



Marston Moreteyne VC School

Phonics Progression



We follow the "Jolly Phonics" systematic approach to teaching phonics. This progressive scheme, combined with a variety of multi-sensory resources, creative and interactive activities allow our children to make good progress. "Jolly Phonics" actions and songs are used to enhance our teaching and make it a fun and memorable experience for our children.

Reading books are also matched to the phonic content that the children are working on-colour coded as below.

There are 3 steps that are covered in Acorns and Beech.

Step 1 is split into 7 groups and Step 2 and 3 are split into 12 units each.

Phonic Content Pre-School to Year Four

EYFS ChimneyTots
Children are encouraged to enjoy books from as early an age as possible. However, the focus of this phase is on listening to and repeating sounds, rather than on directly reading words. This phase Supports children's developing speaking and listening skills and linking of sounds and letters. Activities are divided into seven groups:
Environmental sounds, Instrumental sounds, Body percussion, Rhythm and rhyme, Alliteration, Voice Sounds and Oral blending and Segmenting

EYFS Acorn Classes

STEP 1-
Group 1: s a t i p n I, the
Group 2: c k e h r m d he, she,
Group 3: g o u l f b we, be
 (Consonant Blend Group- CCVC): bl br cl cr dr fl fr gl gr pl pr sc sk sl sm sn sp st sw tr tw
 (Consonant Blend Group-CVCC): ct ft ld lf lk lm ln lp lt mp nd nt pt sk sp st xt
Group 4: ai j oa ie ee or was
Group 5: z w ng v oo-long and short to, do
Group 6: y x ch sh th (long and short) are, all
Group 7: qu ou oi ue ue er ar **STEP 1 Tricky revision**

STEP 2-
Unit 1: y as in /ee/- capitals S A T I P N you, your
Unit 2: Revision of short vowels come, some
Unit 3: ck capitals C K E H R M D said, here, there
Unit 4: double letters ll ff zz ss capital J they
Unit 5: long vowels magic e, a-e e-e i-e o-e u-e go, no, so (split vowel digraphs) linked to ai ee ie, ou ue capitals ZWV
Unit 6: long vowels magic e, a-e e-e i-e o-e u-e my, one, by (split vowel digraphs) linked to ai ee ie, ou ue capitals YXQ
Unit 7: ay oy capital letter consolidation only, old
Unit 8: ea and re-cap of alternative spellings like, have
Unit 9: y igh and consolidation live, give
Unit 10: ow (cow) ow (snow) and consolidation little, down
Unit 11: ir, ur, and consolidation what, when,
Unit 12: alternative oo, ew (new) ue (blue) why, where
Unit 13: alternative or, aw au al who, which

Tricky Words are introduced as outlined above.

The introduction of simple letter-sound correspondences of single sounds and digraphs. As each set of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words.

