

The Canterbury Primary School



Phonics Teaching Progression Document

End Points for each year group highlighted in green

Phonics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Ancient Civilisations	Continents	Historical Events	Natural Disasters and Environment	Significant People Through History	Local Studies
Year R	<p>Phase 1: Weeks 1, 2 and 3: -rhyming -alliteration (initial sounds) -oral blending -oral segmentation Phase 2: Week 4: Teach: s, a, t, p (Set 1-2) Word examples: sat, pat, tap High frequency words: at, as Tricky words: l, a</p>	<p>Phase 2: Week 1: Teach: g, o, c, k (Set 1-3) Word examples: pig, dig, gas, gap, dog, pot, top, pop, cot, cap, cod, cat, kit, kid, kip High frequency words: got, on, not, can Tricky words: to ,no, go Week 2:</p>	<p>Phase 3: Week 1: Teach: j, v, w, x (Set 6) Word examples: jam, jog, jug, jet, van, vac, vet, win, web, wig, wag, fox, fix, six, box High frequency words: will Tricky words: me, be, he, she, have/give Week 2:</p>	<p>Phase 3: Week 1: Teach: long oo, short oo, ar, or (Set 9) Word examples: moon, food, boot, hoof, book, cook, good, wood, car, farm, park, hard, fork, port, born, short High frequency words: too, look, for Tricky words: water, her, oh</p>	<p>Phase 3: Week 1: Set 9 reading/writing consolidation Week 2: Set 9 reading/writing consolidation Week 3: Set 10 reading/writing consolidation Week 4:</p>	<p>Phase 4: Week 1: Teach: CVCC words Word examples: best, hand, lamp, tent, sink, lift, tilt, gulp, golf, milk, kept, next bench, sixth, punch, shelf, joint, boost, thump, paint, toast, think, burnt, helpdesk, sandpit, windmill, softest, pondweed, desktop,</p>

<p>Week 5: Teach: i, n, m, d (Set 1-2) Word examples: sit, pit, tip, dip, pin, tin, din, dim, map, mad, mat, pan, tan, sad, mad, man, nap High frequency words: is, it, in, an, am, dad, and Tricky word: the</p> <p>Week 6: Set 1-2 reading/writing consolidation</p> <p>End of term expectations: B: Pre-Reader + no initial sounds WT: Pre-Reader + initial sounds EX: Pre-Reader + initial sounds, oral blending and segmenting GD: Set1-2 and above</p>	<p>Teach: ck, e, u, r (Set 1-4) Word examples: pack, sack, duck, pick, ten, net, neck, peg, pen, cup, sun, mug, mud, rat, rug, rip, run, rag High frequency words: get, mum, up Tricky words: into, put</p> <p>Week 3: Set 1-3 reading/writing consolidation</p> <p>Week 4: Teach: h, b, f, l (Set 1-5) Word examples: hot, hug, hat, hit, bus, bat, bag, bed, fan, fog, fun, fit, leg, log, lap, lit High frequency words: had, his, him, has, big, but, if Tricky words: of, said</p> <p>Week 5: Teach: ss, ff, ll Word examples: less, hiss, mess,</p>	<p>Teach: y, z/zz, qu, ch (set 7) Word examples: yes, yap, yet, yak, zip, zit, zigzag, buzz, jazz, fizz, quit, quick, quiz, quack, check, chin, chop, rich High frequency words: N/A Tricky words: she, my, by, was, you</p> <p>Week 3: Set 1-5 reading/writing consolidation Spelling tricky words: l, a, the</p> <p>Week 4: Teach: sh, unvoiced th, voiced th, ng (Set 8) Word examples: fish, shop, shell, cash, thin, thick, moth, ring, long, fang, sing High frequency words: this, that, than, them, with Tricky words: they, all, witch/hatch</p> <p>Week 5:</p>	<p>Week 2: Teach: ur, ow, oi (Set 10) Word examples: fur, burn, surf, curl, owl, cow, town, gown, coin, soil, boil, join High frequency words: down, now Tricky words: house, little, here</p> <p>Week 3: Set 7 reading/writing consolidation Spelling tricky words: into, put, of</p> <p>Week 4: Teach: ear, air (Set 11) Word examples: ear, fear, tear, gear, beard, year, near, air, fair, pair, chair, hair, stairs High frequency words: N/A Tricky words: does, goes</p> <p>Week 5: Teach: ure, er (Set 11) Word examples: pure, cure, sure,</p>	<p>Set 10 reading/writing consolidation</p> <p>Week 5: Set 11 reading/writing consolidation</p> <p>Week 6: Set 11 reading/writing consolidation</p> <p>End of term expectations: B: Pre-Reader – Set 1-2 WT: Set1-3 – Set6 EX: Set7 – Set10 GD: Set11 and above</p>	<p>chimpanzee, thundering High frequency words: just, went, help, it's, children Tricky words: like, so, one</p> <p>Week 2: Teach: CCVC words Word examples: trip, grin, drop, crab, brim, from, blip, glad, flop, plop, clip, slap, spot, stop, twin, smog, prod, scan, skid, snug, spark, bring, crash, clear, train, swing, spoon, float, growl, treetop, starlight, floating, freshness, creeping, smelling, snooping, sportsman High frequency words: from Tricky words: some, come, two</p> <p>Week 3: Teach: CCVCC words Word examples: stand, crisp, trend,</p>
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fuss, huff, puff, cuff,
muff, bell, sell, doll,
ill

