



Reception Phonics Skills Overview

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> I can recognise and say the Term 1 GPCs listed on the Progression Map. I can find and/or write all Term 1 graphemes from memory. I can orally blend and segment two and three letter words e.g., cat, man, bag etc. I can read simple decodable two and three letter words using Term 1 GPCs. I can spell simple two and three letter words using Term 1 GPCs (written or magnetic letters). I can read and spell simple words containing Term 1 digraphs e.g., chip, shop, moon etc. I can begin to read simple captions by decoding words using the Term 1 GPCs and HFWs e.g., pat a dog, pots and pans, a pin on a map. I can begin to write simple captions with adult support using the Term 1 GPCs and HFWs. I can read and spell term 1 HFWs. I can name the letters of the alphabet. 	<ul style="list-style-type: none"> I can recognise and say the Term 2 GPCs listed on the Progression Map. I can find and/or write the Term 2 graphemes from memory. I can read and spell words using the Term 1 & 2 GPCs, including vowel digraphs e.g., rain, toad, ring etc. I can read simple captions and sentences by decoding words using Term 1 & 2 GPCs e.g., a goat and a cow, ships in a port. I can write simple captions and sentences using Term 1 & 2 graphemes. I can begin to read and spell some simple two and three letter words without blending and segmenting. I can read and spell Term 2 HFWs. 	<ul style="list-style-type: none"> I can write from memory the Term 2 & 3 GPCs. I can read and spell words consistent with my phonic knowledge of Term 1 & 2 GPCs. I can read and spell with adjacent consonants. I can read and spell some compound words e.g., sunset, bathtub. I can read and spell some two syllable words e.g., rabbit, carrot. I can read and spell an increasing number of familiar words without blending and segmenting. I can write sentences using secure phonics knowledge. I can read and spell Term 3 HFWs.

Decodable Reading Book Stages

Stage 1	Stage 2	Stage 3	Stage 3.1	Stage 3.2
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Prior Learning Links

Firm foundations will have been built through the development of phonological and phonemic awareness. Children will have developed core listening and speaking skills through exposure to environmental and instrumental sounds, body percussion, and voice exploration. They will be able to identify and replicate rhythms, rhymes, and alliteration, and can orally blend and segment simple words. These foundational experiences support auditory discrimination and prepare them for learning letter sounds in the next phase of phonics.



Year 1 Phonics Skills Overview

Term 1	Term 2	Term 3
<ul style="list-style-type: none">I can recognise and say all Term 1 GPCs listed on the Progression Map.I can write from memory all Term 1 GPCs.I can understand the split digraph rule.I can read and spell words using Term 1 GPCs e.g. play, cloud, make, flute etc.I can correctly make and spell plurals by adding -s and -es when there is no change to the root word e.g., make - makes.I can read and spell most words with the suffixes -ing, -ed, -est, -er when there is no change to the root word e.g., turn-turning.I can read simple sentences using taught GPCs and HFWs.I can write simple sentences using the GPCs and HFWs taught.I can read and spell Term 1 HFWs & CEWs.	<ul style="list-style-type: none">I can recognise and say all Term 2 GPCs listed on the Progression Map.I can write from memory all Term 2 GPCs.I can read and spell words using Term 2 GPCs e.g. tied, happy, statue etc.I can use alternative ways of pronouncing and representing the long vowel phonemes.I can use the spelling rule 'k before y, i and e' to spell words.I can read and spell familiar words without blending and segmenting.I can read simple sentences using taught GPCs and HFWs.I can write simple sentences using the GPCs and HFWs taught.I can read and spell words with the prefix un-.I can read and spell Term 2 HFWs.	<ul style="list-style-type: none">I can recognise and say all Term 2 & 3 GPCs listed on the Progression Map.I can read and spell words using Term 1 & 2 GPCs, correctly using correct alternate graphemes.I can read and spell phonically decodable two and three syllable words.I can read and spell number words.I can read and spell common colour words.I can read and spell the months of the year.I can read and spell simple contractions e.g. can't, it's, he'll, etc.I can read and spell Term 3 HFWs and CEWs.

Decodable Reading Book Stages

Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
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Prior Learning Links

From Reception children can recognise and recall a range of GPCs, including consonant and vowel digraphs. They can read and spell simple words, captions, and sentences using these GPCs, including words with adjacent consonants, polysyllabic words, and some compound words. They are increasingly able to read and spell familiar words without blending and can write simple sentences using their phonics knowledge. High frequency words (HFWs) from each term have also been introduced and practised.



Year 2 Phonics Skills Overview

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> I can recognise and say all Term 1 GPCs listed on Progression Map. I can write all Term 1 GPCs from memory. I can read and spell words using Term 1 GPCs e.g., motion, fridge, donkey. I can read and spell some common homophones. I can apply the rules needed for different suffixes. I can spell words with the suffixes -ing, -ed, -est, -er when the root word changes e.g., run - running I can correctly form plurals by adding -s and -es when the root word changes. I can read and write using taught GPCs. I can read and spell Term 1 CEWs. 	<ul style="list-style-type: none"> I can read and spell simple contractions e.g., wasn't, isn't, there's I can confidently use phonics knowledge to read and spell unfamiliar, partially decodable words. I can spell words with the consonant suffixes -ment, -ful, -less, -ly when the root word changes e.g., happy - happily I can use the possessive apostrophe correctly in spelling. I can read and spell Term 2 HFWs and CEWs. 	<ul style="list-style-type: none"> I can apply my phonics skills confidently to read and spell unfamiliar words without hesitation. I can read and spell phonically decodable polysyllabic words. I can read and spell most common contractions. I can read and spell a range of homophones. I can automatically read all HFWs and CEWs. I can accurately spell most HFWs and CEWs. <div> <p>By Year 2, children will be reading longer and less familiar texts with growing fluency. The focus shifts from learning to read, to reading for meaning—supporting both information gathering and reading for enjoyment.</p> </div>

Decodable Reading Book Stages

Stage 9	Stage 10	Once children have completed stage 10 decodable books they can move on to the 'Flying Ahead' books and then 'real readers'.
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Prior Learning Links

By the end of Year 1, children will have developed increased reading fluency and independence. They will be familiar with alternative pronunciations and spellings of long vowel phonemes and will confidently apply their phonics knowledge as the primary strategy for decoding and spelling unfamiliar or partially decodable words.