

Phonics Progression at West Winch Primary School

West Winch follows the **Letters and Sounds** phonics programme as recommended by the Primary National Strategy.



EYFS (Reception)

Children start on Phase 2 phonics in EYFS, although many aspects of Phase 1 phonics are re-visited:

Phase 2 (up to 6 weeks)

By the end of Phase 2 children should:

- give the sound when shown any Phase 2 letter, securing first the starter letters s, a, t, p, i, n;
- find any Phase 2 letter, from a display, when given the sound;
- be able to orally blend and segment CVC words;
- be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: if, am, on, up and 'silly names' such as ip, ug and ock;
- be able to read the five tricky words the, to, I, no, go.

Phase 3 (up to 12 weeks)

By the end of Phase 3 children should:

- give the sound when shown all or most Phase 2 and Phase 3 graphemes;
- find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound;
- be able to blend and read CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes);
- be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes);
- be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are;
- be able to spell the tricky words the, to, I, no, go;
- write each letter correctly when following a model.

Phase Four (4-6 weeks)

By the end of Phase 4 children should:

- give the sound when shown any Phase 2 and Phase 3 grapheme;
- find any Phase 2 and Phase 3 grapheme, from a display, when given the sound;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are;
- write each letter, usually correctly.

Year 1

Phase 5 (throughout Year 1)

- By the end of Phase 5 children should:
- give the sound when shown any grapheme that has been taught;
- for any given sound, write the common graphemes;
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;

- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly.

Year 2

Phase 6

By the beginning of Phase 6, children should:

- know most of the common grapheme – phoneme correspondences (GPCs).
- They should be able to read hundreds of words, doing this in three ways:
- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.
- Children’s spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder. During this phase, children become fluent readers and increasingly accurate spellers

Year 3

All through Year 3 Phase 6 is re-visited and reinforced

The full *Letters and Sounds* programme of study can also be found on our website.