Milby Primary School- Progression of knowledge and skills in Phonics

Phonics			Subject content		
Year/ Term	National curriculum	Phase	Knowledge	Skills	Vocabulary
FS Aut 1 & 2		Phase 2	To know the phoneme /s/ written as 's'. To know the phoneme /a/ written as 'a'. To know the phoneme /t/ written as 't'. To know the phoneme /p/ written as 'p'. To know the phoneme /i/ written as 'I' To know the phoneme /n/ written as 'n' To know the phoneme /m/ written as 'm' To know the phoneme /d/ written as 'd'. To know the phoneme /g/ written as 'g'. To know the phoneme /o/ written as 'o'. To know the phoneme /c/ written as 'c'. To know the phoneme /c/ written as 'k'. To know the phoneme /c/ written as 'ck' To know the phoneme /e/ written as 'e' To know the phoneme /u/ written as 'u'. To know the phoneme /r/ written as 'r'. To know the phoneme /h/ written as 'h'. To know the phoneme /b/ written as 'b'. To know the phoneme /f/ written as 'f' and 'ff'. To know the phoneme /l/ written as 'l' and 'll'. To know the phoneme /s/ written as 'ss'. To know that to read and spell words you need to decode and blend. To know that some letters are vowels, and the rest are consonants. To know that irregular words contain elements that do not follow the most common letter-sound correspondences.	I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise s, a, t, p, i, n, m, d. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise g, o, c, k. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ck, e, u, r. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise h, b, f, ff, l, ll, ss. I can spell the following words correctly: and, to, them no, go, I, into, her I can use the know	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowel-consonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph **Irregular words** *to, the, no, go, I, into, her* *Irregular words should be taught in sets. For example, 'no' and 'go' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.*

			To know how to read and spell 'and' and the irregular words to, the, no, go, I, into, her To know how to read and spell short captions.		
FS Spr 1 & 2		Phase 3	To know the phoneme /j/ written as 'j'. To know the phoneme /v/ written as 'v'. To know the phoneme /w/ written as 'w'. To know the phoneme /x/ written as 'x'. To know the phoneme /y/ written as 'y'. To know the phoneme /z/ written as 'z' and 'zz'. To know the phoneme /qu/ written as 'qu'. To know the phoneme /ch/ written as 'ch'. To know the phoneme /sh/ written as 'sh'. To know the phoneme /th/ written as 'th'. To know the phoneme /ng/ written as 'ng'. To know the phoneme /ai/ written as 'ai'. To know the phoneme /ee/ written as 'ee'. To know the phoneme /igh/ written as 'igh'. To know the phoneme /oa/ written as 'oa'. To know the phoneme /oo/ (long) written as 'oo'. To know the phoneme /oo/ (short) written as 'oo'.	I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise j, v, w, x. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise y, z, zz qu. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ch, sh, th, ng. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ai, ee, igh, oa, oo (long), oo (short). I can spell the following words correctly: me, be, he, she, we, my, by, they, are I can use the knowledge	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowel-consonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph, digraph, trigraph, long vowel **Irregular words** me, be, he, she, we, my, by, they, are ***Irregular words should be taught in sets. For example, 'my' and 'by' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.***

			To know that to read and spell words you need to decode and blend. To know that some letters are vowels, and the rest are consonants. To know that irregular words contain elements that do not follow the most common letter-sound correspondences. To know how to read and spell the irregular words me, be, he, she, my, by, they, we, are To know how to read and spell short captions.		
FS Sum 1		Phase 3	To know the phoneme /ar/ written as 'ar'. To know the phoneme /or/ written as 'or'. To know the phoneme /ur/ written as 'ur'. To know the phoneme /ow/ written as 'ow'. To know the phoneme /oi/ written as 'oi'. To know the phoneme /ear/ written as 'ear'. To know the phoneme /air/ written as 'air'. To know the phoneme /ure/ written as 'ure'. To know the phoneme /ur/ written as 'er'. To know that to read and spell words you need to decode and blend. To know that some letters are vowels, and the rest are consonants.	I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ar, or, ur, ow, oi. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ear, air, ure, er. I can spell the following words correctly: you, all, was, give, live I can use the knowledge I have learnt to inform my spelling.	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowel-consonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph, digraph, trigraph **Irregular words** you, all, was, give, live ***Irregular words should be taught in sets. For example, 'give' and 'live' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be***