High frequency
words: back, off

Tricky words: do

Week 6:

Set 1-4

reading/writing
consolidation

**End of term
expectations:**

B: Pre-Reader

**WT: Pre-Reader +
initial sounds, oral**

blending and

segmenting

EX: Set1-2 – Set1-4

**GD: Set1-5 and
above**

Teach: ai, ee, igh, oa
(Set 9)

Word examples:

rain, tail, wait, pain,

seed, feet, feel,

weep, light, night,

sight, fight, boat,

coat, soap, road

High frequency

words: see

Tricky words: are,
says

Week 6:

Set 6 reading/
writing

consolidation

Spelling tricky

words: no, go, to

Begin teaching

letter names and

capital letters.

**End of term
expectations:**

B: Pre-Reader

WT: Set1-2 – Set1-3

EX: Set1-4 – Set6

GD: Set7 and above

manure, perm,
term, herb, kerb,

letter, better,

pepper, ladder,

mixer, boxer,

summer, butter

High frequency

words: N/A

Tricky words: pull,

full, push

Week 6:

Set 8 reading/
writing

consolidation

End of term

expectations:

B: Pre-Reader

WT: Set1-2 – Set1-4

EX: Set1-5 – Set8

GD: Set9 and above

trust, spend, twist,
brand, frost,

cramp, stamp,

blend, stunt, crust,

tramp, crept, drift,

slept, thank, blink,

blank, trunk, graft,

grant, blast, grasp,

slant, crunch,

drench, shrink,

thrust, printer,

driftwood,

twisting, blanket,

crunching,

shrinking, twister

High frequency

words: N/A

Tricky words:

were, there, out

Week 4:

Teach: CCCVC

words

Word examples:

