



Phonics Progression Map





Phonics Skills and Knowledge Progression Map



At Hawkshead Esthwaite Primary School, we follow the sequence of synthetic phonics teaching as outlined in Read, Write Inc.

Rationale

At Hawkshead Esthwaite Primary School, children arrive being able to recognise the audio of their name and some are able to recognise their written name. Children also arrive able to decipher between different sounds in the environment. Many children are able to recognise words in branded logos such as Lego, ASDA and Cbeebies. We ensure that children start by learning the sounds in their own name and begin to write their own name too. In reception, children learn phonics which will support their ability to read and write words and short sentences that they are able to decode. Books are selected to take home for children to read correspond to both the RWI programme and the corresponding book band colour for a supplementary book, added for interest. RWI home reading books are used when children are independently blending to read. Until this stage, children are given Lilac Book Band Books to encourage positive book behaviours and development of oracy skills through discussion of picture books. Home reading books are consolidatory and aim to improve children's confidence and fluency.

This progression document is to be read in conjunction with the whole school reading progression, curriculum intent and other supporting documents, as stated below:




Sources of Hawkshead Esthwaite Primary School's Key Words:

- Read, Write, Inc. key red words – As highlighted within the R, W, I. scheme, important to teach these spellings explicitly.
- Year 1 Common exception words from the National Curriculum 2014 – Some of the Year 1 CEW are not included within the R, W, I. red words, these must be taught when visited during the phonics scheme.
- Old 100 high frequency words – At Hawkshead Esthwaite Primary School, we believe it is important for children to read these words prior to being expected to spell them within their work. By highlighting them when they are encountered during our R, W, I. sessions we can help the children to apply these spellings to their wider English work.
- Reception word bank (*Year 1 CEW) – These words need to be taught within R, W, I. to enable Hawkshead Esthwaite Primary School's Reception children to write simple sentences.



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	 EYFS By the end of EYFS, children will:	 Year 1 By the end of Year 1, children will:	 Year 2 By the end of Year 2, children will:
Autumn Term	<p>Revisit Phase 1 (covered in Pre-school) Focus on all aspects within taught phonics sessions and as part of daily provision.</p> <ol style="list-style-type: none"> 1. Identify and describe different sounds and noises in the environment, e.g. long, short, high, low, loud, quiet. 2. Experience and develop awareness of sounds with instruments and noise makers. 3. Develop awareness of sounds and rhythms using body percussion. 4. Articulate words correctly in rhythm. 5. Listen to sounds and know which are the same and different (beginning or end). 6. Articulate sounds using correct mouth movement. 7. Oral blending (of 3 sound words) and segmenting <p>Phase 2 Teach Set 1- m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>Starting to orally blend.</p> <p>Correct articulation of Set 1 sounds. Handwrite Set 1 sounds. Beginning to orally blend. My turn your turn (MTYT).</p> <p>Key Words to read: CVC words including Set 1 sounds.</p>	<p>Phase 4 Teach Set 3- ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Set 3 Alternative spellings ti (sh), ci (sh), c (s), o (ow), Alternative spellings setwh, ph, ue, ie, au (mn), e-e, kn, ck Alternative Spellings in the books- (to read) oor, ore, se (s)</p> <p>Correct articulation of Set 3 sounds. Blending VC, CVC, CCVC and CVCC words. Correct articulation of alternative spellings.</p> <p>Read, Write, Inc. Books: Orange books 1. Playday 2. I think I want to be a bee 3. A bad fright 4. Follow me 5. Too much! 6. A good cook? (se (s)) 7. Comeon, Margo! 8. My sort of horse (oor, ore) 9. Haircuts 10. My best shirt 11. Look out! 12. Hunt the tortoise</p> <p>Key Words to read: Set 1 and 2 Focus – ay, ee, igh, ow, oo (too), oo (good), ar, or, oor, ore, air, ir, ou, oy, oi</p> <ol style="list-style-type: none"> 1. What, they, do, said, you, to, the, today 2. What, to, me, be, want, my 3. Go, my, what, be, the, oh 4. Said, he, me, you, to, do, what, no, the, go 5. Old, my, are 6. Said, all, he, we, my, said, so, the 7. Was, to, are, old, so, go, you, they, the 8. So, of, want, all, to, my, the, pull, look 9. You, want, do, of, no, the 10. My, said, so, she, we, me, her, to 11. Want, my, do, to, the, house, out, see, about 12. He, be, said, no, so, go, to, all, call, the, too <p>Key Words to Spell: I've, like, all, some, washing, call, want, her, we, Mr, from, if, day, when, just</p>	<p>Consolidate all Sets</p> <p>Set 1- m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Set 3- ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure</p> <p>Alternative spellings set wh, ph, ue, ie, au (mn), e-e, kn, ck</p> <p>Alternative spellings not covered ch (k), dge (j), y (igh)</p> <p>Key Words to Spell: should, come, many, mother, above, father, by, bought, great, someone, another, walk, caught, worse, other, love, wear, says, friend, time, down, make</p>



