



SUPERSONIC

Phonic Friends

Systematic, Synthetic Phonics

Progression Document

Simple to the Complex

Progression and Assessment – A Keep Up Phonics Approach

“The school’s phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils’ phonics progress term-by-term, from Reception to Year 2.”

EYFS			KS1			
Nursery	Reception		Year 1		Year 2	
Firm Foundations in Phonics Wrap them in Rhyme and Oral Blending and Segmenting						
Firm Foundations in Phonics 1 Wrap them in Rhyme	The Basics 2	The Basics 3 The Basics 3 plus	The Basics 4 Adjacent Consonants & Polysyllabic	The Higher Levels of Phonics 5c Choose to Use	The Higher Levels of Phonics 5b Switch it Spell Sounds	Statuary Spelling Appendices Spelling Patterns & Rules 6
Mastery of Phonological Awareness (Rhythm and Rhyme Alliteration and Oral Blending and Segmenting)	Mastery The Basic 2 and The Basics 3 and plus at least one spelling for the 44 sounds of the English Language CVC ONLY		Mastery of The Basics 4 – an introduction to adjacent consonants Mastery Choose to Use 5c– an introduction to “choose to use spellings” Mastery Switch it Spell Sounds 5b- an introduction to “switch it sound spellings”			Mastery of the Year 1 and Year 2 statutory spelling appendices See adapted appendices for Year 1 and Year 2

“The ongoing assessment of pupils’ phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace. If they do fall behind, targeted support is given immediately.”

EYFS		KS1				
Nursery	Reception	Year 1			Year 2	
Firm Foundations in Phonics 1 Wrap them in Rhyme and Oral Blending and Segmenting						
Firm Foundations in Phonics 1 Wrap them in Rhyme	The Basics 2	The Basics 3 The Basics 3 plus	The Basics 4 Adjacent Consonants & Polysyllabic	The Higher Levels of Phonics 5c Choose to Use	The Higher Levels of Phonics 5b Switch it Spell Sounds	Statutory Spelling Appendices Spelling Patterns & Rules 6
General Sound Discrimination	Group 1 s a t p	The Basics 2	Group 1: CVCC	Group 1: ai/ay ee/ea igh/ie oa/oe oo/ue	Group 1: i o c g	Year 1 & Year 2 NC Appendices
Aspect 1	Group 2 i n m d	Group 1 j v w x	Group 2: CVCC & Polysyllabic	Group 2: ai/ay/a_e ee/ea/e_e igh/ie/i_e	Group 2: u ow ie ea	
Aspect 2	Group 3 g o c k	Group 2 qu z zz y	Group 3: CCVC	oa/oe/o_e oo/ue/u_e	Group 3: a a oi o	
Aspect 3	Group 4 ck e u r	Group 3 ch sh th ng	Group 4: CCVC & Polysyllabic	Group 3 oi/oy ur/ir ow/ou or/aw w/wh	Group 4 y y ch ch ou	
Aspect 4	Group 5 h b f l	Group 4 ai ee igh oa	Group 5 CCVCC CCCVCC & Polysyllabic	Group 4: air/are n/kn r/wr f/ff/ph or/aw/au		
Phonological Awareness	Group 6 ll ff ss	Group 5 oo oo or ar		Group 5: n/kn/gn or/aw/au/ore ee/ea/e_e/eye e/ea/e_e/ey/y oo/ue/u_e/ew		
Aspect 4		The Basics 2 plus				
Aspect 5		Group 6: ur ow oi er				
Aspect 6		Group 7: ure ear air				
Aspect 7						



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Firm Foundations in Phonics 1

Firm Foundations in Phonics 1

General Sound Discrimination & Phonological Awareness

“The ability to hear the sounds in the words we speak”

No flashcards required

Firm Foundations in Phonics 1 gives children playful daily repeated experience, exposure and enjoyment of General Sound Discrimination (Environmental Sounds, Instrumental Sounds & Body Percussion) & Phonological Awareness (Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting).