spring, strap,

string, scrap,

scrunch, sprain,

sprint, splat, split,

scrub, screen,

screech, script,

splashes,

scrunches,

splendid, sprinkler,

screeching,

sprinter, stronger,

scrubbing

						<p>High frequency words: N/A</p> <p>Tricky words: what, when, want</p> <p>Week 5: Set 12 reading/writing consolidation Spelling tricky words: he, me, be, she, we, my</p> <p>Week 6: Set 12 reading/writing consolidation Spelling tricky words: was, are, all, you, her, they, here</p> <p>End of year expectations: B: Pre-Reader – Set 1-3 WT: Set1-4 – Set7 EX: Set8 – Set11 GD: Set12 and above</p>
Year 1	<p>Phase 3/4/5: Week 1: Phase 3 digraph recap – reading focus Week 2:</p>	<p>Phase 5: Week 1: Teach: ai alternatives – eigh, ey, ei, ea (Set 14) Word examples: grey, obey, prey,</p>	<p>Phase 5: Week 1: Set 15 and 16 reading/writing consolidation Week 2:</p>	<p>Phase 5: Week 1: Teach: long oo alternatives – <u>ue</u>, <u>ew</u>, <u>u-e</u>, u (Set 18) Word examples: glue, clue, rescue,</p>	<p>Phase 5: Week 1: Set 18-19 reading/writing consolidation Week 2:</p>	<p>Phase 5: Week 1: Set 13-21 recap Week 2: Set 13-21 recap Week 3:</p>

