**Phonics progression Maps**

**Phase 1 – Finish by end of Autumn 2 Reception**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 1** | Aspect | Aspect 1: Environmental Sounds 1 | Aspect 2: Instrumental Sounds 1 | Aspect 3: Body Percussion 1 | Aspect 4: Rhythm and Rhyme 1 | Aspect 5: Alliteration 1 |
| **Week 2** | Aspect | Aspect 6: Voice Sounds 1 | Aspect 7: Oral Blending and Segmenting 1 | Aspect 1: Environmental Sounds 2 | Aspect 2: Instrumental Sounds 2 | Aspect 3: Body Percussion 2 |
| **Week 3** | Aspect | Aspect 4: Rhythm and Rhyme 2 | Aspect 5: Alliteration 2 | Aspect 6: Voice Sounds 2 | Aspect 7: Oral Blending and Segmenting 2 | Aspect 1: Environmental Sounds 3 |
| **Week 4** | Aspect | Aspect 2: Instrumental Sounds 3 | Aspect 3: Body Percussion 3 | Aspect 4: Rhythm and Rhyme 3 | Aspect 5: Alliteration 3 | Aspect 6: Voice Sounds 3 |
| **Week 5** | Aspect | Aspect 7: Oral Blending and Segmenting 3 | Aspect 1: Environmental Sounds 4 | Aspect 2: Instrumental Sounds 4 | Aspect 3: Body Percussion 4 | Aspect 4: Rhythm and Rhyme 4 |
| **Week 6** | Aspect | Aspect 5: Alliteration 4 | Aspect 6: Voice Sounds 4 | Aspect 7: Oral Blending and Segmenting 4 | Aspect 1: Environmental Sounds 5 | Aspect 2: Instrumental Sounds 5 |
| **Week 7** | Aspect | Aspect 3: Body Percussion 5 | Aspect 4: Rhythm and Rhyme 5 | Aspect 5: Alliteration 5 | Aspect 6: Voice Sounds 5 | Aspect 7: Oral Blending and Segmenting 5 |

**Phase 2 – finish by end of Spring 1 Reception**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Set 1 | 1. /s/ as in snake | 2. /a/ as in apple | 3. /t/ as in tower | 4. /p/ as in pirate | 5. /s/ /a/ /t/ /p/ review[Taps](https://www.youtube.com/watch?v=FFIQE2rYpAQ) |
| Set 2 | 6. /i/ as in insect | 7. /n/ as in net[In](https://www.youtube.com/watch?v=zqStyfY1QXE) | 8. /m/ as in mountain [Man](https://www.youtube.com/watch?v=QsmUXOzQGjU) | 9. /d/ as in dinosaur[Din](https://www.youtube.com/watch?v=MbX3DZeWhns) | 10. High frequency words ‘is’, ‘it’, ‘in’, ‘at’ |
| Set 3 | 11. /g/ as in girl[Dog](https://www.youtube.com/watch?v=f94zslyse1M) | 12. /o/ as in orange | 13. /c/ as in caterpillar [Cat](https://www.youtube.com/watch?v=a7CLLSudFks) | 14. /k/ as in kangaroo | 15. High frequency word ‘and’ |
| Set 4 | 16. /ck/[Kick](https://www.youtube.com/watch?v=xnOfoSe18Dg) | 17. /e/ as in egg[Pen](https://www.youtube.com/watch?v=b0h_NGJEUJA) | 18. /u/ as in umbrella [Up](https://www.youtube.com/watch?v=47ha83v_KZs) | 19. /r/ as in robot[Red](https://www.youtube.com/watch?v=2oyPvcX9rFQ) | 20. Tricky words ‘to’, ‘the’ |
| Set 5 | 21. /h/ as in horse[Hen](https://www.youtube.com/watch?v=FL5Jzo9WugI) | 22. /b/ as in boot[Bop](https://www.youtube.com/watch?v=HjRG7ifgVoY) | 23. /f/ as in flower (and /ff/) [Fred](https://www.youtube.com/watch?v=h1btlsgeAsQ) | 24. /l/ as in leg (and /ll/ and /ss/) [Lips](https://www.youtube.com/watch?v=0rmSA5qxx-o) | 25. Tricky words ‘no’, ‘go’, ‘I’ |
|  | 26. Set 1 review + to, the, no, go, I | 27. Set 2 review + to, the, no, go, I | 28. Set 3 review + to, the, no, go, I | 29. Set 4 review + to, the, no, go, I[Hill](https://www.youtube.com/watch?v=H-J5hoXdC2A) | 30. Set 5 review + to, the, no, go, I |

