



## Progression of Letters and Sounds

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no
<i>Phase Three</i> (Reception) up to 12 weeks	The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa, sh ar), so the children can represent each of about 42 phonemes by a grapheme Children also continue to practise blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn to read some more tricky words and also begin to learn to spell some of these words.
<i>Phase Four</i> (Reception) 4 to 6 weeks	The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.  Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

<p><i>Phase Five</i> (Throughout Year 1)</p>	<p>The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught.</p> <p>When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.</p>
<p><i>Phase Six</i> (Throughout Year 2 and beyond)</p>	<p>Working on spelling, including prefixes and suffixes, doubling and dropping letters.</p>