<p>Phase 3 recap – writing focus</p> <p>Week 3:</p> <p>Phase 4 recap – reading focus</p> <p>Week 4:</p> <p>Phase 4 recap – writing focus</p> <p>Week 5:</p> <p>Teach: <u>wh</u>, <u>ph</u>, introduce suffix ‘ed’ (Set 13)</p> <p>Word examples: wheel, which, whip, whirling, whisk, whisper, phonics, dolphin, elephant, alphabet, sphinx, skipped, helped, sighed, turned, mended, sorted</p> <p>High frequency words: I’m</p> <p>Tricky words: who, why, asked, called, looked, once</p> <p>Spelling Tricky words: said, do, like</p> <p>Week 6:</p> <p>Teach: ai alternatives – <u>ay</u>, <u>a-e</u>, a (Set 14)</p> <p>Word examples: play, clay, tray,</p>	<p>they, convey, eight, neigh, weight, freight, vein, veil, reins, break, great</p> <p>High frequency words: N/A</p> <p>Tricky words: love, friend, school</p> <p>Spelling tricky words: have, some, come</p> <p>Week 2:</p> <p>Teach: ee alternatives – <u>ea</u>, <u>e-e</u>, ey (Set 15)</p> <p>Word examples: sea, beads, least, cream, speaking, treat, these, even, theme, complete, swede, athlete, delete, key, donkey, kidney, jockey, turkey, valley</p> <p>High frequency words: N/A</p> <p>Tricky words: can’t, don’t, their</p> <p>Week 3:</p> <p>Teach: ee alternatives – e, ie, y, eo (Set 15)</p> <p>Word examples: be, he, me, she, we,</p>	<p>Set 13-16 reading/writing consolidation</p> <p>Week 3:</p> <p>Teach: oa alternatives – <u>ow</u>, <u>oe</u>, <u>o-e</u> (Set 17)</p> <p>Word examples: low, grow, rowing, snow, show, tow, window, toe, goes, hoe, tomatoes, bone, home, note, alone, stone, woke, those, gold, cold, both, High frequency words: days of the week</p> <p>Tricky words: saw, know</p> <p>Week 4:</p> <p>Teach: oa alternatives – o, ough (Set 17)</p> <p>Word examples: don’t, only, so, go, over, most, dough, though, doughnut</p> <p>High frequency words: old, don’t</p> <p>Tricky words: N/A</p> <p>Spelling tricky words: so, when, says, your</p>	<p>due, blue, venue, true, grew, flew, screw, stew, chew, drew, jewel, use, cube, fume, tube, June, flute, prune, pollute, human, duty, future, music, unicorn, unit,</p> <p>High frequency words: N/A</p> <p>Tricky words: thought</p> <p>Week 2:</p> <p>Teach: long oo alternatives – ui, ou short oo alternatives – u oul (Set 18)</p> <p>Word examples: fruit, fluid, suitcase, you, group, soup, toucan, wound, coupon, bush, should, would</p> <p>High frequency words: put, could, pull, full, push</p> <p>Tricky words: many, any</p> <p>Spelling tricky words: by, pull, full, push</p>	<p>Teach: suffixes – ed and est</p> <p>Word examples: bleated, enjoyed, minded, treated, sneaked, bounded, screamed, whirled, shouted, walked, proudest, neatest, coldest, smoothest, smartest, sharpest, darkest, coolest, kindest, wildest</p> <p>Week 3:</p> <p>Teach: adding ing and er to verbs</p> <p>Word examples: Playing, straying, bounding, hounding, reading, treating, enjoying, destroying, twirling, yawning, drawing, whispering, chewing, launching, taunting, lower, weaker, cheaper, meaner, smoother, shorter, stronger, darker, colder, wilder, older, lighter, sharper, prouder, neater, colder, smoother,</p>	<p>Teach: ear alternatives – eer, ere</p> <p>Air alternatives – are, ear (Set 22)</p> <p>Word examples: deer, beer, reindeer, volunteer, sheer, meerkat, steer, peer, eerily, sphere, severe, interfere, sincere, share, care, dare, glare, share, wear, pear, bear, tear</p> <p>High frequency words: here</p> <p>Spelling tricky words: Mr, Mrs</p> <p>Week 4:</p> <p>Teach: c/k/ck alternatives – ch, qu (Set 23)</p> <p>Word examples: chemist, ache, chorus, anchor, school, Chris, quoits, mosquito, quay</p> <p>Spelling tricky words: called, asked, looked</p> <p>Week 5:</p>
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<p>spray, crayon, praying, snake, game, cake, same, name, apricot, angel, lady High frequency words: day, made, came, make, today Tricky words: Mr, Mrs, your</p> <p>End of term expectations: B: Pre-Reader – Set 1-4 WT: Set1-5 – Set8 EX: Set9 – Set12 GD: Set13 and above</p>	<p>secret, frequent, brief, shield, thief, happy, sticky, funny, bunny, family, lucky, sunny, baby, people High frequency words: very, people Tricky words: other, brother, mother Spelling tricky words: were, there, out</p> <p>Week 4: Teach: igh alternatives - <u>i-e</u>, <u>ie</u> (Set 16) Word examples: pie, cried, spied flies, denied, like, pine, ripe, shine, slide, prize High frequency words: time Tricky words: where, through, our</p> <p>Week 5: Teach: igh alternatives - i, y (Set 16) Word examples: kind, wild, lion, blind, child, spider, fly, my, try, sky</p>	<p>Week 5: Teach: suffixes – s and es Word examples: peacocks, crocodiles, donkeys, dolphins, whales, apricots, fields, herbs, ferns, chiefs, minds, kisses, misses, arches, lashes, cockroaches, taxes, dishes, inches, dresses, crosses, bunches, torches, beaches, wrenches, launches</p> <p>Week 6: Set 17 and suffixes reading/writing consolidation</p> <p>End of term expectations: B: Pre-Reader – Set 7 WT: Set8 – Set12 EX: Set13 – Set16 GD: Set17 and above</p>	<p>Week 3: Teach: or alternatives – <u>au</u>, <u>aw</u>, al, ore (Set 19) Word examples: claws, dawn, draw, hawk, jigsaw, prawn, yawn, launch, haunt, author, August, astronaut, ball, call, fall, snowball, small, walk, stalk, tall, door, floor, poor, store, pore, sore, tore High frequency words: saw Tricky words: work, because, love</p> <p>Week 4: Teach: or alternatives – oor, our, augh ar alternatives – a, al (Set 19) Word examples: pour, four, course, caught, naughty, daughter, distraught, bath, path, grass, drama, calm, half, calf</p>	<p>smarter, sharper, darker, calmer</p> <p>Week 4: Teach: prefix un contractions Word examples: unfair, unloaded, untrue, unscrew, unmade, unripe, uninvited, unwanted, unpleasant, unfunny, unwrapped, unwritten, untried, unknown, it's, I'm, didn't, can't, I'll, couldn't, I've, there's, he's, we're, don't</p> <p>Week 5: Set 20-21 reading/writing consolidation week</p> <p>Week 6: Set 13-21 recap</p> <p>End of term expectations: B: Pre-Reader – Set9 WT: Set10 – Set15 EX: Set16 – Set20 GD: Set21 and above</p>	<p>Teach: s/ss alternatives, se, c, ce, sc, st (Set 24) Word examples: circus, face, pencil, cycle, celery, excite, fancy, cyclone, accident, cinema, face, price, space, surface, bounce, chance, force, scene, scent, science, scissors, horse, house, cheese, noise, pause, castle, whistle, bustle Spelling tricky words: people, could, oh, their</p> <p>Week 6: Set 22-24 reading/writing consolidation</p> <p>End of year expectations: B: Pre-Reader – Set11 WT: Set12 – Set17 EX: Set18 – Set22 GD: Set23 and above</p>
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High frequency words: by
Tricky words: could, would, use
Spelling tricky words: what, little, one

