above, father, son, mother, some, here, who, there, people, water, was, to, you, all, what, come, they, were, one 6. Buy, bought, do, some, to, of, said, you, down 7. Father, one, watch, should, there, come, said, who, anyone, whole, water, was, ball, of, what, your, could, you, were, now 8. Great, brother, above, where, could, was, what, here, someone, through, another, there, school, water, of, were, to, all, one 9. Walk, said, they, were, was, what, small, are, any, here, son, who, would, there, to, you, all 10. One, some, their, where, they, many, are, were, come, two, of above, make 11. Caught, worse, call, come, was, said, their, great, who, everyone, should, here, watch, all, they, of, you, were, there, another 12. Talk, thought, there, where, all, through, one, would, two, was, they, other 13. Love, wear, some, could, buy, bought, thought, everyone, father, any, whole, one, you, said, was, through, there, they, were, walk

Key Words to Spell:

Does, any, other, two, could, ball, would, water, wash, anyone, over, who, wasn't, through, once, son, whole, people, our, don't, children, Mrs, made, came

Year 2
By the end of Year 2, children will:

On-going practise from previous work.

Opportunity for small group interventions.

	 EYFS	 Year 1	 Year 2
	By the end of EYFS, children will be taught to:	By the end of Year 1, children will be taught to:	By the end of Year 2, children will be taught to:
Summer Term	Revise Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Set 2 Alternative Spellings wh, se, ve, kn, ll, Pink Book Alternative Spellings- (to read) le, kn, e (ee), rr, mm, ce, se (z), ea Correct articulation of Set 2 sounds. Blending VC, CVC, CCVC and CVCC words. Letter names (not just special friends) <u>Read, Write, Inc. Books:</u> <u>Pink books</u> 1. Scruffy Ted (le, kn) 2. Tab the cat (rr) 3. In the sun 4. The dressing up box 5. Tab's kitten 6. Sanjay stays in bed 7. The greedy green gremlin (mm) 8. In the night 9. Snow (ce) 10. So cool! (se (z)) <u>Key words to read:</u> <u>Books 1-5 – Set 1</u> Focus – a, e, l, o, u 1. All, my, like, I've, the, from 2. Want, you, call, we, be, no, her, are, the, if 3. My, of, the, Mr 4. All, me, you, said, the, ask 5. He, she, to, no, call, her, I've, the <u>Books 6- 10 – Set 1 and 2</u> Focus – ay, ee, igh, ow (snow), oo (cool) 6. Of, are, said, you, all, no, he, day 7. To, my, washing, the, when, just 8. Some, no, all, of, the 9. My, you, to, me, the 10. Be, my, no, so, all <u>Key Words to Spell:</u> to, go, paint dad, mum	On-going practise from previous work. Opportunity for small group interventions.	On-going practise from previous work. Opportunity for small group interventions.