**Phase 3 – finish by end of Spring 2 Reception**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Set 6 | 1. /j/ as in jack-in-the-box | 2. /v/ as in vulture[Van](https://www.youtube.com/watch?v=9PlW4a5_oyg) | 3. /w/ as in worm[Wig](https://www.youtube.com/watch?v=Eni3rhZ24x0) | 4. /x/ as in exercise[Web](https://www.youtube.com/watch?v=AwvwlSzt93Y) | 5. Tricky words ‘I’, ‘the’ and ‘to’ |
| Set 7 | 6. /y/ as in yak | 7. /z/ as in zip and /zz/ [Zap](https://www.youtube.com/watch?v=P8tK33IQzS0) | 8. /qu/ as in queen[Quick](https://www.youtube.com/watch?v=3bStPmfHRy4) | 9. Tricky words ‘he’ and ‘she’ |

Consonant digraphs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Wk 1 | 10. /ch/ as in atchoo | 11. /sh/ as in shush[Champ](https://www.youtube.com/watch?v=5JZM6uBpLGQ) | 12. /th/ (unvoiced) as in thank you | 13. /th/ (voiced) as in this | 14. /ng/ as in strong[Song](https://www.youtube.com/watch?v=HoG2ETuIJZ0) |
| Wk 2 | 15. Tricky words ‘we’, ‘me’ and ‘be’ | 16. Set 6 review  | 17. Set 7 review  | 18. Consonant digraph review  |  |

Vowel digraphs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Wk 1 | 19. /ai/ as in rain[Train](https://www.youtube.com/watch?v=ppb9We6g8BA) | 20. /ee/ as in ‘see’ [Beep](https://www.youtube.com/watch?v=F9oQmsGajmA) | 21. /igh/ as in high[Tightrope](https://www.youtube.com/watch?v=-lcE8bEdvHI) | 22. /oa/ as in boat[Toad](https://www.youtube.com/watch?v=4PpcG5UMSn8) | 23. Tricky words ‘no’, ‘go’ and ‘was’ |
| Wk 2 | 24. /oo/ as in moon | 25. /oo/ as in book [Moon](https://www.youtube.com/watch?v=BPaGePE1rTA) | 26. /ar/ as in start the car [Card](https://www.youtube.com/watch?v=X5qTyupX0IE) | 27. /or/ as in fork/ | 28. Tricky words ‘my’ and ‘you’ |
| Wk 3 | 29. /ur/ as in purse | 30. /ow/ as in cow[How Now Brown Cow](https://www.youtube.com/watch?v=KMuAjxj6bSk) | 31. /oi/ as in spoil[The End](https://www.youtube.com/watch?v=gcxgP2zHjVI) | 32. /ear/ as in hear  | 33. Tricky words ‘they’ and ‘her’ |
| Wk 4 | 34. /air/ as in air | 35. /ure/ as in ‘pure’ | 36. /er/ as in letter[Fair](https://www.youtube.com/watch?v=7TmXMkRAsjY) | 37. Tricky words ‘all’ and ‘are’ | 38. Review of VDs and tricky words |
| Wk 5 | 39. Review of VDs and tricky words | 40. Review of VDs and tricky words | 41. Review of VDs and tricky words | NB: Tricky words so far: ‘to’, ‘the’, ‘no’, ‘go’, ‘I’ ‘he’, ‘she’, ‘we’, ‘me’, ‘be’, ‘was’, ‘my’, ‘you’, ‘they’, ‘her’, ‘all’ and ‘are’ |

