

Reception Phonics expectations.

These sounds need to be practised and children should learn to say them on sight. If you focus on a few per half term, by the end of Reception, children will be able to say these sounds confidently.

Tick or highlight the sounds as you learn them.

Autumn 1	<ul style="list-style-type: none"> <input type="radio"/> s <input type="radio"/> a <input type="radio"/> t <input type="radio"/> p <input type="radio"/> i <input type="radio"/> n 	<ul style="list-style-type: none"> <input type="radio"/> m <input type="radio"/> d <input type="radio"/> g <input type="radio"/> o <input type="radio"/> c <input type="radio"/> k 	<ul style="list-style-type: none"> <input type="radio"/> ck <input type="radio"/> e <input type="radio"/> u <input type="radio"/> r
Autumn 2	<ul style="list-style-type: none"> <input type="radio"/> h <input type="radio"/> b <input type="radio"/> f(ff) <input type="radio"/> l (ll) <input type="radio"/> s (ss)j <input type="radio"/> 	Application of single letter graphemes.	Lowercase and uppercase letters
Spring 1	<ul style="list-style-type: none"> <input type="radio"/> j <input type="radio"/> v <input type="radio"/> w <input type="radio"/> x <input type="radio"/> 	<ul style="list-style-type: none"> <input type="radio"/> y <input type="radio"/> z <input type="radio"/> zz <input type="radio"/> qu <input type="radio"/> 	
Spring 2	<ul style="list-style-type: none"> <input type="radio"/> ch <input type="radio"/> sh <input type="radio"/> th <input type="radio"/> ng <input type="radio"/> ai <input type="radio"/> ee <input type="radio"/> igh 	<ul style="list-style-type: none"> <input type="radio"/> oa <input type="radio"/> oo 	
Summer 1	<ul style="list-style-type: none"> <input type="radio"/> ar <input type="radio"/> or <input type="radio"/> ur <input type="radio"/> ow <input type="radio"/> oi 	<ul style="list-style-type: none"> <input type="radio"/> air <input type="radio"/> ure <input type="radio"/> ear <input type="radio"/> er 	
Summer 2	Children will progress to reading <ul style="list-style-type: none"> <input type="radio"/> ccvc <input type="radio"/> cvcc <input type="radio"/> ccvcc <input type="radio"/> 	e.g. <ul style="list-style-type: none"> <input type="radio"/> frog <input type="radio"/> stop <input type="radio"/> help <input type="radio"/> pink <input type="radio"/> drink <input type="radio"/> plant 	<ul style="list-style-type: none"> <input type="radio"/> spoil <input type="radio"/> soft <input type="radio"/> crunch 'C' stands for consonant and 'V' for vowel,

Year 1 Phonics expectations.

These sounds need to be practised and children should learn to say them on sight. If you focus on a few per half term, by the end of Reception, children will be able to say these sounds confidently.

Tick or highlight the sounds as you learn them.

Sounds children should know	<input type="radio"/> s <input type="radio"/> a <input type="radio"/> t <input type="radio"/> p <input type="radio"/> i <input type="radio"/> n <input type="radio"/> m <input type="radio"/> d	<input type="radio"/> g <input type="radio"/> o <input type="radio"/> c <input type="radio"/> k <input type="radio"/> ck <input type="radio"/> e <input type="radio"/> u <input type="radio"/> r	<input type="radio"/> h <input type="radio"/> b <input type="radio"/> f(ff) <input type="radio"/> l (ll) <input type="radio"/> s (ss) <input type="radio"/> j <input type="radio"/> v <input type="radio"/> w	<input type="radio"/> x <input type="radio"/> y <input type="radio"/> z <input type="radio"/> zz <input type="radio"/> qu <input type="radio"/> ch <input type="radio"/> sh <input type="radio"/> th	<input type="radio"/> ng <input type="radio"/> ai <input type="radio"/> ee <input type="radio"/> igh <input type="radio"/> oa <input type="radio"/> oo <input type="radio"/> ar <input type="radio"/> or	<input type="radio"/> ur <input type="radio"/> ow <input type="radio"/> oi <input type="radio"/> air <input type="radio"/> ure <input type="radio"/> ear <input type="radio"/> er
Autumn 1	Revisit Phase 3 and 4		<input type="radio"/> wh <input type="radio"/> ph	(ai) <input type="radio"/> ay <input type="radio"/> a-e <input type="radio"/> eigh <input type="radio"/> ey <input type="radio"/> ei		
Autumn 2	(ee) <input type="radio"/> ea <input type="radio"/> e-e <input type="radio"/> ie <input type="radio"/> ey <input type="radio"/> y	(igh) <input type="radio"/> ie <input type="radio"/> i-e <input type="radio"/> y <input type="radio"/> i	(oa) <input type="radio"/> ow <input type="radio"/> o-e <input type="radio"/> o <input type="radio"/> oe	(oo) <input type="radio"/> ew <input type="radio"/> ue <input type="radio"/> u-e <input type="radio"/> u		
Spring 1	(or) <input type="radio"/> aw <input type="radio"/> au <input type="radio"/> al	(er) <input type="radio"/> ir <input type="radio"/> ear	(ow) <input type="radio"/> ou (oi) <input type="radio"/> oy			
pSpring 2	(ear) <input type="radio"/> eer <input type="radio"/> ere <input type="radio"/> are	Revisit all phase 5 graphemes				
Summer 1	(ck) <input type="radio"/> c <input type="radio"/> k <input type="radio"/> ch	<input type="radio"/> c(i) <input type="radio"/> c(y) <input type="radio"/> dc <input type="radio"/> stl	(j) <input type="radio"/> ge <input type="radio"/> gi <input type="radio"/> gy <input type="radio"/> dge			
Summer 2	<input type="radio"/> le <input type="radio"/> mb <input type="radio"/> kn <input type="radio"/> wr	<input type="radio"/> gn <input type="radio"/> tch <input type="radio"/> ch <input type="radio"/> c(ial)	<input type="radio"/> ss(ion) <input type="radio"/> t(ion)			