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	 EYFS By the end of EYFS, children will:	 Year 1 By the end of Year 1, children will:	 Year 2 By the end of Year 2, children will:
Autumn Term	<p><u>Phase 2</u> <u>Practise Set 1 –</u> m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>Orally blending.</p> <p>Correct articulation of Set 1 sounds. Handwrite Set 1 sounds. Orally blending simple VC and CVC words.</p> <p><u>Key Words to read:</u> CVC words including Set 1 sounds.</p> <p><u>Consolidate Set 1 –</u> m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>Set 1 Alternative Spellings - ck, ff, ll, ss,</p> <p>Photocopied Ditties</p> <p>Correct articulation of Set 1 sounds. Blending VC, CVC, CCVC and CVCC words. Questions to talk about Hold a sentence orally Suffixes “It’s hard to Fred a red word”</p> <p><u>Read, Write, Inc. Books:</u> Ditties 1 -20</p> <p><u>Key Words to read:</u> l, me, of, the, head at, his, it, is, in, and CVC, CCVC and CVCC words</p> <p><u>Key Words to Spell:</u> CVC words including Set 1 sounds</p>	<p><u>Practise Set 3-</u> ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Set 3 Alternative spellings Ce(s), ph, tt, ti (sh), ci (sh), c (s), o (ow) Alternative spellings setwh, ph, ue, ie, au (mn), e-e, kn, ck Yellow Book Alternative Spellings- (to read) wr, g (j), ge(j), i (igh), ph (f), mb (m),</p> <p>Correct articulation of Set 3 sounds. Blending VC, CVC, CCVC and CVCC words. Consolidate articulation of alternative spellings Suffix ly</p> <p><u>Read, Write, Inc. Books:</u> <u>Yellow</u> 1. The duckchick (wr)* 2. Off sick (ph(f))* 3. Tom Thumb (mb (m))* 4. The gingerbread man* 5. Robin Hood 6. Lost 7. Do we have to keep it? 8. Danny and the Bump-a-lump 9. Grow your own radishes 10. The foolish witch *A longer read of mostly Set 1 to build up reading fluency.</p> <p><u>Key Words to read:</u> <u>Set 1 and 2</u> Focus – a, e, l, o, u, ea, oo (look), ay, ee, igh, ow (grow), oo, oo 1. Some, saw, her, to, all, was, they, watch, of, very, as 2. watch(es), was, to, all, said, want, you, are, of, school, her, they 3. small, was, to, do, said, of, what, their, little 4. to, was, her, said, you, of, they, their 5. your, who, tall, you, of, to, want, they, said 6. they, call, all, are, your, you, her, what, do, to, brother, of, were 7. want, all, one, to, do, you, I’m, I’ve, Baby, It’s 8. there, watch, small, what, some, of, was, to, you, I’ve, I’m, all, there 9. their, you, your, want, some, they, are, small, of, fall, call, any, to 10. where, some, they, was, you, said, to, were, there, are, tall, call, wall, of, push(ed), were, into</p> <p><u>Key Words to Spell:</u> What, they, do, so, old, was, she, today, pull, house, look, out, about, too, oh</p>	<p>On-going practise from previous work.</p> <p>Opportunity for small group interventions.</p>



