Reception and Year 1 Phonics Progression Principles

At Ellison Primary Academy, we follow Rocket Phonics (a systematic synthetic phonics (SSP) programme). Advancement through the alphabetic code is carefully mapped out in a gentle and progressive manner weekly, half termly and across the years.

We teach one letter-sound correspondence over two days. The first day focuses on blending skills and the second day focuses on segmenting skills. Reading and writing are interlinked so there will naturally be overlap; however by separating the skills and spreading them across two days, there is greater clarity over which skill is being taught, practised or applied. In addition, children have more time and more opportunity to learn, practise and apply the skills using the new letter-sound correspondences before moving on and teachers are able to carefully monitor children's understanding and provide early intervention if required.

The two-day pattern is repeated twice through the week, leaving the fifth day for a focus lesson on common exception words, further consolidation or assessment.

Children have regular opportunity to revisit and consolidate through teacher led revisit and review sessions at the start of the lessons, through informal mini-quizzes throughout their learning and through reinforcement and application across the wider curriculum.

The learning of Reception and Year 1 is carefully revisited and built upon in our Year 2 curriculum (see Year 2 Phonics and Spelling Progression document).

Reception Half Termly Progression

Autumn 1	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net	/m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite
	I, the, go, to, no, into	
Autumn 2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat /b/ as in bat	/f/ as in frog and cliff /l/ as in ladder /l/ as in shell /s/ as in dress Double consonant letters Two syllable words I,
	the, go, to, no, into	
Spring 1	/j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and fizzy	/z/ as in bugs /k+w/ as in queen Consolidation
	he, she, we, me, be, was, my, you, her, they, all, are	
Spring 2	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee	/igh/ as in light /oa/ as in boat short /oo/ as in book long /oo/ as in moon Consolidation
	he, she, we, me, be, was, my, you, her, they, all, are	
Summer 1	/ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear	/air/ as in chair /y+oor/ as in manure schwa /uh/ as in hammer Consolidation
	some, one, said, come, do, so, were, when, have, there, out, like, little, what	
Summer 2	/w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acorn /ee/ as in scene	/ee/ as in shield /ee/ as in peach Consolidation
	some, one, said, come, do, so, were, when, have, there, out, like, little, what	

Reception Week by Week Progression

Week	Phoneme/grapheme Correspondences	Common exception word focus	Book band unlocked
1	/s/ as in sun, /a/ as in apple		
2	/t/ as in tap, /i/ as in insect		
3	/p/ as in pan, /n/ as in net		
4	/m/ as in mouse, /d/ as in dog	I, the	
5	/g/ as in goat, /o/ as in octopus	go, to	
6	/k/ as in cat, /k/ as in kite	no, into	Pink A
7	/k/ as in duck, /e/ as in elephant	the	
8	/u/ as in umbrella, /r/ as in rabbit	to	
9	/h/ as in hat, /b/ as in bat	I	
10	/f/ as in frog and cliff, /l/ as in ladder	go	
11	/l/ as in shell, /s/ as in dress	no	Pink B
12	Double letters, two syllable words	into	
13	/j/ as in jug, /v/ as in van	he, she	
14	/w/ as in web, /k+s/ as in fox	we, me	
15	/y/ as in yellow, /z/ as in zebra and fizzy	be, was	
16	/z/ as in bugs, /k+w/ as in queen	my, you	Red A
17	Consolidate j, v, w, x	her, they	
18	Consolidate y, z, zz, s, qu	all, are	
19	/ch/ as in chick, /sh/ as in sheep	he, she	
20	/th/ as in thumb and feather, /n+g/ as in ring	we, me	
21	/ai/ as in train, /ee/ as in bee	be, was	
22	/igh/ as in light, /oa/ as in boat	my, you	
23	short /oo/ as in book, long /oo/ as in moon	her, they	Red B
24	Consolidate ch, sh, th, ng, ai, ee, igh, oa, oo, oo	all, are	
25	/ar/ as in car, /or/ as in fork	some, one, said	
26	/ur/ as in purse, /ou/ as in owl	come, do, so	
27	/oi/ as in coin, /eer/ as in ear	were, when	
28	/air/ as in chair, /y+oor/ as in manure	have, there	
29	Schwa /uh/ as in hammer, consolidate ar, or, ur, ow	out, like	Yellow
30	Consolidate oi, ear, air, ure, er, ar, or, ur	little, what	
31	/w/ as in wheel, /f/ as in dolphin	some, one, said	
32	/ai/ as in crayon and cake	come, do, so	
33	/ai/ as in acorn, /ee/ as in scene	were, when	
34	/ee/ as in shield and peach	have, there	
35	Consolidate wh, ph, ay, a–e	out, like	
36	Consolidate a, e–e, ie, ea	little, what	

N.B. Pink C reviews grapheme-phoneme correspondences from Pink A and B and introduces new word structures (such as CVCCVC). Red C and Yellow+ review grapheme-phoneme correspondences from the relevant band in longer texts. Lilac Lift off First Words can be used to bridge the gap between Lilac and Pink for children that need it.

