

Great Kingshill CE Combined School Phonics Progression and Knowledge					
	Pre-School	Reception	Year 1	Year 2	Year 3
Phonological awareness	Children will develop their language structures and increase their vocabulary. Children will begin to distinguish between sounds in words. Children will speak clearly and audibly. Children will become familiar with rhyme, Children will experiment with rhythm and alliteration. Children will begin to listen attentively.	Children will continue to develop their ability to distinguish between sounds in words.	Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills		
Grapheme Phoneme Correspondence	Children may be able to recognise some letters of personal significance e.g. the letter at the beginning of their name.	Children will be introduced to grapheme phoneme correspondences. Children know that words are constructed from phonemes (sounds) Children know that phonemes are represented by graphemes (letters);	Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'	Children are able to recognise and read less common alternative graphemes including trigraphs.	
Oral Blending and Segmenting	Children can hear and say sounds in words in the order in which they occur.	Children will develop the skills needed to orally segment and blend simple words independently.			
Blending for reading		Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. Children reads CVC words using most of Set 2 graphemes e.g. hay, whirl, shout. Children can read CVC and CVVC words which include single letter phonemes and digraphs in simple texts.	Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words	Children will learn to read independently and with increasing fluency longer and less familiar texts.	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in National Curriculum English Appendix 1. To read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Segmenting for writing/ spelling		To use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. Children will be able to use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	To apply phonic knowledge and skill as the prime approach to spelling unfamiliar words that are not completely decodable; Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e';	Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters. Understand the past tense Investigate and learn how to add suffixes (-ed, -ing, -er) Learn to spell long words	To use further prefixes and suffixes and understand how to add them (English Appendix 1) To spell further homophones. To spell words that are often misspelt (English Appendix 1) To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

			and begin to know which words contain which spelling alternatives		To use the first two or three letters of a word to check its spelling in a dictionary Children will write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Knowledge of High Frequency words		Children can recognise as individual words, within phrases or captions and in simple texts: <i>the to I no go he she we me be was my you they her all are</i> Children will be able to spell some tricky words including he, she, we, me, be, was, my, you, her, they, all, are.	Children can automatically read the 100 high frequency words. Accurately spell most of the 100 high frequency words automatically.	Read automatically most of 200 common words (see over) Accurately spell most of 200 common words (see over)	