			To know that irregular words contain elements that do not follow the most common letter-sound correspondences. To know how to read and spell the irregular words you, all, was, give, live. To know how to read and spell short captions.		
FS Sum 2		Phase 4	Many of the words children explored in Phases 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable). To know how to read words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC) To know how to spell words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC) To know that to read and spell words you need to decode and blend. To know that some letters are vowels, and the rest are consonants. To know that irregular words contain elements that do not follow the most common letter-sound correspondences. To know how to read and spell the irregular words said, have, like, so, do, some, come, were, there, little, one, when, out, what To know how to read and spell short captions. Phonics screening to be conducted prior to leaving FS to hand over data to Year 1.	I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise adjacent consonants. I can spell the following words correctly: have, like, so, do, some, come, were, there, little, one, when, out, what. I can use the knowledge I have learnt to inform my spelling.	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowel-consonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph, digraph, trigraph, adjacent consonants, syllables Irregular words *have, like, so, do, some, come, were, there, little, one, when, out, what* ***Irregular words should be taught in sets. For example, 'come' and 'some' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.***

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Bug Club Phonics

Year 1 Aut 1	Spelling shed used as per overview to support teaching of spelling and therefore phonics.	Phase 4 (revision)	monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable). To know how to read words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC) To know how to spell words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC) To know that to read and spell words you need to decode and blend. To know that some letters are vowels, and the rest are consonants. To know that irregular words contain elements that do not follow the most common letter-sound correspondences. To know how to read and spell the irregular words said, have, like, so, do, some, come, were, there, little, one, when, out, what To know how to read and spell short captions. I know how to decode words with two or more syllables, such as 'lunchbox' and 'chimpanzee'.	I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise adjacent consonants. I can spell the following words correctly: have, like, so, do, some, come, were, there, little, one, when, out, what. I can use the knowledge I have learnt to inform my spelling.	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (consonant-vowel-consonant), pure sound (pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'), segment, consonant digraph, digraph, trigraph, adjacent consonants, syllables, polysyllabic **Irregular words** *have, like, so, do, some, come, were, there, little, one, when, out, what* ***Irregular words should be taught in sets. For example, 'come' and 'some' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be***
Year 1 Aut 2 and Spring term	Spelling shed used as per overview to support teaching of spelling and therefore phonics.	Phase 5	To know the phoneme /w/ written as /wh/. To know the phoneme /f/ written as 'ph'. To know the phoneme /ai/ written as 'ay'. To know the phoneme /ai/ written as 'a-e'. To know the phoneme /ai/ written as 'eigh', 'ey' and 'ei'.	I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise 'wh' and 'ph'. I can use my knowledge of decoding and blending to read	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, digraph, trigraph, adjacent consonants, alternative, syllables **Irregular words** *oh, their, people, Mr, Mrs, Ms, water, where, who, again, thought, through*

			To know the phoneme /ee/ written as 'ea'. To know the phoneme /ee/ written as 'e-e'. To know the phoneme /ee/ written as 'ie', 'ey' and 'y'. To know the phoneme /igh/ written as 'ie'. To know the phoneme /igh/ written as 'i-e'. To know the phoneme /igh/ written as 'y'. To know the phoneme /igh/ written as 'I'. To know the phoneme /oa/ written as 'ow'. To know the phoneme /oa/ written as 'o-e'. To know the phoneme /oa/ written as 'o' and 'oe'. To know the phoneme /oo/ (long) written as 'ew'. To know the phoneme /oo/ (long) written as 'ue'. To know the phoneme /oo/ (long) written as 'u-e'. Additional knowledge: To know that /oo/ (long) can also be spelt 'ui'. Examples are 'suit', 'juice' and 'fruit'. To know the phoneme /oo/ (short) written as 'u' and 'oul'. To know that there are alternative graphemes for a phoneme. To know how to read and spell the irregular words oh, their, people, Mr,	the Bug Club Phonics books that practise /ai/ alternatives. I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /ee/ alternatives. I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /igh/ alternatives. I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /oa/ alternatives. I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise long and short /oo/alternatives. I can spell the following words correctly: oh, their, people, Mr, Mrs, Ms, water, where, who, again, thought, through I can use the knowledge I have learnt to inform my spelling.	*Irregular words should be taught in sets. For example, 'thought'' and 'through' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.* *Any additional irregular words from the Year 1 National Curriculum that Bug Club Phonics have not provided, will be included in daily planning.*

			Mrs Ms, water, where, who, again, thought, through To know how to read and spell words that end in 'ed' (sounding /t/). Examples are 'looked', 'called' and 'asked'. Targeted interventions will also take place for children who are struggling to pass phonic screenings in preparation for the end of Year 1 phonics screening.		

