



A Progression for the Teaching of Phonics

Phase 1 Teaching Progression			
Aspect 1	General sound discrimination – environmental	Secure by November	Teaching focus: <ul style="list-style-type: none"> • Listening walks • A listening moment • Drum outdoors • Teddy is lost in the jungle • Sound lotto 1 <ul style="list-style-type: none"> • Sound stories • Mrs Brown has a box • Describe and find • Socks and shakers • Favourite sounds • Enlivening stories
Aspect 2	General sound discrimination - instrumental sounds	Secure by December	Teaching focus: <ul style="list-style-type: none"> • New words to old songs • Which instrument? • Adjust the volume • Grandmother’s footsteps • Matching sound makers <ul style="list-style-type: none"> • Matching sounds • Story sounds • Hidden instruments • Musical show and tell • Animal sounds
Aspect 3	General sound discrimination body percussion	Secure by January	Teaching focus: <ul style="list-style-type: none"> • Action songs • Listen to the music • Roly poly • Follow the sound <ul style="list-style-type: none"> • Noisy neighbour 1 • Noisy neighbour 2 • Words about sounds • The Pied Piper
Aspect 4	Rhythm and rhyme	Secure by February	Teaching focus: <ul style="list-style-type: none"> • Rhyming books • Learning songs and rhymes • Listen to the beat • Our favourite rhymes • Rhyming soup • Rhyming bingo <ul style="list-style-type: none"> • Playing with words • Rhyming pairs • Songs and rhymes • Finish the rhyme • Rhyming puppets • Odd one out • I know a word
Aspect 5	Alliteration	Secure by March	Teaching focus: <ul style="list-style-type: none"> • I spy names • Sounds around • Making aliens • Digging for treasure • Bertha goes to the zoo <ul style="list-style-type: none"> • Tony the train’s busy day • Musical corners • Our sound box/bag • Mirror play • Silly soup
Aspect 6	Voice sounds	Secure by April	Teaching focus: <ul style="list-style-type: none"> • Mouth movements • Voice sounds • Making trumpets • Metal Mike • Chain games • Target sounds <ul style="list-style-type: none"> • Whose voice? • Sound lotto 2 • Give me a sound • Sound story time • Watch my sounds • Animal noises • Singing songs
Aspect 7	Oral blending and segmenting	Secure by May	Teaching focus: <ul style="list-style-type: none"> • Toy talk • Clapping sounds • Which one? • Cross the river • I spy • Segmenting • Say the sounds



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Phonic Teaching Progression							
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
	s a t i	p n c k	e h r m	d g o u	l f b ai	j oa ie ee	or z w ng
Tricky Words		I, the	he, she	me, we, be	was, to, do	of, are, all	you, your, come
Colour band book		Group 1		Group 1/ Group 2	Group 2/ Group 3	Group 3	Group 3/ Group 4

	Group 8	Group 9	Group 10	Group 11	Group 12	Group 13	Group 14
						Secure by the end of Reception	
	v oo oo y	x ch sh	th th qu ou	oi ue er ar	ll ff ss ck	<ul style="list-style-type: none"> y spelling for the /ee/ sound 'Magic e': a_e, e_e, i_e, 	<ul style="list-style-type: none"> 'Magic e': o-e, u-e ue and u_e for the long /oo/ sound
Tricky Words	some, said, here,	there, they, go	no, so, my	one, by, only, old	like, have, live, give	little, down, what, when	why, where, who, which
Colour Band Book	Group 4/ Group 5	Group 5	Group 5/ Group 6	Group 6	Group 7		

	Group 15	Group 16	Group 17	Group 18	Group 19	Group 20	Other sounds to be taught
						Secure by the end of Year 1	<ul style="list-style-type: none"> ph c/s g/j
	<ul style="list-style-type: none"> ay for /ai/ oy for /oi/ ea for /ee/ y for /ie/ 	<ul style="list-style-type: none"> ow for /oa/ ir for /er/ ur for /ir/ ew for /ue/oo/ 	<ul style="list-style-type: none"> ow for /ou/ igh for /ie/ aw for /or/ revise ai (ai, ay, a-e) 	<ul style="list-style-type: none"> revise ee (ee, ea, e-e) Revise ie (ie, y, igh, i-e) Revise oa (oa, ow, o-e) Revise ue oo (use, ew, u-e) 	<ul style="list-style-type: none"> au al for /or/ oa ou for /ow/ Revise er (er, ir, ur) Revise or (aw, au, al) 	<ul style="list-style-type: none"> ear air ure are 	<p>Y1 CEWs to be taught through VIPERS</p> <p>today says is his has love once ask friend school push pull full house our</p>
Tricky Words	any, many, more, before	other, were, because, want	saw, put, could, should	would, right, two, four	goes, does, made, their		
Colour Band Book							



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Aspects 1 – 7 - It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

Aspect 1	<ul style="list-style-type: none"> The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.
Aspect 2	<ul style="list-style-type: none"> This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.
Aspect 3	<ul style="list-style-type: none"> The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.
Aspect 4	<ul style="list-style-type: none"> This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.
Aspect 5	<ul style="list-style-type: none"> The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.
Aspect 6	<ul style="list-style-type: none"> The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.
Aspect 7	<p>In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.</p>

Teaching of phonics at Oxbridge Lane

Groups 1 – 20

REVIEW	<ul style="list-style-type: none"> Previous letter sounds taught are constantly revised. Previous tricky words are constantly revised. Learning environments constantly reminds children of the sounds they have been taught.
TEACH	<ul style="list-style-type: none"> Letters are introduced each day and Friday is a revision of all sounds. Formation of letters are taught alongside the sound – cursive. Aural blending constantly demonstrated by adults and encouraged by pupils. Dictation of letter sounds and simple regular words. Identifying sounds in words. Children learn to write their first name. Children learn to read and spell the tricky words
PRACTICE	<ul style="list-style-type: none"> Opportunities within the learning environment to consolidate fine motor skills and practice letter formation. Once appropriate letter sounds are taught, reading books are sent home to consolidate recognition and blending skills. Books will be kept for a week to give opportunity for repetition. Counting the sounds using fingers.
APPLY	<ul style="list-style-type: none"> Word boxes and tricky words available to children once taught so they can use them independently within their environment. Opportunities are given within the learning environment to help children transfer skills on a regular basis. Reading appropriately matched books.