

# Phonics Progression Overview

## Intent

At Brabourne we use the DfE-approved Twinkl Phonics Programme which offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2.

Levels terminology replaces the previously used Phases, however the content and order of progression remains the same. Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught in EYFS and runs throughout the teaching of phonics Levels 2-6.

In reception, children work within Levels 1-4. Here learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

Within KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

## Implementation

The dynamic and engaging teaching delivered within Levels 2-6 ensure a clearly defined structure to the teaching of phonics (see below for coverage through levels). The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The teaching resources, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to really challenge learners.

Our teaching staff here at Brabourne feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential.

## Impact

The impact of our phonics teaching within reception and KS1, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. This will prepare children for the statutory year 1 phonics screening and support them fully on their journey towards fostering a love of reading and writing.

## RECEPTION Level 1/Term 1

Whilst children settle into school in the Autumn term, and baselines are completed, the children will spend the initial weeks working on the different aspects of Level 1. The length of time spent on this will vary according to the needs of the cohort.

The children will continue to work on the various Aspects of Level 1 through the learning opportunities and enhancements to the provision that is provided throughout the year. These again may vary and alter to reflect the needs of the cohort but will include opportunities to develop speaking and listening skills, environmental/instrumental and body percussions, rhythm and rhyme, alliteration, vocal sounds and oral blending and segmenting skills.

### By the end of Level 1, children will:

- have experienced a wealth of listening activities including songs, stories and rhymes;
- be able to distinguish between speech sounds and many will be able to blend and segment words orally.

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue.

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending and Segmenting
<p>Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p>	<p>Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake tambourine quietly.</p>	<p>Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer sequences of body percussion. Describe body percussion. Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.</p>	<p>Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat. Create their own beat.</p>	<p>Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration.</p>	<p>Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe/compare voice sounds. Create their own ideas for voices of characters/ imitating voices.</p>	<p>Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds. Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.</p>

## RECEPTION Level 2/Term 2

Level 2: Speaking and listening activities continue to be the focus for learning throughout this level. The children are introduced to at least 19 letters and start to move from oral segmenting and blending to segmenting and blending with letters. By the end of this level children should be able to read VC and CVC words and spell them using magnetic letters or writing letters on whiteboards or with chalks etc. They will also learn to read some HF 'tricky' words. The outline below is a cohort dependant breakdown of weekly teachings. Teachers may wish to spend longer on certain areas to secure learning for those who need it.

### By the end of Level 2, children should be able to:

- give the phoneme when shown any Level 2 grapheme;
- find any Level two grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sounds	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, ff, l, ll, ss	all Level 2 GPCs
Tricky Words				to, the	no, go, I	

## RECEPTION Level 3/Terms 3 and 4

Level 3: Throughout this level children will be taught another 25 graphemes. Most of these will comprise of 2 letters (e.g. oa). Segmenting and blending remains a key focus and two-syllable words and captions are introduced. At this stage the children can represent about 42 phonemes (sound) by a grapheme (letter/s that represent a sound). If children are ready then nonsense words are introduced at this stage. The outline below is a cohort dependant, approximate breakdown of weekly teachings.

### By the end of Level 3, children should be able to:

- give the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level two and Level three graphemes);

- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

Week												
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Sounds</b>	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er	all Level 3 GPCs	all Level 3 GPCs	Trigraphs and consonant digraphs	recap j, v, w, x and vowel digraphs	all Level 3 GPCs
Tricky Words Reading	all level 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	was, my (recap)	we, they (recap)	all level 3 tricky words
Tricky Words Spelling		the, to		no, go, I								the, to, no, go, I

## RECEPTION Level 4/Terms 5 and 6

Level 4: The purpose of this level is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. Phonics is the step up to word recognition. The automatic reading of all words both decodable and tricky is the ultimate goal. The outline below is a cohort dependant breakdown of weekly teachings. Teachers may wish to spend longer on certain areas to secure learning for those who need it.

### By the end of Level 4, children should be able to:

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- write each letter, usually correctly.

Week				
	1	2	3	4
<b>Sounds</b>	Final consonant blends	Initial consonant blends	Consonant blends	Consonant blends
Tricky Words Reading	said, so	have, like, come, some	were, there, little, one	do, when, out, what
Tricky Words Spelling	he, be, she, me	was, you	they, all, are	my, her, here

## YEAR 1 Level 5

LEVEL 5: The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in both reading and spelling. They will learn new graphemes and alternative pronunciations for these and the graphemes they already know. Children will become quicker at recognising graphemes of more than one letter and will learn how to use the appropriate graphemes for spellings. The outline below is a cohort dependant breakdown of weekly teachings. Teachers may wish to spend longer on certain areas to secure learning for those who need it.