Year 1 Summer term	Spelling shed used as per overview to support teaching of spelling and therefore phonics.	Phase 5	To know the phoneme /or/ written as 'aw' To know the phoneme /or/ written as 'au' To know the phoneme /or/ written as 'al'. Additional knowledge: If appropriate, explain to children that there are other ways to spell the /or/ sound: 'augh' sounds /or/ as in "caught" 'our' sounds /or/ as in "four", "pour", but 'our' sounds /ure/ in "your" and "tour To know the phoneme /ur/ written as 'ir'. To know the phoneme /ur/ written as 'er'. To know the phoneme /ur/ written as 'ear'. To know the phoneme /ow/ written as 'ou'.	I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /or/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ur/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ow/ and /oi/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, digraph, trigraph, adjacent consonants, alternative, syllables **Irregular words** *work, laughed, because, different, any, many, eyes, friends, two, once* ***The irregular part of the word should be explained to the children.*** ***Any additional irregular words from the Year 1 National Curriculum that Bug Club Phonics have not provided, will be included in daily planning.*** **High frequency words**

			To know the phoneme /oi/ written as 'oy'. To know the phoneme /ear/ written as 'ere' and 'eer'. To know the phoneme /air/ written as 'are' and 'ear'. To know the phoneme /c/ written as 'c'. To know the phoneme /c/ written as 'k'. To know the phoneme /c/ written as 'ck' To know the phoneme /c/ written as 'ch'. To know that there are alternative graphemes for a phoneme. To know how to read and spell the irregular words work, laughed, because, different, any, many, eyes, friends, two, once To know how to read and spell the high-frequency words Thursday, Saturday, thirteen and thirty. Targeted interventions will also take place for children who are struggling to pass phonic screenings in preparation for the end of Year 1 phonics screening.	practise /ear/ and /air/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /c/ alternatives. I can spell the following words correctly: work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once I can use the knowledge I have learnt to inform my spelling.	*Thursday, Saturday, thirteen, thirty*

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Year 2 Aut 1	Spelling shed used as per overview to support teaching of spelling patterns.	Phase 5 (Revision)	To know that there are alternative graphemes for a phoneme. To know that there are alternative graphemes for a phoneme. To know how to read and spell the irregular words work, laughed, because, different, any, many, eyes, friends, two, once To know how to read and spell the high-frequency words Thursday, Saturday, thirteen and thirty. During Autumn term 1, Bug Club Phase 5 will be delivered as a course of revision. The taught phonemes and graphemes will depend on the areas highlighted during baseline assessments at the start of year 2 and the phonics screening test taken in Year 1.	I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /or/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ur/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ow/ and /oi/ alternatives. I can use my knowledge of decoding and blending to read	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, digraph, trigraph, adjacent consonants, alternative, syllables *Irregular words* *Possible words to teach when recapping alternative graphemes for phonemes.* */ai/: great, steak, break, again* */igh/: find, mind, kind, wild, child, behind* */oa/: old, cold, gold, told, hold, fold* *High frequency words*

			Targeted interventions will also be implemented for children who did not pass the phonics screening in Year 1.	Bug Club Phonics books that practise /ear/ and /air/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /c/ alternatives. I can spell the following words correctly: work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once I can use the knowledge I have learnt to inform my spelling.	*As per year 2 HF words*
Year 2 Aut 2	Spelling shed used as per overview to support teaching of	Phase 5/6	To know the phoneme /s/ written as 'c(e)', 'c(i)' and 'c(y)' To know the phoneme /s/ written as 'sc' and 'st(l)' To know the phoneme /s/ and /z/ written as 'se'.	I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /s/ alternatives. I can use my knowledge of decoding and blending to read	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables *Irregular words*

	spelling patterns.		To know the phoneme /j/ written as 'g(e)', 'g(i) and 'g(y)'. To know the phoneme /j/ written as 'dge'. To know the phoneme /l/ written as 'le'. Additional knowledge: To know the phoneme /l/ written as 'al', 'il' and 'el'. To know the phoneme /m/ written as 'mb'. To know the phoneme /n/ written as 'kn' and 'gn' To know the phoneme /r/ written as 'wr' To know how to read and spell the irregular words great, clothes break and steak could also be taught alongside great. To know how to read and spell irregular words with an apostrophe (contractions). it's, I'm, I'll, I've, don't, can't, didn't Targeted interventions will also be implemented for children who did not pass the phonics screening in Year 1.	Bug Club Phonics books that practise /j/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /l/, /m/, /n/, /r/ alternatives. I can spell the following words correctly: great, clothes, it's, I'm, I'll, I've, don't, can't, didn't I can use the knowledge I have learnt to inform my spelling.	*great, clothes, it's, I'm, I'll, I've, don't, can't, didn't* *Additional irregular words to teach: climb, break, steak* *The irregular part of the word should be explained to the children.* **High frequency words** *As per KS1 HF words*

