

Progression in Phonics at Laceyfields Academy

		By the end of... Autumn 1	By the end of... Autumn 2	By the end of... Spring 1	By the end of... Spring 2	By the end of... Summer 1	By the end of... Summer 2
Nursery	Little Wandle Foundation for Phonics: phoneme awareness, tuning into sounds games and oral blending activities combined with a language-rich curriculum.						
Reception	Phonics	Phase 2 s a t p i n m d g o c k c k e u r h b f l Tricky words: is I the Children not blending by week 3 need additional blending practice.	Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Tricky words as and has his her go no to into she he of we me be	Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Tricky words: was you they my by all are sure pure	Phase 3 Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end Tricky words: Review all taught so far	Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, – est Tricky words: said so have like some come love do were here little says there when what one out today	Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, – est • longer words Tricky words Review all taught so far
	Reading Books matched to secure phonic knowledge	Use wordless books to establish book behaviours, book talk and to grow vocabulary with small groups of children. Some children who are blending may be ready for matched books with s a t p l n m d but with no tricky words.	Books applying GPCs from Autumn 1: Refer to the matching grid. In the document ‘ Guidance on selecting fully decodable books ’	Books applying GPCs from Autumn 2: Refer to the matching grid. In the document ‘ Guidance on selecting fully decodable books ’	Books applying GPCs from Spring 1 Refer to the matching grid. In the document ‘ Guidance on selecting fully decodable books ’ Books are matched to assessment results.	Books applying GPCs from Spring 2 Refer to the matching grid. In the document ‘ Guidance on selecting fully decodable books ’ Books are matched to assessment results	Books applying GPCs from Summer 1 Refer to the matching grid. In the document ‘ Guidance on selecting fully decodable books ’

			Books are matched to assessment results.	Books are matched to assessment results.			Books are matched to assessment results.
Year 1	Phonics	Phase 4 review Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Tricky words: Phases 2–4: the to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Phase 5 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want	Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup Tricky words: any many again who whole where two school call different thought through friend work	Phase 5 /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor Tricky words: once laugh because eye	Phase 5 Phonics screening check review – no new GPCs or tricky words	Phase 5 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Tricky words: busy beautiful pretty hour move improve parents shoe
	Reading Books matched to secure phonic knowledge	Books applying GPCs from Summer 2 Refer to the matching grid. In the document ‘Guidance on selecting fully decodable books’ Books are matched to assessment results	Book applying Phase 5 set 1 taught from week 4 of Autumn 1. Refer to the matching grid. In the document ‘Guidance on selecting fully decodable books’ Books are matched to assessment results	Books applying GPCs from Autumn 2 Refer to the matching grid. In the document ‘Guidance on selecting fully decodable books’ Books are matched to assessment results	Books applying GPCs from Spring 1. Phase 5 set 3 GPCs and tricky words Refer to the matching grid. In the document ‘Guidance on selecting fully decodable books’ Books are matched to assessment results	Books applying GPOCs and tricky words from Phase 5 set 4 Refer to the matching grid. In the document ‘Guidance on selecting fully decodable books’ Books are matched to assessment results	
Year 2	Phonics	- Catch-up phonics for those children who have completed Phase 5. - Spelling taught using Little Wandle phonic strategies.		- Rapid Catch-up phonics for those children who have not exited Phase 5 phonics or reading. - Spelling taught using Little Wandle phonic strategies.			
	Reading Books matched to secure	Books applying GPCs and tricky words from Y1 Summer 2 (Phase 5 set 5) Refer to the matching grid. In the document	Pupils who can read the Phase 5 Set 5 reading assessment fluently exit the Little Wandle Early Reading programme. They will be guided to appropriate reading material by their class teacher which they should be able to read with 90% accuracy.				

	phonic knowledge	'Guidance on selecting fully decodable books' Books are matched to assessment results	
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Full details are on the Little Wandle [programme-overview-reception-and-year-1](#) document.

This grid is for children who are 'on track' and meeting age-related expectations. Children requiring keep-up and catch-up will receive bespoke interventions.