

Assessment and Progression in Phonics

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Highlight aspects achieved using information/evidence gained from phonics sessions, shared, guided and independent reading and writing sessions.

Phase	GPC recognition: Hear, say, read and form letters	Oral Blending	Oral Segmenting	Blending for Reading	Segmenting for Spelling / Writing	Tricky Words (see separate grid for all High Frequency Words)
Phase 2	s a t p i n m d g o c k c k e u r h b f ff l ll ss	VC words - <i>at, in</i> CVC words - <i>rat, tick, bell</i>	VC words – <i>it, at</i> CVC words - <i>den, sock, miss</i>	Blend to read VC words, e.g. <i>it, at, in, am.</i> Blends to read CVC words using most of Phase 2 graphemes e.g. <i>had, doll, pack, huff.</i> Blends to read VC and CVC words from Phase 2 in fully decodable texts, in line with developing phonic ability.	Segment to spell VC words, e.g. <i>in, it at am, on.</i> Segment to spell CVC words, e.g. <i>pan, log, get, luck, mess.</i> <i>Attempt</i> to write, or use magnetic letters, to represent words within phrases, captions and simple sentences (dictated by the teacher and/or independently), e.g. <i>it can hop.</i>	<i>the to I no go into</i> Read as individual words, within sentences, and in simple texts, e.g. <i>The man can hop.</i> Spell individual words, within phrases or simple sentences, e.g. <i>I am hot.</i>
Phase 3	j v w x y z zz qu ch sh th th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er	VC words – <i>aim, art</i> CV words – <i>fair, dear</i> CVC words - <i>shop, thin, then, sing, sheep, food, book, charm, chairs</i> Two syllable words – <i>sixteen, morning</i>	VC words – <i>arm, oil</i> CV words – <i>cow, for</i> CVC words – <i>queen, chop, thing, that, night, road, shark, coin</i> Two syllable words – <i>garden, looking</i>	Blend to read VC words, e.g. <i>aim, art, arm, oil.</i> Blend to read CV words, e.g. <i>chair, pure, fear.</i> Blend to read CVC words using most of Phase 3 graphemes e.g. <i>show, turn, fork, foil, quick, jazz, wait.</i> Blend to read two syllable words, e.g. <i>cobweb, zigzag.</i> Blend to read VC, CV and CVC words from Phase 3 in fully decodable texts, in line with developing phonic ability.	Segment to spell VC words, e.g. <i>aim, art, arm, oil.</i> Segment to spell CV words, e.g. <i>cow, car, for, chair, high.</i> Segment to spell CVC words, e.g. <i>reef, dart, soil, doom, short, cheek, dish.</i> Segment to spell two syllable words, e.g. <i>turnip, comic.</i> <i>Attempt</i> to write words within phrases, captions and simple sentences (dictated by the teacher and/or independently), e.g. <i>The shop is shut.</i>	<i>he she we me be was my you they her all are</i> Read as individual words, within sentences, and in simple texts, e.g. <i>She can hear the cow moo! Are you a sad farmer?</i> Spell words, and write phrases and simple sentences using Phase 2 tricky words. Spell individual words, within phrases or simple sentences, e.g. <i>You can all run down the long road. They are on the moon.</i>
Phase 4	Combinations of adjacent consonants at beginning, within and end of words, including phase 2 and 3 graphemes. <i>CVCC – best, champ</i> <i>CCV – tree, stair</i> <i>CCVC – flop, train</i> <i>CCVCC – drink, crunch</i> <i>CCCVC – spring, street</i> <i>CCCVCC – scrunch, sprint</i> Polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. <i>raincoat, sandpit, lunchbox, shampoo.</i>	<i>CVCC – mend, shaft</i> <i>CCV – tree, flair</i> <i>CCVC – smell, gloom</i> <i>CCVCC – twist, shrubs</i> <i>CCCVC – strap, splash</i> <i>CCCVCC – sprint</i> Orally blend syllables and phonemes within polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. <i>pondweed, helpdesk, handstand, helicopter, children.</i>	<i>CVCC – chest, jump</i> <i>CCV – stair, clear</i> <i>CCVC – brown, start</i> <i>CCVCC – stand, blast</i> <i>CCCVC – street, string</i> <i>CCCVCC – scrunch</i> Orally segment syllables and phonemes within polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. <i>printer, farmyard, windmill, thundering, chimpanzee, treetops.</i>	Blend to read adjacent consonants within words using a range of combinations: <i>CVCC CCV CCVC CCVCC CCCVC CCCVCC</i> Blend to read polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, in fully decodable texts, in line with developing phonic ability.	Segment to spell words with adjacent consonants using a range of combinations: <i>CVCC CCV CCVC CCVCC CCCVC CCCVCC</i> Segment to spell polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants. Write sentences (dictated by the teacher and/or independently), e.g. <i>The frog was jumping into the pond.</i> <i>I can hear little birds in the treetops.</i>	<i>said so have like some come were there little one do when out what</i> Read as individual words, within sentences, and in simple texts, e.g. <i>Some little crabs crept into a crack in the rock. There were lots of children looking at the goats in the farmyard.</i> Spell words, and write phrases and simple sentences using Phase 2 and 3 tricky words. Spell individual words, within phrases or sentences, e.g. <i>I like it when we go out to visit the windmill. I have one green raincoat and some black boots.</i>