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	 <p>EYFS</p> <p>By the end of EYFS, children will:</p>	 <p>Year 1</p> <p>By the end of Year 1, children will:</p>	 <p>Year 2</p> <p>By the end of Year 2, children will:</p>
<p>Autumn Term</p>	<p>Revise Set 1- m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>Set 1 Alternative Spellings ck, ff, ll, ss,</p> <p>Red Book Alternative Spellings- (to read) ss, ck, ff, ve, gg, tt, dd, s(z), ll</p> <p>Correct articulation of Set 1 sounds. Blending VC, CVC, CCVC and CVCC words. 'Jump-in' Questions to talk about Alien words Think about the story- With expression and Freeze frame Multisyllabic/suffixes</p> <p><u>Read, Write, Inc. Books:</u> <u>Red Books</u> 1. Pin it on 2. Got him 3. Cat in a pot 4. Jam 5. Pick it up (ss, ck) 6. Wuff Wuff (ve, ff) 7. Let's sing 8. Let's swim (gg, tt, dd) 9. Cluck 10. In the mud</p> <p><u>Key words to read</u> 1. Put, a, on, not, that, up 2. The, l, put, a, him, got, this 3. The, no, of, bath, get 4. l, of, my 5. big, can 6. My, l, the, of, help, have, back 7. The, l, of, his, with 8. l, put, the, of, an 9. My, the, l, for, has 10. l, the, of, my, he, full, will</p> <p><u>Key Words to Spell:</u> l, me, of, the, head, at, his, it, is, in, and CVC, CCVC and CVCC words</p>	<p>On-going practise from previous work.</p>	<p>On-going practise from previous work.</p> <p>Opportunity for small group interventions.</p>