Week 6:

Set 13 and 14 reading/writing consolidation

End of term expectations:

B: Pre-Reader – Set 6

WT: Set7 – Set10

EX: Set11 – Set14

GD: Set15 and above

High frequency words: your, ask, asked, called
Tricky words: after, laughed
Spelling tricky words: where, once, love, ask, our

Week 5:

Teach: ur/er alternatives – ir, ear (Set 20)

Word examples: birth, first, girl, skirt, third, twirling, learn, search, pearl, Earth, rehearsal

High frequency words: days of the week

Tricky words: eye
Spelling tricky words: friend, school, today, house

Week 6:

Teach: ow alternative – ou
oi alternative – oy (Set 21)

Word examples: out, pound, mouth, cloud, sprout, round, count, proud, ground,

				loudest, boy, enjoy, destroy, annoy, employ, royal, oyster, loyal High frequency words: about Spelling tricky words: days of the week End of term expectations: B: Pre-Reader – Set8 WT: Set9 – Set14 EX: Set15 – Set18 GD: Set19 and above		
Year 2 Need to look at this again: the transition is taking too long between Ph5 and NNS: Term and a half behind.	Phase 5: Week 1: Set 13-24 recap Week 2: Set 13-24 recap Week 3: Set 13-24 recap Week 4: Teach: j alternatives – g, dge (Set 25) Word examples: agile, age, cage, gent, gem, ginger, huge, magic, page, rage, urgent, margin, gym, energy, giraffe, danger, gypsy,	Phase 5: Week 1: Teach: ch alternative – tch e alternative – ea u alternative - o (Set 27) Word examples: match, batch, catch, fetch, glitch, kitchen, pitch, scratch, crutch, bread, deaf, breath, feather, head, instead, heaven, breakfast, blood,	No Nonsense Spelling: Week 1: /aɪ/ spelt ‘i’ in common exception words (find, kind, mind, behind, child, wild, climb) Week 2: Consolidate Week 1 Week 3: Proofreading own work for HFW errors Week 4: Homophones Y2 list (Aut 1 NNS list) Week 5:	No Nonsense Spelling: Week 1: /aɪ/ spelt y e.g. fly, cry, slyly etc. Strategies for spelling words HFW: could, should, would Week 2: Contractions ‘ul’ phoneme spelt – le at the end of words with consonant before it. Week 3: Adding inflectional endings to words ending in e with a	No Nonsense Spelling + Kent Spellings Current year group Week 1: ‘o’ spelt with a after w and qu e.g. was, quantity, quality Strategies for learning words: mnemonics Week 2: ‘z’ spelt s. Segmentation and syllable clapping. Homophones: new/knew; their/there/they’re	No Nonsense Spelling Week 1: ‘ul’ spelt –el at the end of words. Strategies to use at the point of writing: using a dictionary/word bank. Week 2: Adding –ing, -ed, - er, -est to words ending in y. Strategies at the point of writing: spelling by analogy.

