Whole school Phonics curriculum: Progression of knowledge, skills and understanding

Links to EYFS - Early Learning Goals

Word Reading	Writing
* Say a sound for each letter in the alphabet and at least 10 digraphs. * Read words consistent with their phonic knowledge by sound-blending. * Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	* Write recognisable letters, most of which are correctly formed. * Spell words by identifying sounds in them and representing the sounds with a letter or letters. * Write simple phrases and sentences that can be read by others.

Key Stage 1 National Curriculum Expectations - Year 1

Reading - Word reading	Writing - Transcription
* Apply phonic knowledge and skills as the route to decode words. * Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. * Read other words of more than syllable that contain taught GPCs. * Read words with contractions (for example, I'm , I'll, we'll) and understand that the apostrophes represents the omitted letter(s). * Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. * Re-read these books to build up their fluency and confidence in word reading.	* Write words containing each of the 40+ phonemes already taught. * Spell common exception words * Spell the days of the week. * Name the letters of the alphabet. * Naming the letters of the alphabet in order. * Using letter names to distinguish between alternative spellings of the same sound. * Add prefixes and suffixes using: - the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs; - the prefix un; - -ing, -ed, -er and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest. * Apply simple spelling rules and guidance. * Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year B

Key Stage 1 National Curriculum Expectations - Year 2

Reading - Word reading	Writing - Transcription
* Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. * Read accurately words of two or more syllables that contain the same graphemes as above. * Read words containing common suffixes. * Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words, accurately, automatically and without undue hesitation.	* Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. * Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. * Spell common exception words. * Spell more words with contracted forms. * Spelling using the possessive apostrophe (singular), for example, the girl's book. * Distinguish between homophones and near homophones. * Add suffixes to spell longer words, including, -ment, -ness, -ful, -less and -ly. * Apply spelling rules and guidance. * Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.

End of Year Expectations:

Twinkl Phonics Level	Reception	Year 1	Year 2
Level 1	Level 1 runs throughout the teaching of Phonics Levels 2-6.		
Level 2			
Level 3			
Level 4			
Level 5			
Level 6			

Year B

Phonics Tracking Document

This tracking document is intended to be used in parallel with the Twinkl Phonics Progression Map. It is intended to be used as a whole class document to show progression, learning and attainment within the Phonics Programme, allowing headteachers, senior leaders, teachers and practitioners to track pupil progress and provide opportunities for collaborative data analysis.

	Autumn		Spring		Summer	
Level 1						
Level 2						
Level 3						
Level 4						YR
Level 5						Y1
Level 6						Y2

Year B

Level 2

Reception Autumn Term

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

- give the phoneme when shown any Level 2 grapheme;
- find any Level 2 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	2	3	4	5	6	7
Sounds	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, l	ff, ll, ss, s saying /z/	Level 2 Revision
Tricky Words				to, the	no, go, I		

Level 3

Reception Spring Term

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 2 and Level 3 graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read and spell some two-syllable words using Level 2 and Level 3 graphemes;
- read the tricky words - he, she, we, me, be, was, my, you, here, 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
Sounds	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	Recap Sounds from Weeks 1-4	Recap Sounds from Weeks 5-7	Trigraphs and Consonant Digraphs	Graphemes and Vowel Digraphs	Level 3 Revision
Tricky Words Reading	Revise Level 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	was, my (recap)	we, they (recap)	Level 3 Revision
Tricky Words Spelling		the, to		no, go, I								the, to, no, go, I

Year B

Level 4

Reception Summer Term

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 and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants;
- be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what;
- be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here;
- write each letter, usually correctly.