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	 EYFS By the end of EYFS, children will:	 Year 1 By the end of Year 1, children will:	 Year 2 By the end of Year 2, children will:
Spring Term	<p>Phase 3 Teach Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Set 2 Alternative Spellings wh, se, ve, kn, ll,</p> <p>Green Book Alternative Spellings- (to read) wh, tch, nn zz, bb,</p> <p>Correct articulation of Set 2 sounds. Blending VC, CVC, CCVC and CVCC words. Fred in your head- Children to sound out and blend the word in their heads before saying the word. Fastest Finger (FF)- Children to retrieve the information from the text. Have a think (HAT)- Children to infer from the text. Word meaning Suffixes ing, ed, es</p> <p><u>Read, Write, Inc. Books:</u> <u>Green books</u> 1. On the bus 2. My dog Ned 3. Six fish (wh, tch) 4. The spell 5. Black Hat Bob 6. Tug, tug 7. Chips 8. The web (nn) 9. Pip's Pizza (zz, bb) 10. Stitch the witch</p> <p><u>Key words to read</u> Set 1 sounds Focus – a, e, l, o, u 1. The, your 2. The, said, l, of, my, had 3. The, of, he, baby, then 4. You, l, said, of, be 5. He, said, no, my, l, off 6. He, said, no, l 7. l, said, of, no, but, had 8. Said, the, my, are, l, them 9. l, said, the, he, no, you, put 10. l, the, said, you, of, went</p> <p><u>Key Words to Spell:</u> put, no, for, my, he a, his, has, full on, not, that, up, him, got, this, get, big, can, help, have, back, an</p>	<p>Consolidate Set 3- ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Set 3 Alternative spellings Ce(s), ph, tt, ti (sh), ci (sh), c (s), o (ow) Alternative spellings setwh, ph, ue, ie, au (mn), e-e, kn, ck Blue Book Alternative Spellings- (to read) gu (g),</p> <p>Correct articulation of Set 3 sounds. Blending VC, CVC, CCVC and CVCC words. Correct articulation and spelling of alternative sounds Fluency – words in a minute</p> <p><u>Read, Write, Inc. Books:</u> <u>Blue</u> 1. Barker 2. The poor goose 3. Hairy Fairy 4. King of the birds 5. Our house (gu(g)) 6. The jar of oil 7. Jade's party 8. Jellybean 9. A box full of light 10. The hole in the hill</p> <p><u>Key words to read</u> <u>Set 1, 2 and 3</u> Focus – ar, or, oor, ore, air, ir, ou, oi, oy, ay, a-e, a, ee, ea, e, y, igh, i-e, ie, l, o-e 1. Does, were, all, one, said, of, to, they 2. Any, other, two, one, all, her, there, said, were, l'm, to, don't 3. Could, there, all, they, any, l'm, l've, to, what, do, ball, children, Mrs 4. Would, want, their, watch, some, there, said, all, water, were, they, are, to, was, one, wash, you 5. Anyone, over, who, all, one, watch, does, they, school, you, to, were, was, said, wasn't, our 6. Through, once, there, son, who, your, her, was, to, you, of, one, all 7. Brother, all, where, said, one, was, you, of, made 8. Any, what, one, was, want, does, could, said, some, of 9. All, who, there, their, could, some, of, was, they, to, said, saw, what 10. Whole want, your, any, could, their, was, small, tall, all, of, to, you, were, people, came</p> <p><u>Key Words to Spell:</u> Watch, watches, saw, school, small, their, tall, brother, were, l'm, one, fall, any, where, there, wall, push, very, Into, as, it's, there, were</p>	<p>On-going practise from previous work.</p> <p>Opportunity for small group interventions.</p>