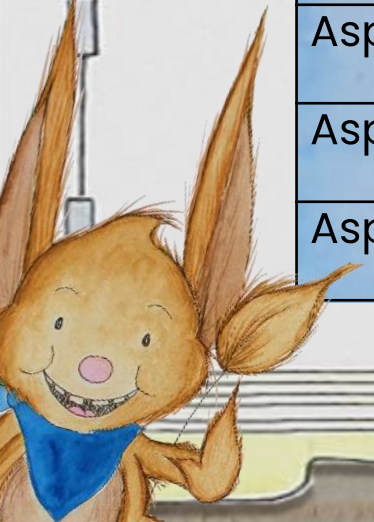
In order for a children to be ready for The Basics 1, they would need to demonstrate that they were able to tune in to, listen to and remember and talk about sounds. They would need to be skilled in Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting before they start to look at the shapes of the letters on flashcards and begin their systematic, synthetic phonics journey.

NB: This Phase does not come to an end and phonological awareness continues from The Basics to The Higher Levels of Phonics and into Spelling Rules and Patterns.



Firm Foundations in Phonics 1

General Sound Discrimination		The Strands
Aspect 1	Environment Sounds	<ul style="list-style-type: none">• Tuning into sounds (auditory discrimination)• Listening and Remembering sounds (auditory memory and sequencing)• Talking about sounds (developing vocabulary and language comprehension)
Aspect 2	Instrumental Sounds	
Aspect 3	Body Percussion	
Phonological Awareness		
Aspect 4	Rhythm and Rhyme	
Aspect 5	Alliteration	
Aspect 6	Voice Sounds	
Aspect 7	Oral Blending & Segmenting	





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Reception

The Basics 2 & 3

The Basics 2

Listen, Recognise, Build, Read and Write



The Basics 2 teaches children at least one spelling for 18 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 to start to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will learn the early concepts of Choose to Use with Suze for a handful of multiple spellings for sounds.

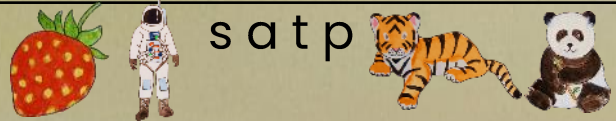
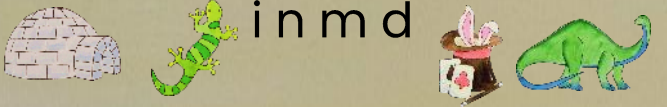
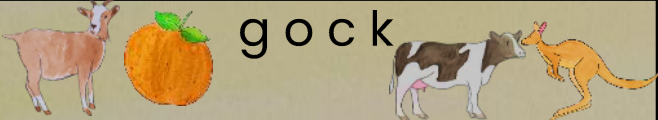
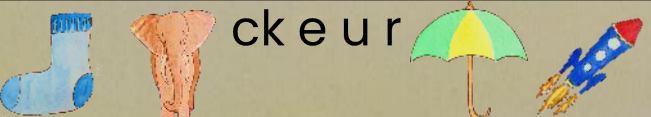


At the end of this Phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple CVC words with the 18 spellings for sounds. They will be able to read decodable texts with The Basics 2 spellings and make phonetically plausible attempts in their emerging stages of spelling in their writing journey.



Securing The Basics 2

Tricky Words

CVC

Securing The Basics 2		Tricky Words	
Group 1		s a t p	N/A
Group 2		i n m d	l
Group 3		g o c k	l to
Group 4		ck e u r	l to no go
Group 5		h b f l	l to no go the
Group 6		ll ff ss	l to no go the into



The Basics 3



- Recognise, Build, Read and Write

The Basics 3 teaches children the spellings for the further 26 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 and The Basics 2 skills to continue to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will continue to learn the early concepts of Choose to Use with Suze for some further multiple spellings for sounds and an introduction to Switch it with Mitch for alternative pronunciations of spellings for sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.




























At the end of this phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple and complex CVC words with the 44 spellings for sounds. They will be able to read decodable texts with The Basics 2 and 3 spellings and make phonetically plausible attempts in their early stages of spelling in their writing journey.



