**PHONICS PROGRESSION EYFS**

|  |  |
| --- | --- |
| **Links to EYFS: Early Learning Goals** | |
| **Word Reading** | **Writing** |
| • Say a sound for each letter in the alphabet and at least 10 digraphs.  • Read words consistent with their phonic knowledge by sound-blending.  • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words | • Write recognisable letters, most of which are correctly formed.  • Spell words by identifying sounds in them and representing the sounds with a letter or letters.  • Write simple phrases and sentences that can be read by others. |

|  |  |  |
| --- | --- | --- |
| **Maple Class (Reception)** | | |
| **Autumn Term** | **Spring Term** | **Summer Term** |
| **Level 1**  Although covered prior to starting Reception, Level 1 activities will be ongoing throughout the teaching of Levels 2-6.  By the end of Level 1, prior to starting Reception, children should be able to:  • have experienced a wealth of listening activities including songs, stories and rhymes;  • by able to distinguish between speech sounds and many will be able to blend and segment words orally.  Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue. | | |
| **Level 2** | **Level 3** | **Level 4** |
| By the end of Level 2, children should be able to:  • give the phoneme when shown any Level 2 grapheme;  • find any Level 2 grapheme, from a display, when given the phoneme;  • orally blend and segment CVC words;  • blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;  • read the five tricky words - the, to, I, no, go. | By the end of Level 3, children should be able to:  • give the phoneme when shown all or most Level 2 and Level 3 graphemes;  • find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;  • blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);  • segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);  • read and spell some two-syllable words using Level 2 and Level 3 graphemes;  • read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;  • spell the tricky words - the, to, I, no, go;  • write each letter correctly when following a model. | By the end of Level 4, children should be able to: • give the phoneme when shown any Level 2 and Level 3 grapheme;  • find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;  • be able to blend and read words containing adjacent consonants;  • be able to segment and spell words containing adjacent consonants;  • be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants;  • be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what;  • be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here;  • write each letter, usually correctly. |

For further information please visit the Phonics page: Our Learning – Our Curriculum - Phonics