

# Phonics

## Progression Map



Subject  
Leaders

The Twinkl Phonics Progression Map has been written to support senior leadership teams, teachers and practitioners who have chosen to adopt the Twinkl Phonics Programme Levels 1-6.

The curriculum progression map outlines the knowledge and skills obtained throughout the programme, while the tracking document identifies the end of year expectations for children within the EYFS and KS1.

At Twinkl Phonics, we are deeply committed to diversity, equality and inclusion. Our Twinkl Phonics characters demonstrate this commitment across all of our resources. We are dedicated to representing people of different ages, heritages, abilities, genders and religions, as well as a range of family structures. This ensures that learners using our program can see aspects of their own identities reflected, celebrated and valued. We believe that representation matters and that all children deserve to feel seen and included in their learning materials. By featuring a diverse range of characters, historical figures, settings and experiences, we aim to foster a learning environment where every child feels a sense of belonging and is inspired to learn. We continually review and update our resources to ensure they accurately reflect the diverse world we live in and are sensitive to the experiences of all learners.

Considered adaptation suggestions throughout our programme, as well as tailored intervention programmes, are provided to make Twinkl Phonics accessible to all learners. We offer tools and opportunities for catch-up and consolidation and allow learners to progress at their own pace.

We view diversity, equity and inclusion as core values that underpin our approach to phonics teaching.

### Intent

The Twinkl Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2. Level 1 Twinkl Phonics provides themed teaching packs for nurseries and preschool providers to deliver each of the DfE's Phase 1 phonics aspects. Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught in the EYFS and runs throughout the teaching of phonics Levels 2-6. In reception, children work within Levels 2-4. The total number of teaching weeks for Levels 2, 3 and 4 do not fill the whole academic year. This has been planned to allow for additional consolidation if required, assessment time and it also takes into account the events that take place throughout the year such as Christmas productions, school trips etc. In Levels 2-4, learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

In KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. During Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

We also understand that not all children progress at the same rate so we intend to provide teachers with the tools they need to bridge this gap. For those children who are working below age-related expectations, phonics learning shouldn't end in KS1. If, through assessment and observation, teachers decide that a child needs further phonics intervention, [Twinkl Decoders](#), a comprehensive and scripted intervention programme, can be used. It is specifically designed for KS2 pupils to close the gap and develop essential reading and writing skills.

**Implementation**

The Twinkl Phonics Progression Map sets clear expectations for pupils' progress within the Twinkl Phonics Programme. The [Year Group Trackers](#) and/or [Whole-Class Trackers](#) allow headteachers, senior leaders, teachers and practitioners to track pupils' progress. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling schools to respond and adapt teaching within the programme to provide additional support and challenge to pupils.

The dynamic and engaging materials delivered in the daily lesson packs within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills, while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The lesson presentations, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents.

Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential.

**Impact**

The impact of using our complete Twinkl Phonics Programme (including lesson packs, display photos, weekly planning and parents notes), as the basis of your phonics teaching within EYFS and KS1, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. It provides sufficient support for children to become fluent readers and prepares them for the statutory year 1 Phonics Screening Check. Following the programme gives schools a consistent approach to phonics, which is clear to teaching staff and learners. Parental engagement can also be improved through the use of the [Introduction to Phonics PowerPoint for Parents and Carers](#) and [Introduction to Phonics Handout for Parents and Carers](#).

## Links to EYFS- Early Learning Goals

## Word Reading

- 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.

## Writing

- 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

- 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 one syllable that contain taught GPCs.
- Read contractions, e.g. I'm, I'll, didn't, and understanding that the apostrophe 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.

## Writing - Transcription

- 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.

## Key Stage 1 National Curriculum Expectations - Year 2

Reading- Word Reading	Writing - Transcription
<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>Read words containing common suffixes.</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>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.</li> <li>Spell common exception words.</li> <li>Spell more words with contracted forms.</li> <li>Spelling using the possessive apostrophe (singular), for example, the girl's book.</li> <li>Distinguish between homophones and near-homophones.</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly.</li> <li>Apply spelling rules and guidance.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>

## 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			

## Level 1

## Nursery/Preschool

**By the end of Level 1, children will:**

- have experienced a wealth of listening activities including songs, stories and rhymes;
- be able to distinguish between speech sounds and many will be able to blend and segment words orally.

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue.

