Reception Progression Overview

Skills	Knowledge	Vocabulary	Starting Year 1, children are able to
Phase 2: ★ Blend words. ★ Segment words. ★ Practise reading some VC and CVC words and spell them out orally **Phase 3:** ★ Practise reading and spelling VC and CVC words. ★ Learn the names of letters and write them correctly. ★ Blend and read CVC words. ★ To be able to sound talk. ★ Match a picture to a corresponding sentence/ caption. ★ To be able to write a caption and a sentence corresponding to a picture using the graphemes taught so far. **Phase 4:** ★ Practise reading and spelling CVCC words. ★ Write letters mostly correctly. ★ Practise reading and writing sentences. ★ Be able to blend confidently to work out new words.	**Phase 2:** ★ Learn commonly used phonemes. ★ Learn some high frequency (tricky) words (e.g. the, go). ★ Children should be able to read the 26 of these referred to in Letters and Sounds. **Phase 3:** ★ Learning letter names and memorising them for writing. ★ Learn the sounds letters make. ★ Say the sound by most phase 2/3 graphemes. ★ Recognise high frequency (tricky words). Children should be able to read a further 12 of these in addition to the 26 leant in Phase 2 **Phase 4:** ★ Recognise high frequency (tricky words). Children should be able to read a further 6 (decodable) of these in addition to the 38 leant in Phase 3. They should also learn 14 tricky ones. . Remember the formation of all letters. (Consolidate and recap previously learnt sounds. No new sounds are taught at Phase 4.)	**Phase 2:** ★ Set 1: s a t p ★ Set 2: i n m d ★ Set 3: g o c k ★ Set 4: ck e u r ★ Set 5: h b f, ff l, ll ss ★ Look ★ listen ★ sound ★ letter ★ describe ★ find ★ phonemes (reading) ★ grapheme (writing) ★ VC word vowel consonant ★ CVC word – consonant vowel consonant ★ two-syllable ★ sentence ★ captions ★ blending (reading) ★ segmenting (spelling) ★ diagraph (CT vocabulary) **Phase 3:** Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	Work securely at Phase 3.

Year 1 Progression Overview

Skills	Knowledge	Vocabulary	Starting Year 2, children are able to
Phase 4: Recap from Year R for consolidation before moving on ★ Practise reading and spelling CVCC words. ★ Write letters mostly correctly. ★ Practise reading and writing sentences. ★ Be able to blend confidently to work out new words. **Phase 5:** ★ To say the sound for any grapheme they are shown. ★ To know how to write the common grapheme for any given sound. ★ To use knowledge to read and spell unfamiliar words of up to 3 syllables. ★ To form all letters correctly.	**Phase 4: Recap from Year R for consolidation before moving on** ★ Recognise high frequency (tricky words). Children should be able to read a further 6 (decodable) of these in addition to the 38 leant in Phase 3. They should also learn 14 tricky ones. . Remember the formation of all letters. (Consolidate and recap previously learnt sounds. No new sounds are taught at Phase 4.) **Phase 5:** ★ Continue to expand their knowledge of many more graphemes so that more words become decodable including high frequency words. ★ To know how to write the common grapheme for any given sound. ★ To recognise alternative pronunciations of some graphemes in some words when they have tried them out to find the correct one. ★ To know letter names and memorise them for writing. Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.	★ Look ★ Listen ★ Sound ★ letter ★ find ★ phonemes (reading) ★ grapheme (writing) ★ VC word – vowel consonant ★ CVC word – consonant vowel consonant ★ CVCC ★ CCVC ★ CCVCC ★ two-syllable ★ sentence ★ captions ★ blending (reading) ★ segmenting (spelling) ★ diagraph (CT vocabulary) ★ tri-graph (CT vocabulary)	Work securely at Phase 5.

	In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.		

Year 2 Progression Overview

Skills	Knowledge	Vocabulary	Starting Year 3, children are able to
Phase 5 is recapped for consolidation before moving onto Phase 6 Phase 6: ★ Read familiar words fluently and accurately. ★ Decode familiar words quickly and silently aloud using an established sounding and blending routine. ★ To use spelling strategies below: <table><tr><td>Strategies</td><td>Explanations</td></tr><tr><td>Syllables</td><td>To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember. (e.g. Sep – tem – ber, ba-by)</td></tr><tr><td>Base words</td><td>To learn my word I can find its base word (e.g. smiling – base smile + ing</td></tr><tr><td>Analogy</td><td>To learn my word I can use words that I already know to help me (e.g. could, would, should)</td></tr><tr><td>Mnemonics</td><td>To learn my word I can make up a sentence to help me remember it</td></tr></table>	Phase 6: ★ Children become fluent readers and increasingly accurate spellers. ★ Children know to use strategies to become independent spellers. ★ To become familiar with words with rare and irregular spellings.	★ look ★ listen ★ sound ★ letter ★ find ★ phonemes (reading) ★ grapheme (writing) ★ VC word vowel consonant ★ CVC word – consonant vowel consonant ★ two-syllable ★ sentence ★ captions ★ blending (reading) ★ segmenting (spelling) ★ diagraph (CT vocabulary) ★ tri-graph (CT vocabulary) ★ prefix ★ suffix	Be secure in all phases 1 – 6

	(e.g. could – O U Lucky Duck. People – people eat orange peel like elephants)			
★ To use the right grapheme from several possibilities when spelling a word.				