

Phonics Progression Overview

Term	Scheme	Focus Area	Key Learning Intentions	Suggested Activities	Expected Outcomes
Autumn 1	Singing Phonics	Listening and Attention-environmental sounds	Respond to environmental sounds, develop listening skills, join in with repetitive songs and actions	Listening walks, sound lotto, musical statues, action songs, 'What can you hear?' games	Children respond to sounds, join in with songs, copy actions and show awareness of sound changes
Autumn 2	Singing Phonics	Instrumental Sounds and Body Percussion	Explore sounds made by instruments, copy rhythms and patterns, develop auditory memory	Instrument exploration, clapping patterns, rhythm games, action rhymes, stamp and tap games	Children copy simple rhythms, anticipate repeated song parts and begin to keep a beat
Spring 1	Singing Phonics	Rhythm and Rhyme and alliteration	Enjoy nursery rhymes, notice rhyming words, develop rhythm and syllable awareness	Daily rhymes, rhyme baskets, clapping syllables, repetitive stories, musical rhyme sessions	Children join in with familiar rhymes, recognise rhyming patterns and copy rhythms
Spring 2	Singing Phonics	Voice Sounds and oral segmenting and blending	Experiment with voice sounds, explore initial sounds and build confidence in speaking	Animal sound games, sound stories, puppet play, silly sound games, alliterative phrases	Children copy sound effects, enjoy voice play and begin to notice words that start the same

Summer 1	Little Wandle Rhyme Time	Rhyme Time Foundations	Join in with repeated refrains, build vocabulary and develop listening and attention, focus on alliteration, rhyme, oral blending.	Action rhymes, puppet storytelling, rhyme repetition, prop baskets, small world play	Children recall parts of rhymes, join in with actions and sustain attention during sessions
Summer 2	Little Wandle Rhyme Time	Rhyme Time Foundations	Join in with repeated refrains, build vocabulary and develop listening and attention, focus on alliteration, rhyme, oral blending.	Action rhymes, puppet storytelling, rhyme repetition, prop baskets, small world play	Children recall parts of rhymes, join in with actions and sustain attention during sessions

Pre-school phonics progression		
Term	Sound focus	Focus
Autumn 1	No sounds - focus on Rhyme Time	- Settling children into routines.

		- Rhyme Time: Focus on developing listening skills through rhyming games and songs. - Sound Games: Voice sounds, Name play, Bertha the Bus, Play with sounds (Focus on general sound awareness, not specific letter sounds). - Oral blending games: Can you do the actions? Can you touch your...? What's that noise? (Focus on sound recognition and blending).
Autumn 2	s a t p i n m	- Introduce one sound per week from the list. - What's in the box?: Focus on sound recognition. - Sound Games: Voice sounds, Name play, Bertha the Bus (Focus on developing awareness of sounds, children play with and listen to sounds). - Oral Blending Games: Can you touch your...? What's that noise? (Practice blending with simple sounds).
Spring 1	d g o c k e	- Continue with sound recognition and blending games from Autumn 2. - Blend from the box: Focus on blending sounds together. - Oral Blending Games: Can you do the actions? Can you touch your...? What's that noise? (Practice blending with a mix of simple and more complex sounds).
Spring 2	u r h b f l	- Focus on letter sound recognition and blending. - What's in the box?: Continue to develop familiarity with sounds. - Sound Games: Play with sounds to reinforce understanding of phonemes. - Oral Blending Games: Blend using a wider variety of

		words, encouraging children to listen to and manipulate sounds.
Summer 1	j v w y z qu ch	- Focus on more complex sounds. - What's in the box?: Continue sound recognition practice. - Sound Games: Develop fluency in recognising and articulating sounds. - Oral Blending Games: Begin to practice blending longer and more complex sounds and words.
Summer 2	ck x sh th ng nk	- Focus on digraphs and blends. - What's in the box?: Review and reinforce all sounds taught so far. - Sound Games: Continue developing fluency in recognising sounds. - Oral Blending Games: Focus on blending longer words with digraphs and trigraphs. - Blending with the Sound: Reinforce and practice blending more complex sounds together (e.g., sh, th, ng).

Reception Phonics Progression		
Autumn	Spring	Summer

Learn 19 GPCs: <i>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss.</i> - Begin blending VC words (e.g., <i>it, is</i>) and CVC words (e.g., <i>sat, pin</i>). - Segment CVC words orally and with magnetic letters. - Begin reading simple captions using taught GPCs. - Practice letter formation for taught graphemes. - Tricky Words: <i>is, I, the.</i>	Learn digraphs and trigraphs: <i>ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er.</i> - Blend and segment words with taught digraphs and trigraphs (e.g., <i>light, coin, farm</i>). - Begin reading longer captions and short sentences with decodable words. - Write short captions using simple sentences. - Tricky Words: <i>no, go, to, into, he, she, we, me, be, was, you, they, all, are, my, her.</i>	- Consolidate Phase 3 digraphs and trigraphs. - Read and write sentences fluently with decodable words and tricky words. - Introduce adjacent consonants (Phase 4): <i>bl, tr, cr, st, dr, gr, sp, tw, pl.</i> - Blend and segment longer words (e.g., <i>stamp, drum, crab</i>). - Write short sentences with accuracy, using tricky words. - Tricky Words: All Phase 2 and Phase 3 words, plus: <i>said, so, have, like, some, come, love, do, were, here, little, one, when, out, what.</i>
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