



# Early Reading Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre School	<b>Nursery Rhymes</b> Children sing a range of nursery rhymes as part of their daily routine. This might involve children having to add actions (e.g. claps, foot stamps) or move in a particular way. They need to build a stock of rhymes through hearing them in different contexts.		<b>Tuning Into Sounds</b> Children begin to distinguish the initial sound in words. This is delivered through short games (e.g. What's in the box, Bertha the bus goes to the zoo) which might involve children's names or animals, or are part of an alliterative story or poem.		<b>Oral Blending</b> Children have plenty of experience of listening to adults modelling oral blending and joining in with oral blending activities before they are introduced to grapheme– phoneme correspondence in Reception.	
Reception	<b>Phase 2 GPCs</b> s a t p i n m d g o c k c k e u r h b f l  <b>Tricky Words</b> is I the	<b>Phase 2 GPCs</b> ff ll ss j v w x y z zz qu ch sh th ng nk Words ending with -s/z  <b>Tricky Words</b> as and has his her go no to into she he of we me be	<b>Phase 3 GPCs</b> ai ee igh oa oo ar or ur ow oi ear air er Words with double letters Longer words  <b>Tricky Words</b> was you they my by all are sure pure	<b>Phase 3</b> Review Phase 3 Words with double letters, Longer words, words with two or more digraphs, words ending in -ing, compound words. Words with: -s /z/ in the middle -es /z/ at the end -s /s/ /z/ at the end  No new tricky words review all taught so far	<b>Phase 4</b> Short vowels with adjacent consonants CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer words and compound words Words with suffixes ing, -ed, -est  <b>Tricky Words</b> said so have like some come love do were here little says there when what one out today	<b>Phase 4</b> Phase 3 Long vowel graphemes with adjacent consonants CVCC, CCVC, CCCVC, CCV, CCVCC Suffixes -ing, -ed, -er, -est Longer words  No new tricky words Review all taught
Year 1	<b>Review Phase 3</b> <b>Review Phase 4</b>  <b>Phase 5</b> ay ou oy ea  No new tricky words Review Phase 2-4	<b>Phase 5</b> ir ie ue u o i a e a-e i-e o-e u-e e-e ew ie aw  <b>Tricky Words</b> their people oh your Mr Mrs Ms could would should our house mouse water want	<b>Phase 5</b> y ea wh oe/ou y ow g ph le/al c ve o-e/o/ou se se/cee y ui/ou  <b>Tricky Words</b> any many again who whole where two school call different thought through friend work	<b>Phase 5</b> or u/oul are au/aur/or/al tch/ture al/a a  Schwa in longer words: different  a ear/ere ear wr st/sc ch ch ze  Schwa at the end of words: actor  <b>Tricky Words</b> once laugh because eye	<b>Phonics Screening Check Review</b>  No new GPC's or tricky words	<b>Phase 5</b> eigh/aigh/ey/ea kn/gn mb ere/eer su/si dge y ge ti/ssi/si/ci augh/our/oar/ore  <b>Tricky Words</b> busy beautiful pretty hour move improve parents shoe

Year 2	<b>Year 2 pathway: From Phonics to Spelling</b> Pupils on track (green in all Year 1 assessments)		
	<b>Phase 5 review assessment</b>  <b>Phase 5 review</b>  <b>Phase 5 review assessment</b>	<b>Bridge to spelling</b>  <b>Bridge to spelling assessment: Quick Quiz</b>	<b>Spelling Units</b> (20 weeks)
	<b>Pupils with gaps</b> - working at Phase 5 (or below) should follow the Rapid catch up programme following completion of the rapid catch assessment.		