Reception Progress Tracker

Pupil name: _____

Autumn term 1	Letter-sounds	Recognises, says and identifies s, a, t, i, p, n, m, d, g, o, c, k	
	Blending	Can orally blend words	
	Segmenting	Can orally segment words with support	
	Letter formation	Begins to form letters correctly with support	
Autumn term 2	Letter-sounds	Recognises, says and identifies ck, e, u, r, h, b, f, ff, l, ll, ss	
	Blending	Can blend simple words using known letter-sounds Reads Pink *Rocket Phonics* books	
	Segmenting	Can segment simple words with support	
	Letter formation	Forms most taught letters correctly Which letters need further practice?	
Spring term 1	Letter-sounds	Recognises, says and identifies j, v, w, x, y, z, zz, qu	
	Blending	Can blend simple words using known letter-sounds Reads Pink/Red *Rocket Phonics* books	
	Segmenting	Can segment simple words with support	
	Letter formation	Forms most taught letters correctly Which letters need further practice?	
Spring term 2	Letter-sounds	Recognises, says and identifies ch, sh, th, ng, ai, ee, igh, oa, oo, oo	
	Blending	Can read words with different structures, e.g. CCVC, CVCC, CCVCC Reads Red *Rocket Phonics* books	
	Segmenting	Can segment and write simple words	
	Letter formation	Forms most taught letters correctly Which letters need further practice?	
Summer term 1	Letter-sounds	Recognises, says and identifies ar, or, ur, ow, oi, ear, air, ure, er	
	Blending	Can read words with adjacent consonants Reads Red/Yellow *Rocket Phonics* books	
	Segmenting	Can segment and write simple words	
	Letter formation	Forms letters correctly	
Summer term 2	Letter-sounds	Recognises, says and identifies wh, ph, ay, a–e, a, e–e, ie, ea	
	Blending	Reads Yellow *Rocket Phonics* books	
	Segmenting	Writes simple sentences	
	Letter formation	Forms letters correctly; sits letters on writing line	

Year 1 Half Termly Progression

Autumn 1	/igh/ as in child	/oa/ as in toe
	/igh/ as in time	/oa/ as in piano
	/igh/ as in pie	/ee/ as in happy
	/igh/ as in spy	/ee/ as in key
	/oa/ as in rope	Consolidation
	/oa/ as in snow	
	some, one, said, come, do, so, were, when, have, there, out, like, little, what	
Autumn 2	/y+oo/ as in unicorn	/y+oo/ as in news
	short /oo/ as in push	long /oo/ as in screw
	/y+oo/ as in cube	/ur/ as in herbs
	long /oo/ as in flute	/ur/ as in bird
	/y+oo/ as in statue	/ou/ as in cloud
	long /oo/ as in blue	/oi/ as in toy
	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	
Spring 1	/or/ as in astronaut	/eer/ as in deer and here
	/or/ as in strawberry	/air/ as in square, bear and there
	/oa/ as in shoulder	/or/ as in ball
	long /oo/ as in soup	/or/ as in four
	short /oo/ as in should	/or/ as in core
	/ar/ as in father and palm	/or/ as in door
	/ur/ as in pearl and world	/or/ as in daughter
	who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	
Spring 2	/s/ as in celery	/sh/ as in chef
	/j/ as in giraffe	/j/ as in bridge
	/e/ as in bread	/j/ as in package
	/s/ as in house	/uh/ as in mother
	/s/ as in fence	Consolidation
	/k/ as in school	
	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	
Summer 1	/ul/ as in bottle	/r/ as in writing
	/t/ as in mixed	/ch/ as in hatching
	/d/ as in drilled	/zh/ as in treasure, television, collage
	/m/ as in comb	Consolidation
	/n/ as in knot	
	/n/ as in sign	
	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	
Summer 2	/ch+u/ as in picture	/sh/ as in musician
	/i/ as in pyramid	/sh/ as in percussion
	/s/ as in scissors	Consolidation
	/s/ as in whistle	
	/o/ as in watch	
	/sh/ as in station	
	who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	