Each group will be taught over two weeks and children will have opportunities to consolidate previous learning as the coverage progresses at a fast pace.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year One</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Beech Classes</p> <p>STEP 3-</p> <p>Unit 1: ph as /f/ Capital A B C D E any, more</p> <p>Unit 2: soft c capitals F G H I more, before</p> <p>Unit 3: soft g capitals J K L M other, were</p> <p>Unit 4: alternatives ai ay a-e capitals NOPQRS because, want</p> <p>Unit 5: alternatives ee ea e-e capitals TUVW saw, put</p> <p>Unit 6: alternatives ie igh y i-e capitals XYZ could, should, would</p> <p>Unit 7: alternatives oa o-e ow (oa and ng consolidation) right, two, four, goes</p> <p>Unit 8: alternatives ue ew u-e does, goes (oo or consolidation)</p> <p>Unit 9: alternatives ou ow made. Their (ie ee consolidation)</p> <p>Unit 10: alternatives oy oi once, upon, always (ch, th sh consolidation)</p> <p>Unit 11: alternatives er ir ur also, of, eight (er ar ai consolidation)</p> <p>Unit 12: alternatives aw, au, al love, cover, after (oi ou consolidation)</p> <p>Unit 13: trigraphs air ear are every, mother, father</p> <p>Children will move onto the Jolly Grammar (1) programme and will cover/re-visit including: vowel digraphs, alternative spellings of vowel sounds, plural endings, short vowels and consonant doubling, nouns, proper/common/plurals, personal pronouns, verbs, conjugating verbs - present/past/future, adjectives, adverbs, a/an/the (when to use), sentence structure, speech marks and alphabetical order/dictionary work.</p> <p>Children will also work on spelling rules for example homophones see/sea, spelling of words with prefixes and suffixes, doubling, dropping letters and proof reading their own writing.</p> <p style="text-align: center;">Children will continue to work on tricky high frequency words from the National Curriculum Common Exception Words from the Year 2 set.</p>	<p>At the start of Year One children will spend time consolidating their phonic knowledge and re-visiting content from Reception.</p> <p>They will continue to develop their blending and segmenting skills. New learning will focus on alternative spellings of the same sound.</p> <p>Children read with increasing fluency and they will have learned most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year Two</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sycamore Classes</p> <p>At the start of Year Two children's phonic knowledge will be assessed and the re-visiting of Steps 1-3 will be put in place for children that need it.</p> <p>Children will re-visit the grammar content from Year 1 and move onto Jolly Grammar (2).</p> <p>Contents include: new spelling patterns, syllables, Spelling rules - consonant doubling and adding suffixes/prefixes, tricky word families, plurals, homophones, further adjectives work - possessive, comparatives and superlatives, prepositions, conjunctions, alphabetical order and dictionary work, punctuation, including , exclamation marks, apostrophes, commas in speech, contractions, past tenses and further sentence development.</p> <p>Progression of new spelling content is as follows:</p> <p>silent b, silent w, silent k, wh, ph, ea (as in bread), soft c, soft g, wa (as in watch), ou (as in touch), air, ch (as in choir, stomach), alternatives- ai, ea, ie, oa, ue, k, er, oi,ou,or, ey,ear, silent h, silent c, are, ear, ti (as in sh), si (as in sh and zh) ei (as in ai) eigh, o (as in son), ture, ie (as in chief), ore and le.</p> <p style="text-align: center;">Children will continue to work on tricky high frequency words from the National Curriculum Common Exception Words from the Year 2 set.</p>	

Year Three	Willow Classes	<p>At the start of Year Three children's phonic knowledge will be assessed and the re-visiting of previous content will be put in place for children that need it.</p> <p>Children will re-visit the grammar content from Year 1 and move onto Jolly Grammar (2). Contents include: dictionary work, parts of speech, including speech marks and parsing, tenses, 3rd person singular, different types of verbs, syllables, present participle, present continuous, future continuous, proper nouns/adjectives, paragraphs, contractions, comparatives and superlatives, irregular plurals, possessive pronouns, new homophones, questions and explanations in speech, collective nouns and verb tenses.</p> <p>Progression of spelling content is as follows:</p> <p>Re-cap of alternative spellings (ai, ay, a-e, ee, ea, e-e, ie, y, igh, i-e, oa, ow, o-e, ue, ew, u-e, e-e, ng, soft c, soft g, tch, dge, le, qu, s (z) se/ze (for z), suffix- less/able, a (ar), ie (ee) y (i), a (o), aw, au, al, earl, eer, ere, ure, gn, ph, gh, and ex.</p> <p style="text-align: center;">Children will continue to work on tricky high frequency words from the National Curriculum Common Exception Words from the Year 3 set.</p>
Year Four	Oak Classes	<p>At the start of Year Four children's phonic knowledge will be assessed (as appropriate) and the re-visiting of previous content will be put in place for children that need it.</p> <p>Children will re-visit the grammar content from Year 3 and move onto Jolly Grammar (4). Contents include: nouns acting as concrete/ abstract/possessives, the present participle as an adjective, onomatopoeia, agreements, clauses/independent clauses, hyphens, sentence writing - statements and questions, compound sentences, parsing verbs, infinitives, antonyms and synonyms and homophones.</p> <p style="text-align: center;">Children will continue to work on tricky high frequency words from the National Curriculum Common Exception Words from the Year 3 set.</p>