<p>angel, giant, badger, bridge, fudge, judge, nudge, sledge, ledge, smudge</p> <p>Week 5: Teach: l/l alternative – le m alternative – mb n alternatives – kn, gn r alternative - we (Set 26) Word examples: purple, ankle, circle, apple, candle, table, climbing, comb, lamb, numb, crumb, plumber, thumb, design, gnat, gnaw, gnome, reign, knitting, knee, knot, knew, knickers, knight, knobbly, wrap, write, wrong, wrench</p> <p>Week 6: Set 25-26 reading/writing consolidation</p> <p>End of term expectations:</p>	<p>come, some, done, flood</p> <p>Week 2: Teach: wa saying wo sh alternatives – ch, ti, ci, ss, s zh saying s (Set 27) Word examples: wash, was, want, wasp, swan, swamp, wallet, chef, chute, parachute, action, potion, station, patient, lotion, sugar, Asian, tissue, pressure, facial, special, spacious, vision, treasure, usual, leisure, measure</p> <p>Week 3: Set 27 consolidation</p> <p>Week 4: Set 13-27 recap</p> <p>Week 5: Set 13-27 recap</p> <p>Week 6: Set 13-27 recap</p> <p>End of term expectations: B: Pre-Reader – Set14 WT: Set15 – Set20</p>	<p>Phase 5 GPCs that are not secure Recap T1</p> <p>Week 6: Phase 5 GPCs that are not secure. Recap T2</p> <p>Kent Spelling Test</p> <p>End of term expectations: B: Pre-Reader – Set16 WT: Set17 – Set22 EX: Set23 – Set27 GD: Free reader – reading age assessment to determine free reader book set.</p>	<p>consonant before it: -ing, -ed, -er, -est</p> <p>Week 4: 'ee' sound spelt ey e.g. donkey, chimney etc:</p> <p>Week 5: 'r' sound spelt wr e.g. write, wrong, wriggle Common exception words: both, most, only</p> <p>Week 6: Adding -ing, -ed, -er and -est to single syllable words ending in consonant following a single vowel e.g. put + ing = putting Common exception words: move, prove, improve, could, should, would, most, both, only</p> <p>End of term expectations: B: Pre-Reader – Set18 WT: Set19 – Set24 EX: Set25 – Free reader – reading age assessment to</p>	<p>Week 3: Adding s to nouns and verbs ending in y e.g. puppy – puppies; dry - dries</p> <p>Week 4: Possessive apostrophe with singular nouns.</p> <p>Week 5: Adding suffixes –ful, -less and –ly.</p> <p>Week 6: Revise contractions. Words ending in –tion.</p> <p>End of term expectations: B: Pre-Reader – Set19 WT: Set20 – Set27 EX: Free reader – reading free reader set related to their age GD: Reading above book set related to their age</p>	<p>Dictation</p> <p>Week 3 'or' spelt a before l or ll e.g. fall, call, talk, walk</p> <p>'or' spelt ar after w. Revise possessive apostrophe with singular nouns.</p> <p>Week 4: Suffixes –ment and –ness.</p> <p>Week 5:</p> <p>Week 6:</p> <p>End of term expectations: B: Pre-Reader – Set20 WT: Set21 – Set27 EX: Free reader – reading free reader set related to their age GD: Reading above book set related to their age</p>
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<p>Year 5 Use NNS sessions with strategy learning to plug gaps and to revisit knowledge e.g. HFW and statutory word learning.</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>
<p>Year 6 Use NNS sessions with strategy learning to plug gaps and to revisit knowledge e.g. HFW and statutory word learning.</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>	<p><u>No Nonsense Spelling</u> Week 1 Week 2 Week 3 Week 4 Week 5 Week 6</p>