Securing The Basics 3

Tricky Words

CVC

Group 1	 	j v w x	 	I to no go the into
Group 2	 	y z zz qu	 	he she
Group 3	 	ch sh th ng	 	he she we me be
Group 4	 	ai ee igh oa	 	he she we me be has his off as is us
Group 5	 	oo oo ar or	 	he she we me be has his off as is us was my you
Group 6	 	ur ow oi er	 	he she we me be has his off as is us was my you they her
Group 7	 	ure ear air		he she we me be has his off as is us was my you they her are all





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Year 1

Adjacent Consonants &
The Higher Levels

The Basics 4 Recognise, Build, Read and Write



Moving from 3 sounds (CVC) to four plus (CVCC, CCVC, CCVCC, CCCVCC)






The Basics 4 teaches children to be able to hear more than 3 sounds in a word. They will continue to embed their mastery of The Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word. They will be supported by Magic Mack and Jazzy Jack who will help them hear the tricky adjacent consonants that are challenging to hear in words of more than 3 sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase, children will be able to hear more than 3 sounds in words, recognise spellings and read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds of the English Language. They will be able to read decodeable texts with The Basics 2 and 3 spellings with adjacent consonants and make phonetically plausible attempts in their evolving stages of spelling in their writing journey.



Securing The Basics 4 Adjacent Consonants

Tricky Words

Group 1	CVCC 	said have like
Group 2	CVCC & Polysyllabic 	said have like do some come
Group 3	CCVC 	said have like do some come little so one
Group 4	CCVC & Polysyllabic 	said have like do some come little so one what when were
Group 5	CCVCC CCCVCC & Polysyllabic 	said have like do some come little so one what when were there then them that this



The Higher Levels of Phonics 5 c & b – Recognise, Build, Read and Write



Choose to Use and Switch it

The Higher Levels of Phonics teaches children the concept that there are more than one spelling for a sound that they can hear in a word. With the help of Choose to Use Suze, they will find out all about 'sounds the same but looks different' and cool and not so cool choose to use spelling rules for the 44 sounds of the English Language.

With the help of Switch it Mitch, they will also find out all about 'looks the same, sounds different' and switch it spelling sounds where one spelling can make up to 2 different sounds in words.








Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read decodeable texts with The Basics to The Higher Levels spellings including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

The Higher Levels

Choose to Use Spellings

Tricky Words

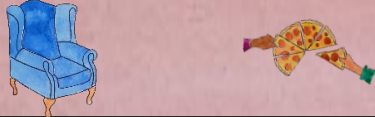

<p>Group 1</p> <p>Choose to Use Two</p>  	<p>ai and ay</p> <p>ee and ea</p> <p>igh and ie</p> <p>oa and oe</p> <p>oo and ue</p>	<p>oh their people looked Mr Mrs son</p>
<p>Group 2</p> <p>Choose to Use – Split digraph</p>   	<p>ai ay and a_e</p> <p>ee ea and e_e</p> <p>igh ie and i_e</p> <p>oa oe and o_e</p> <p>oo and ue and u-e</p>	<p>oh their people looked Mr Mrs son asked called could should would</p>
<p>Group 3</p> <p>Choose to Use Two</p>  	<p>oi and oy</p> <p>ur and ir</p> <p>ow and ou</p> <p>or and aw</p> <p>w and wh</p>	<p>oh their people looked Mr Mrs son asked called could should would of love here says today friend want</p>



The Higher Levels

Choose to Use Spellings

Tricky Words









<p>Group 4</p> <p>Choose to Use Two & Three</p> 	air and are	<p>oh their people looked Mr Mrs son asked called could should would of love here says today friend want our house once where why with over above live does goes tall call small</p>
	n and kn	
	r and wr	
	f and ff and ph	
<p>Group 5</p> <p>Choose to Use Three and Four</p> 	or aw and au	
	n kn and gn	
	or aw au and ore	
	ee ea e_e and ey	
<p>Group 6</p> <p>Choose to Use</p>	ee ea e_e ey and y	
	oo ue u_e and ew	
	air, are and ear	
	ur, ir and or	
	ch, tch, dge	
	ur, ir, or, er	



