<u>Our School Phonics Progression</u>

<u>Nursery</u>

In nursery children learn to tune into sounds in their environment. This includes singing nursery rhymes, playing listening games and using musical instruments. At home, playing games such as 'I spy', making music and singing songs will all support your child's learning in school. Children then move on to listening to the sounds in words. They use oral blending and segmenting skills to identify and manipulate the sounds in words.

Oral Blending- The child will listen to the separate sounds in a word and blend them together. For example, if they hear c-a-t they will blend these separate sounds together to make the word cat.

Oral Segmenting- The child will be given a word and asked to say which sounds they can hear in that word. For example, if they hear cat, they can say that the sounds in cat are c-a-t.

<u>Reception</u>

When children move into reception, they learn the following graphemes:

s   a   t   p   i   n   m   d   o   g   c   k   ck   e
u   r   h   b   f   ff   l   ll   ss   j   v   w   x   y   z
qu   zz   ng

Whilst learning these graphemes children use their blending and segmenting skills to read and write words containing them. They will focus on VC and CVC words.

VC words (words with one vowel and one consonant) such as, 'in', 'at', 'is' etc

CVC words (consonant, vowel, consonant) such as 'hat', top', 'peg' etc

Children are introduced to:

   ch(chip)   sh(ship)   th (both, this)

Children then learn to blend two and three consonants together. They will learn the following consonant blends

st, nd, mp, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, tw, sm, pr, sc, sk, sn, nch, scr, shr, thr, str

Whilst learning the consonant blends children will learn to read and write words containing them. They will apply their knowledge to words with the following structures:

CVCC words such as 'lamp', 'sink' etc

CCVC words such as 'from', 'clap' etc

CCVCC words such as 'slept' 'print' etc

CCCVC words such as 'strap' 'scrimp' etc

Reception/Year 1

During reception and continuing throughout year 1, children will learn the following graphemes. The graphemes are grouped into families according to the phoneme (sound) that they make. Children are taught the alternate graphemes for each phoneme (sound). For example when learning the sound 'ai' (e.g. in rain), children will also learn to recognise and apply 'ay' (e.g. in day) and 'a-e' (e.g. in cake). Children will also learn that some graphemes have alternate pronunciations, for example that 'a' is pronounces differently in the words acorn, apple, what and father. Children are taught to read and write words containing these graphemes.

g(gem)	wh(when)
ve(have)	s(hens)
ph(phone)	ch(school)
tch (witch)	c(cell)
ch(chef)	igh(night), ie(tie), i-e(tile), i(mind), -y(cry)
ai (rain), ay(day), a-e(cake), a (acorn)	ar(park), a(father)
oo(good)	ur(turn), er(fern), ir(stir)
or (fork), aw(paw), au(launch), ore (core)	oi(coin), oy(toy)
ow(cow), ou(out)	air(chair)
ea(head), e(bed)	ure(sure)
ear(fear)	a(want)

ee(keep), ea(heat) e-e(even), ie(thief), e(delay), ey(key), -y (happy)

oa(boat), ow(snow), oe(toe), o-e(bone), ou(mould), o(open)

oo(boot), ew (stew), ue(blue, cue), ou (you), u-e(huge, flute), u(unit)

Year 2

In year 2, children learn further less commonly used graphemes and how to apply them when reading and writing.

dge(hedge) ge(hinge) mb(numb) kn(knight) gn(gnome)

wr(write) sc(science) eo(people) i(unicorn) eigh (weigh)

ei(receipt) ey(they) ei(vein) ui(fruit) oul(could) al(talk)

our(pour) ear(heard) or(editor) our(colour) e(severe)

ere(here) eer(deer) are(parent) ear(pear) t(motion)

ss(mission) c(special) s(vision) o(some) ou(shoulder)