Year 1 Week by Week Progression

Week	Phoneme/graphene Correspondences	Common exception word practice	Book band unlocked
1	/igh/ as in child and time	some, one, said	
2	/igh/ as in pie and spy	come, do, so	
3	/oa/ as in rope and snow	were, when	
4	/oa/ as in toe and piano	have, there	
5	/ee/ as in happy and key	out, like	Blue
6	Consolidate i, i–e, ie, y, o–e, ow, oe, o, y, ey	little, what	
7	/y+oo/ as in unicorn, short /oo/ as in push	oh, their	
8	/y+oo/as in cube, long /oo/ as in flute	people	
9	/y+oo/ as in statue, long /oo/ as in blue	Mr, Mrs	
10	/y+oo/ as in news, long /oo/ as in screw	looked, called	
11	/ur/ as in herbs and bird	asked, could	
12	/ou/ as in cloud, /oi/ as in toy	water, where	
13	/or/ as in astronaut and strawberry	who, again	
14	/oa/ as in shoulder, long /oo/ as in soup, short /oo/ as in should, /ar/ as in father and palm	thought, through	
15	/ur/ as in pearl and world, /eer/ as in deer and here	many, laughed	
16	/air/ as in square, bear and there, /or/ as in ball	because, any	
17	/or/ as in four and core	eyes, friends	
18	/or/ as in door and daughter	once, please	Green
19	/s/ as in celery, /j/ as in giraffe	oh, their	
20	/e/ as in bread, /s/ as in house	people	
21	/s/ as in fence, /k/ as in school	Mr, Mrs	
22	/sh/ as in chef, /j/ as in bridge	looked, called	
23	/j/ as in package, /uh/ as in mother	asked, could	
24	Consolidate c, g, ea, se, ce, ch, ch, dge, ge, o	water, where	
25	/ul/ as in bottle, /t/ and /d/ as in mixed and drilled	oh, their	
26	/m/ as in comb, /n/ as in knot	people	
27	/n/ as in sign, /r/ as in writing	Mr, Mrs	
28	/ch/ as in hatching, /zh/ as in treasure, television, collage	looked, called	
29	Consolidate le, ed, mb, kn	asked, could	
30	Consolidate gn, wr, tch, s, si, ge	water, where	
31	/ch+u/ as in picture, /i/ as in pyramid	who, again	
32	/s/ as in scissors and whistle	thought, through	
33	/o/ as in watch, /sh/ as in station	many, laughed	
34	/sh/ as in musician and percussion	because, any	Orange
35	Consolidate ture, y, sc, st	eyes, friends	
36	Consolidate (w)a, ti, ci, ssi	once, please	

Year 1 Progress tracker

Pupil name: _____

Autumn term 1	Letter-sounds	Recognises, says and identifies i, i–e, ie, y, o–e, ow, oe, o, y, ey	
	Blending	Reads Blue *Target Practice* reading books Reads Yellow and Yellow Plus *Rocket Phonics* books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter Formation	Forms letters correctly and confidently	
Autumn term 2	Letter-sounds	Recognises, says and identifies u, u, u–e, u–e, ue, ue, ew, ew, er, ir, ou, oy	
	Blending	Reads Green *Target Practice* reading books Reads Blue *Rocket Phonics* books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter formation	Forms letters correctly and confidently	
Spring term 1	Letter-sounds	Recognises, says and identifies au, aw, ou, ou, oul, a, al, ear, or, eer, ere, are, ear, ere, al, our, ore, oor, augh	
	Blending	Reads Green *Target Practice* reading books Reads Blue *Rocket Phonics* books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter formation	Forms letters correctly and confidently	
Spring term 2	Letter-sounds	Recognises, says and identifies c, g, ea, se, ce, ch, ch, dge, ge, o	
	Blending	Reads Orange *Target Practice reading books* Reads Green *Rocket Phonics* books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter formation	Forms letters correctly and confidently	
Summer term 1	Letter-sounds	Recognises, says and identifies le, ed, ed, mb, kn, gn, wr, tch, s, si, ge	
	Blending	Reads Orange *Target Practice* reading books Reads Green *Rocket Phonics* books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter formation	Forms letters correctly and confidently	
Summer term 2	Letter-sounds	Recognises, says and identifies ture, y, sc, st, a, ti, ci, ssi	
	Blending	Reads Orange *Target Practice* reading books Reads Green/Orange *Rocket Phonics* books	
	Segmenting	Writes simple sentences, spelling some words correctly and others phonically plausibly	
	Letter formation	Forms letters correctly and confidently	