

English: Phonics Whole-School Curriculum Progression Map

EYFS (30 - 50mths to ELGs)	KS1	
30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2
To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together. To link sounds to letters, naming and sounding the letters of the alphabet. To use their phonic knowledge to write words in ways which match their spoken sounds.	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: - the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; - the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); - dividing words into syllables - the /tʃ/ sound is usually spelt as 'ch' and exceptions; - the /v/ sound at the end of words where the letter 'e' usually needs to be added - adding -s and -es to words - adding the endings -ing, -ed and -er to verbs - adding -er and -est to adjectives - spelling words with the vowel digraphs and trigraphs: 'ai' and 'oi' 'oy' and 'ay' - a-e, e-e, i-e, o-e and u-e 'ar' 'ee' 'ea' 'er' st 'er' unstressed schwa sound 'ir' 'ur' 'oo' 'oa' 'oe' 'ou' 'ow' 'ow' 'ue' 'ew' 'ie' 'ie' 'igh' 'or' 'ore' 'aw' 'au' 'air' 'ear' 'ear' 'are' - spelling words ending with -y - spelling new consonants 'ph' and 'wh' using 'k' for the /k/ sound	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones To apply further Y2 spelling rules and guidance*, which includes: the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); - the /r/ sound spelt 'wr' (e.g. write, written); - the /l/ or /ɒl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); - the /aɪ/ sound spelt -y (e.g. cry, fly, July); - adding -est to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); - adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; - adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); - adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); - the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); - the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); - the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); - the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) - the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); - the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); - the /ʒ/ sound spelt 's' (e.g. television, usual).