



## Whole School Progression Map for Phonics

Reception and Year 1 follow the Little Wandle Program, Year 2 move on to the Spelling Program

Reception	Year 1	Year 2
<p><b>Autumn 1: Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>Tricky Words:</b> is I the</p>	<p><b>Autumn 1: Review Phase 3 and 4</b> Phase 5 /a/ ay play      /ow/ ou cloud /oi/ oy toy      /ea/ ea each</p> <p><b>Tricky Words:</b> Phase 2-4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p><b>Autumn 1: Review Phase 5</b> /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/</p> <p><b>Tricky Words:</b> people, eye, who, through, improve, move, prove, show, two, who, beautiful, their, parents, thought, sure, once, again, any, many, friend, busy, pretty, because, laugh, friend.</p>
<p><b>Autumn 2: Phase 2 graphemes</b> ff ll ss j v w x y z zz qu ch sh th ng nk Words with -s /s/ added at the end (hats, sits) Words ending -s /z/ (his) and with -s /z/ added at the end (bags)</p> <p><b>Tricky Words:</b> put pull full as and has his her go no to into she push he of we me be</p>	<p><b>Autumn 2: Phase 5 graphemes</b> /ur/ ir bird    /igh/ ie pie    /oo/ /yoo/ ue blue rescue /yoo/ u unicorn    /oa/ o go    /igh/ l tiger /ai/ a paper    /ee/ e he    /ai/ a-e shake /igh/ i-e time    /oa/ o-e home /oo/ /yoo/ u-e rude cute    /ee/ e-e these /oo/ /yoo/ ew chew new    /ee/ ie shield /or/ aw claw</p> <p><b>Tricky Words:</b> their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p><b>Autumn 2: Phase 6 Bridge to Spelling</b> What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing</p>
<p><b>Spring 1: Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters Longer words <b>Tricky Words:</b> was you they my by all are sure pure</p>	<p><b>Spring 1: Phase 5 graphemes</b> /ee/ y funny    /e/ ea head    /w/ wh wheel /oa/ oe ou toe shoulder    /igh/ y fly    /oa/ ow snow /j/ g giant    /f/ ph phone    /l/ /e al apple metal /s/ c ice    /v/ ve give /u/ o-e o ou some mother young    /z/ se cheese /s/ se ce mouse fence    /ee/ ey donkey /oo/ ui ou fruit soup</p> <p><b>Tricky Words:</b> any many again who whole where two school call different thought through friend work</p>	<p><b>Spring 1: Phase 6 Spelling</b> Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? <b>Prickly Spelling:</b> one once <b>Homophones:</b> knight/night Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? <b>Prickly Spelling:</b> two again <b>Homophones:</b> one/won Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? <b>Prickly Spelling:</b> any many <b>Homophones:</b> where/wear</p>



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<p><b>Spring 2: Phase 3 graphemes</b></p> <p>Review Phase 3            Longer words, including those with double letters            Words with -s /z/ in the middle            Words with -es /z/ at the end            Words with -s /s/ and /z/ at the end</p> <p><b>Tricky Words:</b> Review all taught so far</p>	<p><b>Spring 2: Phase 5 graphemes</b></p> <p>/ur/ or word /oo/ o oul awful could            /air/ are share            /or/ au aur oor al author dinosaur floor walk            /ch/ tch ture match adventure /ar/ al a half father            /or/ a water schwa in longer words: different            /o/ a want /air/ ear ere bear there            /ur/ ear learn /r/ wr wrist /s/ st sc whistle science            /c/ ch school /sh/ ch chef /z/ ze freeze            Schwa at the end of words: actor</p> <p><b>Tricky Words:</b> once laugh because eye</p>	<p><b>Spring 2: Phase 6 Spelling</b></p> <p>The 'W special'            How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?  <b>Prickly Spelling:</b> who whole  <b>Homophones:</b> our/hour            Why do I swap the 'y' for an 'i' when I add the suffix -es? <b>Prickly Spelling:</b> eye people  <b>Homophones:</b> quite/quiet            Why do some words have the spelling 'ey' for the sound /ee/?  <b>Prickly Spelling:</b> journey friend  <b>Homophones:</b> see/sea            Why do some words end -le, -el, -al or -il?  <b>Prickly Spelling:</b> move improve  <b>Homophones:</b> to/too/two</p>
<p><b>Summer 1: Phase 4</b></p> <p>Short vowels and adjacent consonants            CVCC CCVC CCVCC CCCVC CCCVCC            Longer words and compound words            Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</p> <p><b>Tricky Words:</b> said so have like some come love do were here            little says there when what one out today</p>	<p><b>Summer 1: Phonics screening check review – no new GPCs or tricky words</b></p>	<p><b>Summer 1: Phase 6 Spelling</b></p> <p>Why does 'c' make the sound /s/ in some words?  <b>Prickly Spelling:</b> says said  <b>Homophones:</b> here/hear            How can I spell the sound /zh/?  <b>Prickly Spelling:</b> busy pretty  <b>Homophones:</b> be/bee            What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?  <b>Prickly Spelling:</b> parents because  <b>Homophones:</b> bare/bear            How can I show missing letters in a word?  <b>Prickly Spelling:</b> beautiful laugh  <b>Homophones:</b> there/their/they're</p>
<p><b>Summer 2: Phase 4 graphemes</b></p> <p>Phase 3 long vowel graphemes with adjacent consonants            CVCC CCVC CCCVC CCV CCVCC            Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er -est            Longer words and compound words</p> <p><b>Tricky Words:</b> Review all taught so far</p>	<p><b>Summer 2: Phase 5 graphemes</b></p> <p>/ai/ eigh aigh ey ea eight straight grey break            /n/ kn gn knee gnaw /m/ mb thumb            /ear/ ere eer here deer /zh/ su si treasure vision            /j/ dge bridge /i/ y crystal /j/ ge large            /sh/ to ssi si ci potion mission mansion delicious            /or/ augh our oar ore daughter pour oar more</p> <p><b>Tricky Words:</b> busy beautiful pretty hour move improve parents shoe</p>	<p><b>Summer 2: Phase 6 Spelling</b></p> <p>Why do some longer words have the spelling 'ti' for /sh/? <b>Prickly Spelling:</b> sure sugar shoe  <b>Homophones:</b> sun/son            How do I use the possessive apostrophe (singular possession)?  <b>Prickly Spelling:</b> Mr Mrs (Ms)  <b>Homophones:</b> whole/hole            When do I swap, drop or double? (-ing, -er, -est, -y, -ed) <b>Prickly Spelling:</b> thought through  <b>Homophones:</b> blue/blew</p>



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