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Year 2 Spr 1	Spelling shed used as per overview to support teaching of spelling patterns.	Phase 5/6	To know the phoneme /ch/ written as 'tch'. To know the phoneme /sh/ alternatives written as 'ch', 'c(ious)' and 'c(ion)'. To know the phoneme /e/ (short) written as 'ea'. To know the phoneme /zh/ written as 's'. To know the phoneme /w/ /o/ written as 'wa'. To know the phoneme /u/ written as 'o'. To know the suffix ending '-ing'. To know that if a word ends in a single vowel and consonant, we double the consonant before adding 'ing', as in "shop/shopping". To know the suffix ending '-ed'. To know that 'ed' has different sounds in	I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ch/, /sh/, /e/, /w/ /o/, /u/ alternatives. I can identify the position of a suffix within a word. I can identify whether a word ends in a single vowel and consonant or double consonant. I can identify long and short vowel phonemes within a word. I can spell the following words correctly: first, second, third, I can use the knowledge I have learnt to inform my spelling.	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables, morpheme, split digraph, suffix, prefix *Irregular words* *As Bug Club Phonics does not plan to teach any irregular words at this point, the teaching of Year 2 irregular words will be taken from the National Curriculum statutory list and added into daily planning.* *High frequency words*

			different words: 'ed' can sound /t/ as in “hopped”, “jumped”, and also /d/ as in “nodded”, “spotted”. To know how to use the suffixes '-ing' and '-ed' when the word ends in silent 'e'. To know how to break words down into syllables to help reading and spelling. To know how to spell the high-frequency words first, second, third and words ending with ‘-ing’ and ‘-ed’. Targeted interventions will also be implemented for children who did not pass the phonics screening in Year 1.		first, second, third Read and spell high-frequency words with suffix endings.
Year 2 Spr 2	Spelling shed used as per overview to support teaching of	Phase 6	To know how to use the suffix ‘-s’. To know how to use the plural suffix ‘-es’. To know how to read and spell high-frequency/ irregular plural words. To know how to read and spell words with plural suffix endings 's' and 'es' To know the rule of adding ‘-es’ to nouns and	I can identify plural words. I can use the knowledge I have learnt to inform my spelling. I can identify the position of a prefix within a word. I can segment words into syllables to read and spell.	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables, morpheme, split digraph, suffix, prefix *Irregular words*

	spelling patterns.		verbs ending in -y making an /ee/ or /igh/ phoneme (not on Bug Club) To know the prefix '-re'. To know that the prefix 're' can mean "again" or "back" To know the prefix '-un'. To know that the prefix 'un-' denotes a negative action. It can mean "not" To know how to spell words of two and three syllables. Targeted interventions will also be implemented for children who did not pass the phonics screening in Year 1.		*As Bug Club Phonics does not plan to teach any irregular words at this point, the teaching of Year 2 irregular words will be taken from the National Curriculum statutory list and added into daily planning.* *High frequency words* Irregular plural words.

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Year 2 Summer term	Spelling shed used as per overview to support teaching of spelling patterns.	Phase 6	Not covered on Bug Club Phonics but under Year 2's National Curriculum: To know the suffixes '-er', '-est' and '-y'. To know how to use the suffixes '-er', '-est' and '-y'. Adding suffixes to words of one syllable ending in a single consonant letter after a single vowel. Adding suffixes to words ending in -e with a consonant before it. Adding suffixes to a root word ending in 'y' with a consonant before it. To know what a consonant suffix is. To know how to use consonant suffixes and how they can change words. '-ment', '-ness', '-ful', '-less' and '-ly'. During the Summer term, we will reflect upon prior learning and reteach	I can use the knowledge I have learnt to inform my spelling. I can recognise different rules for adding suffixes. I can identify long and short vowel phonemes within a word.	Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables, morpheme, split digraph, suffix, prefix **Irregular words** *As Bug Club Phonics does not plan to teach any irregular words at this point, the teaching of Year 2 irregular words will be taken from the National Curriculum statutory list and added into daily planning.* **High frequency words**

			objectives to ensure the children have a strong understanding. Targeted interventions will also be implemented for children who did not pass the phonics screening in Year 1.		As per KS1 HF words.