	Week				
	1	2	3	4	5
Sounds	CVCC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	Three-Letter Adjacent Consonants
Tricky Words Reading	said, so	have, like, come, some	were, there, little, one	do, when, out, what	Level 4 Revision
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, here	Level 4 Revision

Year B

Level 5

Year 1

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 and spell all taught common exception words;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Year 1 Autumn Term

	Week									
	1	2	3	4	5	6	7	8	9	10
Sounds	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'i_e' aying /igh/ 'o_e' aying /oa/	'u_e' saying /yoo/ and /oo/ 'e_e' saying /ee/	'ou' saying /ow/	Long Vowel Sounds	'ch' saying /c/ 'ch' saying /sh/
Regular Spellings	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 hotel both	school Christmas chemist chord echo chef prachute chute
Common Exception Words Reading	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
Common Exception Words Spelling	said so	have like	some come	were there	little one	do when	what could	should would	want their	Mr Mrs

Year B

Year 1 Spring Term

Week	11	12	13	14	15	16	17	18	19	20
Sounds	'ir' saying /ur/	'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/
Regular Spellings	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
Common Exception Words Reading	work house	many laughed	because different	any eye	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before
Common Exception Words Spelling	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eye

Year 1 Summer Term

Week	21	22	23	24	25	26	27	28	29	30
Sounds	'ie' saying /ee/	Adding -ed	Adding -s and -es	Adding -er and -est	'tch' saying /ch/	Adding - ing and -er to Verbs	'are' and 'ear' saying /air/	Unspoken 'e'	'ore' saying /or/	Adding un-
Regular Spellings	chief brief field shield priest shriek thief relief	jumped looked gasped yelled hunted started shouted wished	skirts raincoats hairbrushes 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	horse mouse bronze freeze give serve dance voice	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe
Common Exception Words Reading	January February	April July	scissors castle	beautiful treasure	door floor	favourite bought	autumn gone	know colour	other does	talk two
Common Exception Words Spelling	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before	January February	April July	scissors castle	beautiful treasure

Year B

Level 6

Year 2

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, fluent enough 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.

Year 2 Autumn Term

	Week									
	1	2	3	4	5	6	7	8	9	10
Spelling Pattern	'y' saying /igh/	'dge' and 'ge' saying /j/	Adding -es to Words Ending in 'y'	'gn' saying /n/	'kn' saying /n/	Adding -ed and -ing to Words Ending in 'y'	'wr' saying /r/	'le' saying /l/	Adding -er and -est to Words Ending in 'y'	'el' saying /l/
Regular Spellings	by dry shy fly spy reply pylon python	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
Common Exception Words Spelling	door floor	bought favourite	autumn gone	know colour	other does	talk two	four eight	world work	poor great	break steak
Grammar	Capital Letters and Full Stops	Proper Nouns (Names)	Plural Nouns	Alphabetical Order (1) - First/ Second Letter	Alphabetical Order (2) - Second/ Subsequent Letters	Verbs	Adverbs	Common Nouns (Revision)	Adjectives and Expanded Noun Phrases	Commas in Lists

Year B

Year 2 Spring Term

	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Spelling Pattern	'al' and 'il' saying /l/	Adding -ed and -er to Words Ending in 'e'	'eer' saying /ear/	ture	Adding -est and -y to Words Ending in 'e'	'mb' saying /m/	'a' and 'al' saying /or/	Adding -ing , -ed to CVC/ CCVC words	'o' saying /u/	'ey' saying /ee/
Regular Spellings	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
Common Exception Words Spelling	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous
Grammar	Proper Nouns (Place Names)	Regular Past Tense	Regular Present Tense	Question Marks and Commands	Exclamations and Statements	Using a Dictionary (1) - Finding Definitions	Coordinating Conjunctions	Irregular Past Tense	Exciting Words (1) - Alternative Words For 'said'	Exclamation Marks - To show Emotion/Shouting

Year 2 Summer Term

	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Spelling Pattern	Adding -er, -est, -y to CVC and CVCC Words	Contractions	'war' saying /wor/ and 'wor' saying /wur/	Suffixes -ment and -ness	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	tion	Suffixes -ful, -less and -ly	Homophones/ Near Homophones	Prefix dis-
Regular Spellings	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn'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
Common Exception Words Spelling	special enough	aunt father	prove improve	hour move	sure sugar	half quarter	straight touch	caught daughter	journey area	heard early
Grammar	Improving Sentences (1) - Adjectives and Nouns	Contractions	Subordinating Conjunctions	Improving Sentences (2) - Verbs and Adverbs	Exciting Words (2) - Using a Thesaurus	Possessive Apostrophe	Improving Sentences (3) - when, if, because	Speech Marks	Commas in Speech	Using a Dictionary (2) - Checking Spellings

Year B