**Phase 4 – finish by end of Autumn 2 Year 1**

CVCC words

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Wk 1 | 1. --nt[Ants](https://www.youtube.com/watch?v=pzr4uMCUMX0) | 2. --nd[Sing](https://www.youtube.com/watch?v=GFSy1rDxge8) | 3. --ft | 4. --st[Four](https://www.youtube.com/watch?v=pu9Nc0L3rYQ) | 5. Tricky words ‘said’ and ‘so’ |
| Wk 2 | 6. --nk | 7. –xt, --ct, --pt | 8. --mp | 9. –lf, --lp  | 10. --lt, --lk |
| Wk 3 | 11. Tricky words ‘have’ and ‘like’ |

CCVC words

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Wk 3 |  | 12. sp-- | 13. st-- [Best](https://www.youtube.com/watch?v=0rexD_paGoM) | 14. fr-- | 15. tr— |
| Wk 4 | 16. Tricky words ‘some’ and ‘come’ | 17. gr--  | 18. cr-- | 19. sw--, tw--  | 20. sn--, sm--, sc-- |
| Wk 5 | 21. fl--, cl--, pl--[Clap](https://www.bbc.co.uk/iplayer/episode/b02zc68z/alphablocks-series-4-2-clap) | 22. Tricky words ‘were’ and ‘there’ |  |  |  |

Adjacent consonants (CCVCC, CCCVC and CCCVCC words)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Wk 5 |  |  | 23. Lesson 1 | 24. Lesson 2 [Prank](https://www.youtube.com/watch?v=auFppPoCldc) | 25. Lesson 3 |
| Wk 6 | 26. Lesson 4 | 27. Tricky words ‘little’ and ‘one’ |  |  |  |

Polysyllabic words

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Wk 6 |  |  | 28. Lesson 1 (root words) | 29. Lesson 2 (suffixes) | 30. Lesson 3 (compound words)[Plusman](https://www.youtube.com/watch?v=IR9xHLZAAgY) |
| Wk 7 | 31. Lesson 4 (all) | 32. Tricky words ‘do’, ‘when’,‘what’ |  |  |  |

**Phase 5**

New graphemes - **Finish by end of Spring 2 Year 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Wk 1 | 1. /ay/ as in play | 2. /ou/ as in shout[Cowboy](https://www.youtube.com/watch?v=-nBh1DMIrDM&list=PLG6KHeo3R4k6kNj_B2mn6o7Rj5vN9Vb-v) | 3. /ie/ as in tie | 4. /ea/ as in tea[Sleep](https://www.youtube.com/watch?v=2Eunmvlex0c) | 5. Tricky words recap ‘no’, ‘go’, ‘I’, ‘the’, ‘to’ |
| Wk 2 | 6. /ow/ as in blow the snow | 7. /oy/ as in boy | 8. /ir/ as in bird[Birthday girl](https://www.youtube.com/watch?v=BEAuZcRB_cM) | 9. /aw/ as in yawn | 10. Tricky words recap ‘he’, ‘she’, ‘we’, ‘be’, ‘me’ |
| Wk 3 | 11. /ue/ as in blue | 12. /ue/ as in cue | 13. /wh/ as in when | 14. /wh/ as in who | 15. Tricky words recap ‘my’, ‘you’, ‘they’, ‘her’ |
| Wk 4 | 16. /ph/ as in photo [Alphabet](https://www.youtube.com/watch?v=Y810I6Qm9i4) | 17. /ew/ as in chew [Espresso ue/ew](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item97598/grade1/module63425/index.html)  | 18. /ew/ as in stew | 19. /oe/ as in toe | 20. Tricky words recap ‘was’, ‘all’, ‘are’ |
| Wk 5 | 21. /au/ as in launch[Outlaw](https://www.youtube.com/watch?v=YDDkLF1QTXc) | 22. /ey/ as in monkey | 23. /a-e/ as in make a cake[Name](https://www.youtube.com/watch?v=ROKNNvuGpEo) |  24. /e-e/ as in these[Sleep](https://www.youtube.com/watch?v=JfzOjPZ0YMs) | 25. Tricky words teach reading ‘oh’ and ‘their’ / Teach spelling ‘said’ and ‘so’ |
| Wk 6 | 26. /i-e/ as in smile[Mine](https://www.youtube.com/watch?v=5HNpJFVEjFU) | 27. /o-e/ as in home[Home](https://www.youtube.com/watch?v=UQFilBxEseg&list=PLqk7ar-NaBVsbHQP5lR9atB716Pva16pf) | 28. /u-e/ as in June [Blue](https://www.youtube.com/watch?v=spiH4piN3yc&list=PLqk7ar-NaBVvtjk4yceMkLBMQ0Bm3RpTS) | 29. /u-e/ as in huge | 30. Tricky words teach reading ‘people’ / Teach spelling ‘have’ and ‘like’ |
| Wk 7 | 31. /ire/ as in fire | 32. Phase 5 new graphemes review | 33. Phase 5 new graphemes review | 34. Phase 5 new graphemes review | 35. Phase 5 new graphemes review |

