

Progression Grid for Phonics and Spelling 2020 – 21 Recovery

Progression in Phonics and Spelling through our Empowering Curriculum

<p>Year R</p> <p>By the end of Year R most children will be able to:</p> <p>During Term 1 and 2, we are having a much greater focus on Phase 1. The children will be revisiting each of the seven aspects and learning about 'good listening'. We are going to focus on two sounds at a time to begin with, whilst we are still covering Phase 1 revision.</p>	<p>Year 1</p> <p>During Term 1, Phase 2 sounds revisited, before starting to recap Phase 3 sounds. Spellings are sent home, with an additional focus on Tricky words as these have not been covered in EYFS. This will continue into Term 2 and beyond.</p> <p>By the end of Year 1 most children will be able to:</p>	<p>Year 2</p> <p>In Term 1, all children focused on Phonics recovery. Phase 3 sounds were reviewed daily and Phase 5 sounds were taught in greater depth. Year 1 CEW were relearned and assessed.</p> <p>In Term 2, Phase 5 will still be recovered while also moving on to the Year 2 Spelling rules, patterns and CEW words. This will still allow the usual 4 terms to teach the Year 2 spelling curriculum, with a review in Term 6.</p> <p>See Year 2 Long Term Plan for Spelling, and a new Phonics Recovery plan.</p> <p>Children who are not secure on Phase 3 are taught in small groups with a focus on Phase 3.</p> <p>By the end of Year 2 most children will be able to:</p>
<p><i>To be taught using a multisensory approach</i></p> <ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others 	<p><i>To be taught using a multisensory approach</i></p> <ul style="list-style-type: none"> • Recognise and order the alphabet – lower and upper case • Know the vowels – long and short • Be able to segment and blend words to be able to read and write them. • Have developed automaticity in reading and spelling high frequency words • Be able to read and spell phonetically 	<p><i>To be taught using a multisensory approach</i></p> <ul style="list-style-type: none"> • To have used the Year 1 curriculum to further extend their knowledge and understanding of words and spellings including first 100 HFW. • Be able to use their phonic knowledge to underpin spelling. • Understand morphology to be able to use root words and suffixes.

<p>are phonetically plausible.</p> <ul style="list-style-type: none"> • To know and be able to accurately recite the alphabet – matching to the letters • These vowel digraphs and trigraphs: using Letters and Sounds and Jolly Phonics as a supportive structure <p>Letters and Sounds Phase 1</p> <p>Aspect 1 - General sound discrimination - environmental</p> <p>Aspect 2 - General sound discrimination - instrumental sounds</p> <p>Aspect 3 - general sound discrimination - body percussion vocabularies.</p> <p>Aspect 4 - Rhythm and rhyme</p> <p>Aspect 5 - Alliteration</p> <p>Aspect 6 - Voice sounds</p> <p>Aspect 7 - Oral blending and segmenting</p> <p>Phase 2 – To read and begin to spell</p> <p>Set 1: s a t p</p> <p>Set 2: i n m d</p> <p>Set 3: g o c k</p>	<p>plausible real and nonsense words using the graphemes taught</p> <ul style="list-style-type: none"> • Those who are finding it a challenge will be supported using : Jolly Phonics/Read Write Inc/ I can Read/ Phonetically plausible reading books <p>Statutory: <i>To read and spell</i></p> <p>These vowel digraphs and trigraphs: using Letters and Sounds as a supportive structure</p> <ul style="list-style-type: none"> • Phase 3: oo oo, ar,or,ur, ow, oi, ear, er • Phase 4: adjacent consonants, polysyllabic words, segmenting to spell, division of words into syllables, Compound words • Phase 5 : ay, ie, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, oe, ou, ow, ue, ew, ie ,or, ore, aw, au air, ear, are • The sounds f, l, s, k spelt ff, ll, ss, zz, and ck • nk • -tch • v phoneme at the end of words • adding s and es, either as plural nouns or 	<ul style="list-style-type: none"> • Show the relationship between the meaning and spelling of words. • Those who are finding it a challenge will be supported using : Jolly Phonics/Read Write Inc/I can Read/Phonics Phonic Books/Dandelion Books/Letters and Sounds <p>Statutory: <i>To read and spell</i></p> <ul style="list-style-type: none"> • dge or ge phoneme at the ends of words • s phoneme, spelt ‘c’ (soft c) • n phoneme, spelt ‘kn’ and ‘gn’ • r phoneme, spelt ‘wr’ • l phoneme, spelt ‘le’ at the ends of words • l phoneme, spelt ‘el’ • l phoneme, spelt ‘al’ • Words ending ‘il’ • -y (long ‘i’ phoneme) at the ends of words • adding -es to nouns and verbs ending in -y • adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. • adding -ing, -ed, -er –est and -y to words ending in -e, with a consonant before it.
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<p>Set 4: ck e u r</p> <p>Set 5: h b f, ff l, ll ss</p> <p>Phase 3</p> <p>Set 6: j v w x</p> <p>Set 7: y z zz qu</p> <p>Two and three letter graphemes: ch sh th ng ai ee igh oo oo</p> <p><u>Words to read</u></p> <p>Phase 2</p> <p>High Frequency Words: a, an, as, at, and, back, big, but, can, dad, had, get, got, him, his, if, in, is, it, mum, not, on, of, off, up</p> <p>Tricky Words: the, no, to, into, go, I</p> <p>Phase 3</p> <p>look, see, that, them, this, then, too, will, with</p> <p>Tricky words: be, he, me, she, was, we, you</p>	<p>third person singular of verbs</p> <ul style="list-style-type: none"> • adding -ing, -ed and -er to verbs where the root word doesn't change • adding -er and -est to adjectives where the root word doesn't change • Words ending -y • Consonant spellings ph and wh • Using k for the k sound • Prefix un <p>Common exception words: Read and Spell the, a, do, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p>Phase 3 Year R plus: down, for, now, that, them, this, Tricky words: all, are, her, my, they</p> <p>Phase 4: went, children, it's, just, from, help Tricky words:</p>	<ul style="list-style-type: none"> • adding -ing, -ed, -er, -est and -y to words of one syllable, ending in a single consonant letter after a single vowel letter. • the or phoneme, spelt a • the short u phoneme, spelt o • the phoneme made by the grapheme -ey • the phoneme (short o) spelt a, after the letters w and qu • the phoneme spelt or after w • the phoneme spelt ar after w • the rare phoneme spelt 's' in some words (see list) • suffixes -ment, -ness, -ful, -less and -ly • Contractions • Possessive apostrophe – singular nouns • -tion • Homophones and near- homophones • Common exception words; Read and Spell (tricky words) door, floor, poor because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful,
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	<p>come, do, have, like, little, one, out, said, so, some, there, were, what, when</p> <p>Phase 5:</p> <p>don't, day, old, made, I'm, came, by, make, time, here, saw, house, very, about, your</p> <p>Tricky words:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked, could</p>	<p>after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>
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