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	 EYFS By the end of EYFS, children will:	 Year 1 By the end of Year 1, children will:	 Year 2 By the end of Year 2, children will:
Spring/Summer Term	<p>Consolidate Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Set 2 Alternative Spellings wh, se, ve, kn, ll, Purple Book Alternative Spellings- (to read) pp, y (ee)</p> <p>Correct articulation of Set 2 sounds. Blending VC, CVC, CCVC and CVCC words. Fred in your head Hold a sentence y making an e sound at the end of a word</p> <p><u>Read, Write, Inc. Books:</u> <u>Purple books</u> 1. Ken's cap 2. A bad fox (pp) 3. Big Blob and Baby Blob 4. Tim and Tom 5. Tag 6. Elvis 7. Flip Frog and the bug 8. Red Ken 9. Billy the Kid 10. In the bath</p> <p><u>Key words to read</u> Set 1 sounds Focus – a, e, l, o, u 1. The, of, to, no, l, my 2. The, l, me, go, dad 3. The, of, he, baby 4. Said, my, are, the, l 5. l, said, you, me 6. l, you, the, my 7. l, to, said, the 8. He, of, the, said, paint, l, my 9. Said, the, l, me, you, no, mum 10. The, said, are, your, he</p> <p><u>Key Words to Spell:</u> said, baby, you, your, are, be had, then, but, had, them, went, off</p>	<p>Revise Set 3- ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Set 3 Alternative spellings Ce(s), ph, tt, ti (sh), ci (sh), c (s), o (ow) Alternative spellings set wh, ph, ue, ie, au (mn), e-e, kn, ck Grey Book Alternative Spellings- (to read) gn (n), aw (or), aigh (ai) Teach children to read the following CEW- says, friend</p> <p>Correct articulation of Set 3 sounds. Blending VC, CVC, CCVC and CVCC words. Fluency – words in a minute Suffixes (word endings) Grid from book 10</p> <p><u>Read, Write, Inc. Books:</u> <u>Grey books</u> 1. Rex to the rescue 2. The lion's paw 3. I dare you 4. Looking after hamster 5. How silly! 6. Wailing Winny's car boot sale 7. Toad 8. Andrew 9. Dear vampire 10. Vulture culture 11. Celebration on planet Zox 12. A very dangerous dinosaur 13. The invisible clothes</p> <p><u>Key words to read</u> Set 1, 2 and 3 Focus – oo, u-u, ue, or, oor, ore, aw, are, air, ir, ur, er, ou, ow (how), ay, a-e, ai, aigh, a, ow, o-e, oa, o, oo, u-e, ue, ew, ire, ear, ure, ture, tion, ous, cious, tious, able, ible, ably, ibly Should, were, there, call, want, come, could, one, through, was, you, to, said, all, of 2. Many, could, one, are, were, other, through, was, call, to, there, they, said 3. Two, there, who, were, you, said, your, one, could, what, was, school, to, of, all, time 4. Mother, are, you, want, to, one, your, they, come, other, of, water 5. Above, father, son, mother, some, here, who, there, people, water, was, to, you, all, what, come, they, were, one 6. Buy, bought, do, some, to, of, said, you, down 7. Father, one, watch, should, there, come, said, who, anyone, whole, water, was, ball, of, what, your, could, you, were, now 8. Great, brother, above, where, could, was, what, here, someone, through, another, there, school, water, of, were, to, all, one 9. Walk, said, they, were, was, what, small, are, any, here, son, who, would, there, to, you, all 10. One, some, their, where, they, many, are, were, come, two, of above, make 11. Caught, worse, call, come, was, said, their, great, who, everyone, should, here, watch, all, they, of, you, were, there, another 12. Talk, thought, there, where, all, through, one, would, two, was, they, other 13. Love, wear, some, could, buy, bought, thought, everyone, father, any, whole, one, you, said, was, through, there, they, were, walk</p> <p><u>Key Words to Spell:</u> Does, any, other, two, could, ball, would, water, wash, anyone, over, who, wasn't, through, once, son, whole, people, our, don't, children, Mrs, made, came</p>	<p>On-going practise from previous work.</p> <p>Opportunity for small group interventions.</p>



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	 EYFS	 Year 1	 Year 2
Summer Term	<p>By the end of EYFS, children will be taught to:</p> <p>Revise Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Set 2 Alternative Spellings wh, se, ve, kn, ll, Pink Book Alternative Spellings- (to read) le, kn, e (ee), rr, mm, ce, se (z), ea</p> <p>Correct articulation of Set 2 sounds. Blending VC, CVC, CCVC and CVCC words. Letter names (not just special friends)</p> <p><u>Read, Write, Inc. Books:</u> <u>Pink books</u> 1. Scruffy Ted (le, kn) 2. Tab the cat (rr) 3. In the sun 4. The dressing up box 5. Tab's kitten 6. Sanjay stays in bed 7. The greedy green gremlin (mm) 8. In the night 9. Snow (ce) 10. So cool! (se (z))</p> <p><u>Key words to read:</u> <u>Books 1-5 – Set 1</u> Focus – a, e, l, o, u 1. All, my, like, I've, the, from 2. Want, you, call, we, be, no, her, are, the, if 3. My, of, the, Mr 4. All, me, you, said, the, ask 5. He, she, to, no, call, her, I've, the</p> <p><u>Books 6- 10 – Set 1 and 2</u> Focus – ay, ee, igh, ow (snow), oo (cool) 6. Of, are, said, you, all, no, he, day 7. To, my, washing, the, when, just 8. Some, no, all, of, the 9. My, you, to, me, the 10. Be, my, no, so, all</p> <p><u>Key Words to Spell:</u> to, go, paint dad, mum</p>	<p>By the end of Year 1, children will be taught to:</p> <p>On-going practise from previous work.</p> <p>Opportunity for small group interventions.</p>	<p>By the end of Year 2, children will be taught to:</p> <p>On-going practise from previous work.</p> <p>Opportunity for small group interventions.</p>