### By the end of Level 5, children should be able to:

- give the phoneme when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly;
- Use alternative ways of pronouncing and representing the long vowel phonemes.

Week										
	1	2	3	4	5	6	7	8	9	10
<b>Sounds</b>	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'i_e' 'o_e'	'u_e' 'e_e'	'ou' saying /ow/	long vowel sounds	'ch' saying /c/ 'ch' saying /sh/
<b>Regular Spellings</b>	day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat meat heap treat least	snake game cake ate same make name came	bike time pine prize bone home note alone	use cube fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold cold both	school Christm as chemist chord echo chef prachute chute
<b>Common Exception Words READING</b>	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
<b>Common Exception Words SPELLING</b>	said so	have like	some come	were there	little one	do when	what could	should would	want their	Mr Mrs

Week										
	11	12	13	14	15	16	17	18	19	20
<b>Sounds</b>	'ir' saying /er/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
<b>Regular Spellings</b>	stir girl bird shirt dirt third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	very family body happy sunny furry crunchy hairy	saw paw draw yawn August launch laundry astronaut	low slow window own toe hoe doe goes	white whisper whiskers whine whale which while wheel	gem magic giant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast
<b>Common Exception Words READING</b>	work house	many laughed	because different	any eyes	friend also	once please	lived coming	Monday Tuesday	Wednesday Thursday	more before
<b>Common Exception Words SPELLING</b>	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eyes

Week										
	21	22	23	24	25	26	27	28	29	30
<b>Sounds</b>	'ie' saying /ee/	suffix -ed	suffix -s and -es	suffix -er and -est	'tch' saying /ch/	adding - ing and -er to verbs	'are' and ear' saying /air/	've' saying /v/	'ore' saying /or/	prefix un-
<b>Regular Spellings</b>	chief brief field shield priest shriek thief relief	jumped looked gasped yelled hunted started shouted wished	skirts raincoats hoodies bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer	stare care share dare tear wear bear pear	live give have serve leave active relative believe	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe

<b>Common Exception Words READING</b>	January February	April July	August October	November December	door floor	prince princess	autumn school	know baby	other whole	talk two
<b>Common Exception Words SPELLING</b>	friend once	please lived	more coming	Monday Tuesday	Wednesday Thursday	also before	January February	April July	August October	November December



## YEAR 2 Level 6

Level 6: This phase is generally taught throughout Year 2 and focuses on spelling rules such as suffixes, prefixes and spelling patterns when adding suffixes; for example, doubling the consonant when adding –ed to hop = hopped. During this Phase, children will also learn other pronunciations for graphemes that are required in the Year 2 National Curriculum objectives that do not generally appear in the Phonics Screening Test at the end of Year 1. The outline below is a cohort dependant breakdown of weekly teachings. Teachers may wish to spend longer on certain areas to secure learning for those who need it.

### By the end of Level 6, children should be able to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others;
- spell most common exception words correctly.

Week										
	1	2	3	4	5	6	7	8	9	10
<b>Sounds</b>	'y' saying /igh/	'dge' and 'ge' saying /j/	adding -es to words ending in y	'gn' saying /n/	'kn' saying /n/	adding -ed, -ing to words ending in y	'wr' saying /r/	'le' saying /l/	adding -er, -est to words ending in y	'el' saying /l/
<b>Regular Spellings</b>	by try dry sky fly sly spy reply	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried worrying annoying annoyed studying studied	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier easiest funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel
<b>Common Exception Words</b>	door floor	prince princess	autumn school	know baby	mother another	talk two	world work	poor great	break steak	busy clothes

Week										
	11	12	13	14	15	16	17	18	19	20
<b>Sounds</b>	'al' and 'il' saying /l/	adding -ed, -er to words ending with e	'eer' saying /ear/	ture	adding -est, -y to words ending with e	'mb' saying /m/	'al' saying /or/	adding -ing, -ed to CVC, CCVC	'o' saying /u/	'ey' saying /ee/
<b>Regular Spellings</b>	festival total pupil April medal local pencil nostril	hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey
<b>Common Exception Words</b>	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous

Week										
	21	22	23	24	25	26	27	28	29	30
<b>Sounds</b>	adding -er, -est, -y to CVC and CVCC words	contractions	'war' saying /wor/ 'wor' saying /wur/	suffixes -ment, -ness	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	tion	suffixes -ful, -less, -ly	homophones/ near homophones	prefix dis-
<b>Regular Spellings</b>	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've could n't you'll should've didn't could've	war ward warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure pleasure measure Asia visual closure	want watch wash swap quality squash squabble quantity	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey
<b>Common Exception Words</b>	four eight	aunt father	prove improve	hour move	sure sugar	half quarter	straight weight	caught daughter	forty area	heard early

Please note that grammar aspects are not included here. Please refer to our EGPS Progression Overview.