



## Phonics Progression Document

| Decoding and Fluency |             |  |   |  |
|----------------------|-------------|--|---|--|
| Year Group           | Term        | Sounds   | Tricky words  | Fluency and Words Per Minute   |
| Nursery              | Autumn Term | Listening to and joining in with lots of stories and Nursery rhymes<br>Talking and building language and vocabulary<br>Retelling stories   |   |  |
|                      | Spring Term | Teach children to name the pictures used later to introduce letter sounds<br>Practise using 'pure sounds'<br>Use Fred Talk to teach oral blending<br>Children that are ready will be taught single letter sounds |   |  |
|                      | Summer Term | Children to be taught single letter sounds<br>Use Fred Talk to teach oral blending and segmenting  |   |  |
| FS2                  | Autumn Term | Read single letter sounds - m a s d t l n p g o c k u b f e l h r j v y w z x<br>Orally blend sounds into words  |   |  |
|                      | Spring Term | Teach set 1 digraphs – sh, ch, th, ng, nk, qu  | Teach red tricky words –<br>I the he me she put my no of for<br>Read decodable HFW - dad mum cat dog get got had has is it in am an at on | Blend sounds accurately to read words<br>Read ditty sheets and red ditty books by blending set 1 sounds accurately |
|                      | Summer Term | Review set 1 digraphs and teach set 2 sounds – ay, ee, igh, ow, oo, oo,<br>Continue to teach set 2 sounds when children are confident at reading the above sounds in words                                       | Teach red tricky words –<br>You your said be are to baby paint  | Read green or purple books accurately and build speed reading taught red words and green words                     |



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| Year 1 | Autumn Term | Review set 1 digraphs and taught set 2 sounds<br>Teach remaining set 2 sounds  | Recap red words taught in FS2<br>Teach – like want her call I’m washing something so  | Read pink books accurately.<br>Continue to build speed with taught red words and set 2 green words.  |
|        | Spring Term | Review all set 2 sounds. Begin to teach set 3 sounds – ea, oi, a-e, i-e, o-e, u-e,<br>Continue to teach set 3 sounds when children are confident at reading the above sounds in words  | Teach - today they want what what’s tonight, old, was, called, some watch, watches, school, small, their, tall, brother, were, one, fall, call, any, where, wall, there   | Read yellow books accurately 60 - 70 words per minute, attempting intonation to show comprehension.  |
|        | Summer Term | Review set 3 sounds taught so far and fill gaps. Teach the rest of set 3 - er ur ow ai oa ew ire ear ure tious tion  | Recap taught red words<br>Teach - does, two, could, would, water, anyone, over, who, wasn’t, through, once, son, whole, people  | Read blue books accurately at 70 – 80 words per minute attempting intonation to show comprehension.  |
| Year 2 | Autumn Term | Review set 2 and 3 sounds<br>Address and teach any gaps<br>Teach alternate spellings - oo, u-e, ue, or, oor, ore, aw, are, air, ir, er, ur, ou, ow, ay, a-e, ai, aigh, a, ow, oe, oa, o, oo, u-e, ue, ew, ire, ear, ure, ture, sure, tion, ous, eous, cious, tious, able, ible, ably, ibly | Recap taught red words and Year 1 CEW including does, two, could, would, water, anyone, over, who, wasn’t, through, once, son, whole, people<br>Teach - should, through, many, mother, father, above, buy, bought, whole, great, another, walk, caught, worse, everyone, talk, wear | Read blue books at a speed of at least 80 words per minute attempting intonation and showing good comprehension.<br>Continue with additional blue books if needed to build speed and fluency.<br><br>Read grey books at a speed of 80 - 90+ words per minute with intonation and good comprehension. Continue with |



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|  |             |   |  | additional grey books if needed to build speed and fluency. |
|  | Spring Term | Children will have finished the RWI programme and will be confident, fluent readers. They will show good understanding of a text.<br><br>See Reading skills progression document – Year 2 |  |   |