The Higher Levels

Switch it Spell Sounds

Tricky Words

 <p>Week 1</p> <p>Switch It</p> 	i	sixth and wild	<p>work thought though laughed please different</p>
	o	frog and old	
	c	crisp and cement	
	g	growl and gem	
 <p>Week 2</p> <p>Switch It</p> 	u	underpants and tuba	<p>work thought though laughed please different anybody anyone anything</p>
	ow	clown and yellow	
	ie	pie and chief	
	ea	dream and bread	
 <p>Week 3</p> <p>Switch It</p> 	a	apple and angel	<p>work thought though laughed please different anybody anyone anything somebody someone something</p>
	a	apple angel and watch	
	ou	mouse and mouldy	
	o	frog old and monk	
 <p>Week 4</p> <p>Switch It</p> 	y	yellow and cry	<p>work thought though laughed please different anybody anyone anything somebody someone something everybody everyone everything</p>
	y	yellow cry and crystal	
	ch	children and chef	
	ch	children chef and chorus	
	ou	mouse mouldy and soup	





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Year 2

Spelling Rules & Appendices



Year 2 Spelling Rules & Appendices Read and Write

Suze's Spelling Rules & Patterns

Suze's Spelling Rules & Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, est and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language. Children will learn their tricky words with Tess.

At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

Spelling Patterns & Rules

Common Exception Words

Year 1 Appendices

<p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p>	<p>cats dogs spends rocks thanks catches</p>	<p>door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas</p>
<p>Adding the endings -ing -ed and -er to verbs where no change is needed to the root word</p>	<p>hunting hunted hunter buzzing buzzed buzzer jumping jumped jumper</p>	
<p>Adding -er and -est to adjectives where no change is needed to the root word</p>	<p>grander grandest fresher freshest quicker quickest</p>	
<p>Adding the prefix -un</p>	<p>unhappy undo unload unfair unlock</p>	
<p>Compound words</p>	<p>football playground farmyard bedroom blackberry</p>	

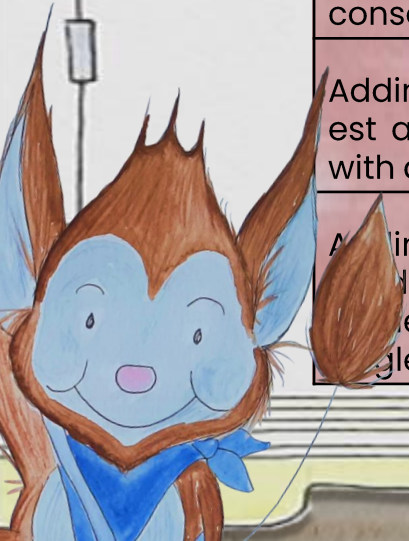


Spelling Patterns & Rules

Year 2 Appendices

Common Exception Words

The /l/ or /əl/ sound spelt -le at the end of words	table apple bottle little middle	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
The /l/ or /əl/ sound spelt -el at the end of words	camel tunnel squirrel travel towel tinsel	
The /l/ or /əl/ sound spelt -al at the end of words	metal pedal capital hospital animal	
Words ending -il	pencil fossil nostril	
Adding -es to nouns and verbs ending in -y	flies tries replies copies babies carries	
Adding -ed -ing -er and -est to a root word ending in -y with a consonant before it.	copied copier happier happiest cried replied ...but copying crying replying	
Adding the endings -ing -ed -er -est and -y to words ending in -e with a consonant before it	hiking hiked hiker nicer nicest shiny	
Adding -ing -ed -er -est and -y to words of one syllable ending in a consonant letter after a single vowel letter	patting patted humming hummed dropping dropped sadder saddest fatter fattest runner runny	



Spelling Patterns & Rules Year 2 Appendices		Common Exception Words Year
The /ʌ/ sound spelt o	other mother brother nothing Monday	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
The /ɒ/ sound spelt a after w and qu	want watch wander quantity squash	
The /ɜ:/ sound spelt or after w	word work worm world worth	
The /ɔ:/ sound spelt ar after w	war warm towards	
The suffixes -ment -ness -ful -less and '-ly'	enjoyment sadness careful playful hopeless plainness (plain + ness) badly merriment happiness plentiful penniless happily	
Contractions	can't didn't hasn't couldn't it's I'll	
The possessive apostrophe (singular nouns)	Megan's Ravi's the girl's the child's the man's	
Words ending in -tion	station fiction motion national, Section	
Homophones and near-homophones	there/their/they're here/hear quite/quiet see/sea bare/bear one/won sun/son to/too/two, be/bee blue/blew night/knight	

