



Holtspur School Early Reading (Phonics) Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	-Hear different environmental sounds around me. -Begin to recognise some environmental print such as supermarket logos. Phonics Phase 1 Hear environmental sounds (Aspect 1)	-Discriminate between different instrument sounds. -To sing and perform actions to a familiar nursery rhyme. -Say the rhyming word at the end of a familiar rhyme Phase 1: Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2)	-To begin to recognise my own name with support. -Recognise rhythm in spoken words by clapping syllables. Phase 1 Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Hear Body percussion (Aspect 3)	-To identify signs and symbols in the environment and recall what they mean. -Spot or suggest rhymes. Phase 1: Revise Aspects 1-3. Hear voice sounds (Aspect 6). Oral blending and segmenting (Aspect 7)	- To begin recognising some words that start with the same initial sound. -To begin to recognise some individual letter sounds with support Phase 1: Revise Aspects 6-7. Hears rhythm and rhyme (Aspect 4). Hears alliteration (Aspect 5)	-To recognise my own name independently. -To begin to recognise some individual letter sounds with support. -Recognise some words with the same initial sound e.g. m for mummy and milk. -Orally blend a simple word. Phase 1/ Revise Aspects 4 – 7. Introduction to set 1 sounds following RWI Nursery Programme if children are ready.
Reception	Children are taught their Set 1 sounds m, a, s, d,	Recap on set 1 special friends: th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk	Recap on any set 1 sounds (addressing sound gaps)	Children are taught their set 2 sounds: ay, ee, igh, ow, oo,	Children are taught their set 2 sounds: ay, ee, igh, ow, oo,

	t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Children are taught to blend sounds into words orally Children are taught to blend single-letter sounds (word time 1.1-1.4)	Secure blending of words with special friends (word time 1.5 and 1.6)	Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7) To be exposed to some common exception words: put, the, I, no, of, my, for, he	oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds
Year 1	Children read Set 2 sounds. Children are taught to blend words containing set 2 sounds including longer words. Children are taught the the additional sounds - kn, ck, wh, ph. Review words with set 1 sounds and previously taught Set 2 sounds.	Children review and read Set 2 sounds. Children are taught to blend words containing set 2 sounds including longer words. Once secure, children learn first 6 Set 3 sounds – ea, oi, a-e, i-e, o-e, u-e and the additional sound e-e. Children are taught to blend words	Children learn the first 11 set 3 sounds - ea, oi, a-e, i-e, o- e, u-e, aw, are, ur, er, ow. Children are taught to blend words containing taught set 3 sounds including longer words. Children review words with set 1, set 2 and previously	Children learn the first 17 set 3 sounds - ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow. ai, oa, ew, ire, ear, ure. Children are taught to blend words containing taught set 3 sounds including longer words. Children review words with set 1, set 2 and previously taught set 3 sounds.	Children learn the first 17 set 3 sounds - ea, oi, a- e, i-e, o-e, u-e, aw, are, ur, er, ow. ai, oa, ew, ire, ear, ure, tion, tious, cious, e. and the additional sounds - e-e, kn, ck, wh, ph, Children are taught to blend words containing taught set 3 sounds	Children learn all set 3 sounds - ea, oi, a-e, i-e, o-e, u- e, aw, are, ur, er, ow. ai, oa, ew, ire, ear, ure, tion, tious, cious, e. and the additional sounds - ue, ie, au, e-e, e, kn, ck, wh, ph. Children are taught to blend words containing taught set 3 sounds including longer words.

	To recall previous common exception words and be exposed to new common exception words: me, to, go, baby, paint*.	containing first 6 set 3 sounds including longer words. To recall previous common exception words and be exposed to new common exception words: all, like, I've, we, want, her, call, she, some, so, washing*.	taught set 3 sounds. To recall previous common exception words and be exposed to new common exception words: what, they, do, was, old,	To recall previous common exception words and be exposed to new common exception words: saw*, watch, watch(es), small, their, were, who, tall, one, brother, I'm, any, there, where, fall*, wall*	including longer words. Children review words with set 1, set 2 and previously taught set 3 sounds. To recall previous common exception words. Read a passage at 60-70 words per minute, attempting intonation to show comprehension.	Children review words with set 1, set 2 and set 3 sounds. To recall previous common exception words and be exposed to new common exception words: does, other, two, could, ball, would, water, wash*, anyone, over, wasn't, through, once, son, people, whole. Read a passage at 70-80 words per minute, attempting intonation to show comprehension.
Year 2	Children revise all set 3 sounds - ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow. ai, oa, ew, ire, ear, ure, tion, tious, cious, e. and the additional sounds - e-e, kn, ck, wh, ph,	Children revise all set 3 sounds - ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow. ai, oa, ew, ire, ear, ure, tion, tious, cious, e. and the additional sounds - e-e, kn, ck, wh, ph,	Off the RWI Phonics Programme and on The RWI Comprehension Programme. Read a passage at 90+ words per minute, attempting	Off the RWI Phonics Programme and on The RWI Comprehension Programme.	Off the RWI Phonics Programme and on The RWI Comprehension Programme.	Off the RWI Phonics Programme and on The RWI Comprehension Programme.

	Children are taught to blend words containing taught set 3 sounds including longer words. Children review words with set 1, set 2 and set 3 sounds. To recall previous common exception words. Read a passage at 70-80 words per minute, attempting intonation to show comprehension.	Children are taught to blend words containing taught set 3 sounds including longer words. Children review words with set 1, set 2 and set 3 sounds. To recall previous common exception words and exposed to new words: should, come, many, mother, father, above, here, buy, bought, great, another, someone, walk, caught, worse, everyone, talk, love, wear, thought. Read a passage at 80-90+ words per minute with intonation that shows some comprehension.	intonation to show comprehension.			
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