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending and Segmenting
<ul style="list-style-type: none"> <li>• Notice sounds around them.</li> <li>• Recognise that different objects make different sounds.</li> <li>• Start to identify and name sounds.</li> <li>• Talk about environmental sounds, describing and comparing them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore instrumental sounds.</li> <li>• Build awareness of how to use instruments to make sounds.</li> <li>• Start to identify the sounds of familiar instruments, naming them.</li> <li>• Build awareness of how you act upon an instrument affects the sound it makes.</li> <li>• Talk about instrumental sounds, describing and comparing them.</li> <li>• Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the sounds their bodies can make.</li> <li>• Join in and copy actions of familiar songs.</li> <li>• Join in and copy body percussion patterns and sequences.</li> <li>• Build awareness of how they can change body percussion sounds.</li> <li>• Create their own sequences of body percussions.</li> <li>• Join in with longer sequences of body percussion.</li> <li>• Describe body percussion.</li> <li>• Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes.</li> <li>• Recognise familiar rhythms and rhymes.</li> <li>• Recognise that words rhyme.</li> <li>• Copy and keep a simple beat.</li> <li>• Join in and copy breaking words into syllables with a beat.</li> <li>• Play with rhyme. Make up their own rhyming words.</li> <li>• Complete sentences with their own rhymes orally.</li> <li>• Break words down into syllables with a beat.</li> <li>• Create their own beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore initial sounds of words.</li> <li>• Select objects with a given initial sound from a choice of two.</li> <li>• Identify initial sounds of words.</li> <li>• Match to objects with the same initial sound.</li> <li>• Play with alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different mouth movements and sounds.</li> <li>• Copy different voice sounds and mouth movements.</li> <li>• Recognise different voice sounds.</li> <li>• Make a variety of different voice sounds, including animal sounds.</li> <li>• Say speech sounds clearly.</li> <li>• Talk about voice sounds.</li> <li>• Describe and compare voice sounds.</li> <li>• Create their own ideas for voices of characters/imitating voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the initial sounds of words.</li> <li>• Build awareness that words can be broken up into sounds.</li> <li>• Choose the correct object when hearing the word broken into single sounds.</li> <li>• Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</li> <li>• Segment CVC and VC words into their individual sounds.</li> <li>• Start to blend the sounds of longer words.</li> <li>• Identify how many sounds are in a CVC or VC word.</li> </ul>

## Level 1

## Nursery/Preschool

Level 1 is split into six-week (half-termly) blocks, each with an overarching topic. These do not need to be taught in order as each theme revisits the different aspects of Level 1, but it is advised to focus on teaching more Aspect 7 towards the end of the year in preparation for Level 2 in reception.

	Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
Half-Termly Theme: <b>Me and My Family</b>	1 My House	Sleepy Sofa Sounds	1	Let's Shake	2
		Sounds Around the House	6	Bubbles in the Bath	3
		Crash the Truck has a Box	1	Pyjama Palaver	5
		Ted's Footsteps	2	Silly Socks	5
		Happy Sounds	3	Rabbit Rock and Roll	4
	2 My Family	Family Footsteps	2	Sound Bingo	1
		Listen to My Family	1	Auntie's Awful Soup	5
		Things We Do	3	My Noisy Family	1
		Family Chatter	6	My Musical Family	2
		A Family Walk	4	Trip to the Shops	5
	3 My Local Area	What Do You Hear?	1	Drum Sounds	2
		Sounds Where I Live	4	I Heard...	3
		The Pied Piper	3	What Can I Find?	5
		Corners of My Town	5	Local Rhymes	4
		At the Bus Stop	1	Sound Trumpets	6
	4 Pets	Pet Sounds	6	Rhyming Pairs	4
		Which Pet?	2	Guess the Pet	1
		Keep the Beat	3	Pets at the Vet's	5
		Clog the Dog	4	Musical Pets	2
		The Pet Shop	5	Pet Movements	3

	Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
Half-Termly Theme: <b>Me and My Family</b>	5 Things I Like to Do	Who's Under There?	6	Loud or Quiet	1
		Move and Groove	3	Little Drummers	2
		I Like to Dance	2	Copy Me	3
		Funny Sounds	6	I Like to Explore	1
		Missing Rhyme	4	Dana Dinosaur's Word Walk	5
	6 Children Just Like Me	I Like Being Me	4	My Listening Ears	1
		I Am Happy	4	My Sound	2
		My Body	4	My Noisy Feet	3
		My Name Is	5	Silly Mouth Dance	6
		How are You Feeling Today?	2	What I Like to Eat	6
Half-Termly Theme: <b>Traditional Tales</b>	7 Goldilocks and the Three Bears	Baby Bear's Rhyme	4	Goldilocks and the Three Bears Sound Lotto	1
		Goldilocks, Please Be Quiet!	1	Goldilocks' Movements	2
		Story Sounds	6	Lumpy Bumpy Porridge	4
		Sounds Around Us	1	Odd Objects	5
		Sound Corners	5	Move It!	3
	8 Little Red Riding Hood	Forest Sounds	1	Sound Story	2
		Whose Footsteps?	2	Forest Sounds Bingo	1
		Basket or Pocket?	5	Hidden in the Trees	5
		Mind the Wolf	4	Little Red Riding Hood's Basket	4
		Forest Animals	6	Follow the Sound	3
	9 The Gingerbread Man	Warm-Up Routine	3	Sound Bingo	1
		Syllable Clap	4	Musical Kitchen	2
		The Noisy Kitchen	1	I Spy...	5
		Catch Him	6	Which Animal?	1
		Gingerbread Man on the Run Song	3	Noisy Story	6

	Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
Half-Termly Theme: <b>Traditional Tales</b>	10 The Three Little Pigs	Sound Story	1	Piggy Patterns	3
		Let's All Share	5	Wolf's Rhyming Party	4
		Sh! Quiet!	1	Pigs and Friends	6
		Little Pig Radio	2	Where Are You?	3
		Pass it On	6	Piggy Percussion	2
	11 The Enormous Turnip	Sound Story	1	Acting Out	6
		Pull the Turnip Song	4	I Know a Word	4
		Instrument Party	2	On the Turnip Truck	5
		Soupy Sounds	3	Turnip Taps	4
		Down on the Farm	1	Turnip Bingo	5
	12 Jack and the Beanstalk	Sleeping Giant	1	Can You Hear Footsteps?	2
		Giant Song	4	In the Bag	5
		We Are Giants	3	Gifts for Everyone	1
		What's That?	6	Magic Bean Shakers	2
		A Noisy Story	6	Fee, Fi, Fo, Fum!	5
Half-Termly Theme: <b>People Who Help Us</b>	13 Firefighters	The Firefighter's Song	4	Rescue Us!	5
		Firefighter Footsteps	2	Fire Station Bingo	1
		Time for Lunch	5	Up the Ladder	4
		Rhyming Rescue	4	The Musical Fire Station	2
		Sound Story	6	Who Was That?	3
	14 Police	To the Rescue	6	Police Sound Lotto	1
		Chief in Charge!	3	Detectives	2
		Lost Property	5	Meet the Police Officers	5
		Walking the Beat	3	Police Chase	4
		Sergeant Silas' Van	1	Crime Solvers	4

	Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
Half-Termly Theme: <b>People Who Help Us</b>	15 Doctors	Hoppy Poppy's Plasters	4	Pass the Sound	6
		Keeping the Beat	4	Hospital Sounds	1
		Dana's Children's Ward	5	Medicine Mix	4
		Ambulance Arrivals	6	Find the Doctor	2
		Poorly Ted	2	Hospital People	5
	16 Teachers and School Staff	Guess Who	4	Playground Helper	1
		Lollipop Person	2	Whose Shoes?	3
		Sound Walk	1	Missing Instruments	2
		Arthur Needs a Rest	6	Cook's Spaghetti	5
		The Caretaker's Busy Day	3	Who Made That Sound?	1
	17 Vet	Name that Pet!	5	The Vet's Busy Day	1
		Whose Pet is This?	4	Night-Time at the Vet's	2
		Copy Cats	3	It's a Dog's Life	6
		The Vet Says...	6	Playful Pals	5
		A Visit from the Vet	2	Silly Pets	4
	18 Dentist	This is the Way...	4	Crash at the Dentist's	1
		In the Dentist's Chair	5	In the Mirror	6
		The Dentist Says...	3	Toothy Toolkit	4
		Hoppy Poppy Spies	4	Dentist Sound Bingo	1
		Pass the Sound	6	Dentist Dana	5
Half-Termly Theme: <b>Animals</b>	19 Farm Animals	Noisy Farm	1	Long and Short	6
		Duck, Duck, Sheep	6	Down on the Farm	5
		The Farmer Claps Her Hands	3	Find the Farmer	2
		Old MacDonald	6	Farm Rhyming Pairs	4
		Barn Corners	2	Stamp around the Farm Yard	4

	Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
Half-Termly Theme: <b>Animals</b>	20 Jungle Animals	What a Jungle Noise!	6	Jungle Sounds	1
		The Tiger and the Ant	3	Gorilla Beat	4
		The Animal Beat	4	Guess My Jungle Animal	2
		Noisy Jungle Song	6	Who's Hiding in the Jungle?	7
		Jungle Sound Story	6	Jungle I Spy	7
	21 Under the Sea	All Aboard the Submarine	6	Splish, Splash, Splosh	1
		Deep Down in the Sea	5	Hoppy Poppy Goes Snorkelling	4
		Once I Caught...	4	Watery Sounds Bingo	1
		I Spy Under the Sea	7	Gone Fishing!	7
		Dancing in the Deep	2	Sounds from the Sea	2
	22 Minibeasts	Move like a Minibeast	4	Bug in a Rug	2
		Incy Wincy Spider	4	Playdough Bugs	5
		Busy Bees	6	Bug Art	7
		Spider's Web	5	Caterpillar Capers	3
		Spiders Everywhere	7	Earwigging	1
	23 Arctic Animals	Pam's Snowy Ride	6	Robot Rick's Arctic Pics	7
		Arctic Band	2	Arctic or Not?	1
		The Hare Hopped Over the Iceberg	4	Arctic Animal Claps	4
		Arctic I Spy	7	Rhyming Icebergs	4
		Brrrilliant Body Sounds	3	Fishing in the Arctic	5
	24 Safari Animals	Who's Hiding under There?	6	Watch Me Roar!	6
		Don't Wake the Lions	2	The Rhino and the Meerkat	5
		Hoppy Poppy's Zoo	4	Animals in Action	2
		Whose Dinner?	4	Night-Time Safari	1
On Safari		3	Safari Map	7	

	Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
Half-Termly Theme: <b>Places to Visit</b>	25 Seaside	Into the Sea Song	4	What Is at the Seaside?	5
		Sounds at the Seaside	1	On the Beach	7
		Sounds like the Sea!	3	Sandcastles	7
		Tongue Twister!	5	In the Rock Pool	5
		Pam Visits the Seaside	6	Syllable Suitcase	4
	26 Park	Hark in the Park	1	Ted's Walk in the Park	2
		Silly See-Saw Song	5	Hidden Treasure	5
		Captain Stomp's Percussion Game	3	Sandpit Blends	7
		Which Slide?	6	Robot Rick Packs a Picnic	7
		Finish My Rhymes	4	Hop Little Poppy	4
	27 Shopping Centre	Mrs Shopalot's Song	1	Pam's Glad Rags	6
		Dana's Toy Shop	5	Costume Capers	6
		Captain Stomp's Shoe Shop Shuffle	3	Robot Rick's Shopping Trip	7
		Robot Rick's Letter Lunch	7	Ted's Fussy Customers	2
		Coffee Shop Chants	4	Our Sound Shops	5
	28 In the Woods	Woodland Song	4	Woodland I Spy	5
		What's That Woodland Sound	1	Wild Music	2
		Woodland Sound Story	6	What Has Badger Lost?	5
		Woodland Map	7	Woodland Words	7
		Noisy Welly Walk	2	Cross the River	7
29 Cafe	Busy Day at the Café	1	Rick's Lunch	7	
	What's for Breakfast?	4	Crash's Café	1	
	Thirsty Customers	3	Café Bingo	7	
	I'm a Little Teapot	4	Delicious Dishes	5	
	Pancakes Please	6	Under the Café Table	2	

	Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
Half-Termly Theme: <b>Places to Visit</b>	30 Garden Centre	Flower Fun	7	Plant Pot Percussion	1
		Rhyming Roses	4	Sound Sequence	3
		Pam's Seeds	6	Bag It Up	4
		What's in the Basket?	7	Tidy Up	5
		Plant Party	2	Silly Plants	5
Half-Termly Theme: <b>Fantasy</b>	31 Superheroes	Super Strong Tongues	6	Sounds in the City	1
		Super Stomp Saves the Day	3	Charge Up	5
		Headquarters Help	4	Escape from Jail	7
		Superhero Syllables	4	Odd One Out	4
		What's in the Box?	7	Superheroes in the Sky	2
	32 In the Castle	Grand Old Duke of York	4	Cross the Moat	7
		Mr Knight's Noisy Night	2	Watch Me Roar!	6
		Castle Rhymes	4	Castle Alliteration	5
		The Queens Jewels	7	Who Am I?	6
		Castle I Spy	5	Catch the Dragon!	7
	33 Pirates and Mermaids	Crashing Waves	2	Overboard!	5
		What's That Noise?	1	Who Am I?	6
		Noisy Pirates!	3	Pirate Syllables	4
		The Mermaid's Muddle	7	Spyglass	7
		Pirate Rhymes	4	The Pirate's Treasure	7
	34 Space Aliens	Planet Letter	5	Space Litter Pick	7
		Space Picnic	4	Cheeky Aliens	7
		The Odd Aliens	3	Build an Alien	7
		Alien Guess What?	7	Planet Pairs	5
		Alien Rhymes	4	Voices in Space	6

	Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
Half-Termly Theme: <b>Fantasy</b>	35 Magical Creatures	I Spy in the Fairy Garden	7	Cheeky Elves	6
		Pixie Party	5	Magical Voices	6
		Tangled-Up Tongues	5	The Pixies' Toadstool	7
		What Did the Fairy Find?	7	Gnomes Like Gold	5
		Silly Centaurs	7	Over the Rainbow	7
	36 Witches and Wizards	Initial Sound Potions	5	Witch's Broomstick Ride	7
		Rhyming Spells	4	The Wizard's Spell	7
		The Wrong Spell	6	Noisy Potions	2
		Robot Rick and the Wizard's Party	7	The Lost Hat	6
		The Witch's Wands	7	Dress the Witch	7

## 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
<b>Sounds</b>	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
<b>Tricky Words</b>				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 most letters recognisably when following a model.

Week												
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Sounds</b>	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 Weeks 1-5	Recap Weeks 6-10
<b>Tricky Words Reading</b>	Revise Level 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	Recap all Level 3	Recap all Level 3	Recap all Level 3
<b>Tricky Words Spelling</b>		the, to		no, go, I	no, go, I (recap)	no, go, I (recap)	the, to (recap)	the, no, I (recap)	go, to (recap)		Recap all Level 3	Recap all Level 3

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

## 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
<b>Sounds</b>	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'l_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/
<b>Regular Spellings</b>	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
<b>Common Exception Words Reading</b>	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
<b>Common Exception Words Spelling</b>	said so	have like	some come	were there	little one	do when	what oh	could should would	want their	Mr Mrs

Year 1 Spring Term										
Week										
	11	12	13	14	15	16	17	18	19	20
<b>Sounds</b>	'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/
<b>Regular Spellings</b>	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
<b>Common Exception Words Reading</b>	work house	many laughed	because different	any eye	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before
<b>Common Exception Words Spelling</b>	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
<b>Sounds</b>	'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-
<b>Regular Spellings</b>	chief brief field shield priest shriek thief relief	jumped looked gaspd 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
<b>Common Exception Words Reading</b>	January February	April July	scissors castle	beautiful treasure	door floor	favourite bought	autumn gone	know colour	other does	talk two
<b>Common Exception Words Spelling</b>	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before	January February	April July	scissors castle	beautiful treasure

## 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

Year 2 Autumn Term										
Week										
	1	2	3	4	5	6	7	8	9	10
<b>Spelling Pattern</b>	'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/
<b>Regular Spellings</b>	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
<b>Common Exception Words Spelling</b>	door floor	bought favourite	autumn gone	know colour	other does	talk two	four eight	world work	poor great	break steak
<b>Grammar</b>	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 2 Spring Term										
Week										
	11	12	13	14	15	16	17	18	19	20
<b>Spelling Pattern</b>	'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/
<b>Regular Spellings</b>	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
<b>Common Exception Words Spelling</b>	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous
<b>Grammar</b>	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	22	23	24	25	26	27	28	29	30
<b>Spelling Pattern</b>	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-
<b>Regular Spellings</b>	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
<b>Common Exception Words Spelling</b>	special enough	aunt father	prove improve	hour move	sure sugar	half quarter	straight touch	caught daughter	journey area	heard early
<b>Grammar</b>	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