



Queens Park Infant Academy Phonics Progression

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Basics 2/3		Basics 3	Basics 3	Basics 4	
	<p>Week 1: Basics 2 Group 1 s a t p</p> <p>Week 2: Group 2 i n m d I is</p> <p>Week 3: Group 3 g o c k the to</p> <p>Week 4: Group 4 no go</p> <p>Week 5: Group 5 h b f l as has his</p> <p>Revision of gaps as identified through ongoing assessment.</p>	<p>LA – revisit Basics 2 Groups 1-5</p> <p>Week 1: Group 6 ff ll ss of into</p> <p>Week 2 & 3 Consolidating Phase 2 using & applying</p> <p>Week 4: Basics 3 Group 1 j v w x her was you</p> <p>Week 5: Group 2 y z zz qu he she we me be</p> <p>Week 6: Group 3 Consonant digraphs ch sh th ng they my by</p> <p>Revision of gaps as identified through ongoing assessment.</p>	<p>Week 1: Group 4 Vowel digraphs ai ee igh oa are all</p> <p>Week 2: Group 5 oo oo ar or some come</p> <p>Week 3: Group 6 ur ow oi er so do</p> <p>Week 4: Group 7 vowel trigraphs ear air ure little out</p> <p>Week 5 & 6 Consolidating phase 3 using and applying</p> <p>Revision of gaps as identified through ongoing assessment.</p>	<p>Weeks 1 - 6</p> <p>Consolidating phase 3 using and applying</p> <p>Revision of gaps as identified through ongoing assessment.</p>	<p>Adjacent consonant</p> <p>Week 1 Group 1: CVCC were what like have</p> <p>Week 2 Group 2: CVCC & Polysyllabic there here said one</p> <p>Week 3 Group 3: CCVC house when our your</p> <p>Week 4 Group 4: CCVC & Polysyllabic love school</p> <p>Week 5 & 6 Group 5 CCVCC CCCVCC & Polysyllabic Then, them, that, this</p> <p>Revision of gaps as identified through ongoing assessment.</p>	<p>Week 1 – 6 Consolidation Basics 4 using and applying</p>

Word types	Initial sounds VC words CVC words	VC words CVC words Captions	2 and 3 letter graphemes Blending for reading	Captions and sentences	Read words with two Phase 3 sounds	Read words with adjacent consonants when reading sentences
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Higher Levels Chose to use spellings	The Higher levels Switch it spell rules	The Higher levels Switch it spell rules	Year 1 spellings rules		
	<p>Week 1 ai, ay ee,ea igh, ie <i>their, people, Mr, Mrs</i></p> <p>week 2 ai, ay, a_e ee, ea, e_e igh, ie, i_e oa, oe, o_e oo, ue, u_e <i>oh, these, friend, asked</i></p> <p>Week 3 oi, oy ur, ir ow, ou or, aw w, wh <i>where, today, once</i></p> <p>Week 4 n, kn, gn or, aw, au, ore ee, ea, e_e, ey ee, ea, e_e, ey, y ur, ir, or, er <i>looked, son, says, want</i></p> <p>Week 5</p>	<p>Week 1 i, o, c, g <i>does, goes, tall, call, small, laughed</i></p> <p>Week 2 u, ow, ie, ea <i>why, over, above, live, please</i></p> <p>Week 3 a, a, ou, o <i>water, because, break, who</i></p> <p>Week 4 y, y, ch, ch, ou <i>any, many, move, eye</i></p> <p>Week 5/6 Consolidation</p>	<p>Week 1/2 Adding <i>s</i> and <i>es</i> to words <i>(plural of nouns and the third person singular of verbs)</i></p> <p>Week 3/4 Adding the endings <i>-ing, -ed</i> and <i>-er</i> to verbs where no change is needed to the root word</p> <p>Week 5/6 Adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed to the root words</p>	<p>Week 1/2 Adding the prefix <i>-un</i></p> <p>Week 3/4 Compound words</p> <p>Week 5/6 Consolidation</p>	<p>Consolidation of Switch it spell rules</p>	

	air, are, ear ur, ir, or ch, tch j, dge ur, ir, or, er <i>after, half, only, with</i>					
Spelling expectations	Spelling to focus on using and applying phonic skills correctly and spell words that are phonetically plausible. Spelling of CEWs	Adding -s and -es to nouns to show plural where no change is needed. Days of the week	Adding -ing -ed and -er to where no change is needed.	Adding -er and -est where no change is needed. Spelling numbers as words	Consolidate all spelling expectations.	
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 2 spelling patterns and rules					
	Change y to I and add es Words ending in y, add ing Change y to I and add ed Change y to I and add er Change y to I and add est Drop the e and add -edd Drop the e and add ing Year 2 CEW <i>Old, cold, could, would, should, sure, sugar, behind, mind, kind, door, floor, poor, because, break, child, children, any, many, most, who, whole, every, everybody, even, great, Christmas, busy, clothes, people, fast, last, past, class, grass, pass, money, beautiful, water, again</i>	Drop the e and add y Drop the e and add er Drop the e and add est Double consonant add ed Double consonant add ing Double consonant add y Double consonant add er Year 2 CEW <i>Wild, climb, only, pretty, after, hour, plant, eye, Mr, Mrs, father, move, prove, improve, steak, path, bath, half, parents, both</i>	Double consonant add est Add -less Add -ness Add -ment Add -ful Add -ly Contractions Can't Didn't Hasn't It's Couldn't I'll They're	Choose to use le, el, al, il Choose to use j, dge and ge Reading -tion Contractions Possessive apostrophes Homophones Contractions Revise: can't, didn't, hasn't, it's, couldn't, I'll, they're Revise all rules taught so far for adding suffixes	Revisit and revise all sounds and spelling rules taught this year. Recap; contractions, homophones, suffix endings, prefixes. CEWs Homophones Ensure all spellings are evident in writing/wider curriculum opportunities	