Alternative pronunciations - new ways to say a letter

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Wk1 | 36. ‘a’ as in apron | 37. ‘a’ as in wasp | 38. ‘a’ as in path | 39. Alternative pronunciations for ‘a’ | 40. Tricky words teach reading ‘Mr’ and ‘Mrs’ / Teach spelling ‘some’ and ‘come’ |
| Wk2 | 41. ‘e’ as in emu | 42. ‘i’ as in find | 43. ‘o’ as in open | 44. ‘u’ as in music | 45. Tricky words teach reading ‘looked’, ‘called’ and ‘asked’ / Teach spelling ‘were’ and ‘there’ |
| Wk3 | 46. ‘u’ as in push | 47. Alternative pronunciations for ‘u’ | 48. ‘ow’ as in cow and ‘ow’ as in snow including Homographs ‘bow’ and ‘row’ | 49. ‘ie’ as in chief | 50. Tricky words teach reading ‘again’, ‘different’ and ‘any’ / Teach spelling ‘little’ and ‘one’’ |
| Wk4 | 51. ‘ea’ as in head including Homographs ‘read’ and ‘read’ | 52. ‘ou’ as in soup | 53. ‘ou’ as in shoulder | 54. Tricky words teach reading and spelling ‘could’, ‘would’ and ‘should’  | 55. Alternative pronunciations for ‘ou’ |
| Wk5 | 56. ‘y’ as in happy | 57. ‘y’ as in sky | 58. ‘y’ as in gym | 59. Alternative pronunciations for ‘y’ | 60. Tricky words teach reading ‘water’, ‘work’ and ‘where’ / Teach spelling ‘because’ |
| Wk6 | 61. ‘ch’ as in school | 62. ‘ch’ as in chef | 63. Alternative pronunciations for ‘ch’ | 64. ‘c’ as in city | 65. Tricky words teach reading ‘very’, ‘please’, ‘friends’ and ‘who’ / Teach spelling ‘so’ and ‘do’ |
| Wk7 | 66. ‘g’ as in giant | 67. ‘ey’ as in grey | 68. Tricky words teach reading ‘thought’, ‘many’ and ‘once’ / Teach spelling ‘when’ and ‘what’ |  |  |

Alternative spellings - same sound, different letters

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Wk1 | 71. /ch/ spelt ‘tch’ | 72.. /ch/ spelt ‘ture’ | 73.. Alternative spellings for /ch/ | 74. /j/ spelt ‘dge’ | 75.. Tricky words teach reading ‘through’, ‘eyes’ and ‘after’ / Teach spelling ‘out’ |
| Wk2 | 76. /m/ spelt ‘mb’ | 77. /n/ spelt ‘gn’ | 78. /n/ spelt ‘kn’ | 79. Alternative spellings for /n/ | 80. Tricky words teach reading ‘want’, ‘know’ and ‘school’ / Teach spelling ‘oh’ and ‘their’ |
| Wk3 | 81. /r/ spelt ‘wr’ | 82. /z/ spelt ‘s’ | 83. /z/ spelt ‘se’ | 84. Alternative spellings for /z/ | 85. Tricky words teach reading ‘going’, ‘can’t’ and ‘only’ / Teach spelling ‘people’  |
| Wk4 | 86. /oo/ spelt ‘u’ | 87. /v/ spelt ‘ve’ | 88. /sh/ spelt ‘s’ as in sugar | 89. /or/ spelt ‘al’ | 90. Tricky words teach reading ‘wanted’, ‘everyone’ and ‘our’ / Teach spelling ‘Mr’ & ‘Mrs’ |
| Wk5 | 91. /or/ spelt ‘our’ | 92. /or/ spelt ‘augh’ | 93. Alternative spellings for /or/ | 94. /u/ spelt ‘o’ | 95. Tricky words teach reading ‘other’’, ‘I’ll’ and ‘magic’ / Teach spelling ‘looked’ |
| Wk6 | 96. /s/ spelt ‘st’ | 97. /s/ spelt ‘se’ | 98. Alternative spellings for /s/ | 99. /ear/ spelt ‘eer’ | 100. Tricky words teach reading ‘mouse’, ‘live’, ‘couldn’t’ / teach spelling ‘called’ |
| Wk7 | 101. /ear/ spelt ‘ere’ | 102. Alternative spellings for /ear/ | 103. /ar/ spelt ‘a’ | 104. /ar/ spelt ‘al’ | 105. Tricky words teach reading ‘I’ve’, ‘every’ and ‘let’s’ / Teach spelling ‘asked’ |
| Wk8 | 106. Alternative spellings for /ar/ | 107. /air/ spelt ‘ere’ | 108. /air/ spelt ‘ear’ | 109. /air/ spelt ‘are’ | 110. Tricky words teach reading ‘jumped’, ‘suddenly’ and ‘why’ / Teach spelling fri |
| Wk9 | 111. Alternative spellings for /air/ | 112. /ur/ spelt ‘or’ | 113. /ur/ spelt ‘ear’ | 114. Alternative spellings for /ur/ including ‘er’ and ‘ir’ | 115. Alternative spellings for /ai/ including ‘ai’, ‘ay’, ‘ey’, ‘a-e’  |
| Wk10 | 116. Alternative spellings for /ee/ including ‘e-e’, ‘y’ ‘ea’, ‘e’, ‘ie’ and ‘ey’ | 117. Alternative spellings for /igh/ including ‘i’, ‘ie’, ‘y’ and ‘i-e’ | 118. Alternative spellings for /oa/ inc ‘oa’, ‘oe’, ‘ow’, ‘o-e’ and ‘o’ | 119. Alternative spellings for /oo/ including ‘ue’, ‘ew’ and ‘u-e’  | 120. Alternative spellings for /(y)ue/ including ‘u’, ‘ew’ and ‘u-e’ |

**Glossary**

/ai/ : phoneme (sound)

‘ai’ : grapheme (way of writing the sound)

Tricky words: Words which are not phonically decodable and have to be taught as whole words, e.g. the, was, as signified in red.

High frequency words: Words which are, on the whole, phonically decodable but are used in many sentences, e.g. and, but, in, it

Often, high frequency words are referred to as tricky words, although they may be phonically decodable in some cases, for ease of use when talking to the children, but in the later phases these HFW which are not ‘tricky’ as such, are signified in purple.