Phase 5	<p>Alternative pronunciations and graphemes for reading and spelling</p> <p><i>/ee/ ea seat e be e -e theme y very ie chief ey turkey eo people /oo/ o to ou soup ue glue u-e flute ew grew ui fruit /y/ oo/ ew stew ue cue u-e huge /ai/ ay clay a-e snake eigh neigh ey grey ei vein a apricot /igh/ ie pie y sly i-e shine i kind /oa/ o no ow flow o-e stone oe toe /ow/ ou loud ough plough /oi/ oy enjoy /o/ o cold oul mould /ar/ a father al half /or/ au author aw straw Al walk our four augh caught ough brought /u/ o love oul should /ur/ or worm ir bird er kerb ear heard /ear/ eer cheer ere here /air/ ere there ear bear are care /o/ a what /e/ ea head /i/ y gym ey trolley /z/ s hens se please /w/ wh wheel /h/ wh who /f/ ph dolphin /n/ kn knickers gn gnome /r/ wr wreck /v/ ve have /s/ soft c central /s/ st listen se mouse /s/ sc scissors /ch/ tch catch ure picture /sh/ ti(on) station ch chef s sugar c ocean ss(ion) mission ss(ure) assure s(ion) explosion c(ious) delicious c(ial) special /c/ ch school qu plaque /m/ mb thumb /j/ g giant /j/ dge hedge /zh/ s treasure</i></p>	Orally blend words using Phase 5 phonemes.	Orally segment words using Phase 5 graphemes.	<p>Blend to read most combinations CVCC CCV CCVC CCVCC CCCVC CCCVCC from Phase 5 for given words.</p> <p>Blend to read polysyllabic words containing phase 5 graphemes, e.g. <i>rescue, photograph</i></p> <p>Blend to read <u>most</u> Phase 5 graphemes within fully decodable texts, in line with developing phonic ability.</p>	<p>Segment to spell using most combinations CVCC CCV CCVC CCVCC CCCVC CCCVCC from Phase 5 for given words.</p> <p>Segment to spell polysyllabic words containing Phase 5 graphemes, e.g. <i>daughter, envelope</i></p> <p>Segment to spell words within sentences, <u>mostly</u> selecting the appropriate graphemes to represent phonemes within Phase 5.</p>	<p><i>Mr, Mrs, people looked, called, asked oh, their, could</i></p> <p>Read as individual words, within sentences, and texts, e.g. <i>Many people asked if they could join the gym.</i></p> <p>Write words, phrases or simple sentences using Phase 2, 3 and 4 tricky words.</p> <p>Write individual words, within phrases or sentences, e.g. <i>Mrs Worthington looked at the ice cream van outside school.</i></p>
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Assessment and Progression in Phonics - High Frequency Words

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Read and spell all high frequency words, and apply into reading and writing phrases, captions and sentences within each phase.

100 high-frequency words in phases					
Phase Two					
Decodable words			Tricky words		
a		had	the		
an		back	to		
as		and	I		
at		get	no		
if		big	go		
in		him	into		
is		his			
it		not			
of		got			
off		up			
on		mum			
can		but			
dad		put (<i>north</i>)			
Read and spell all high frequency words, and apply into reading and writing sentences within each phase.					
100 high-frequency words in phases					
Phase Three					
Decodable words			Tricky words		
will		see	he	you	
that		for	she	they	
this		now	we	all	
then		down	me	are	
them		look	be	my	
with		too	was	her	
100 high-frequency words in phases					
Phase Four					
Decodable words			Tricky words		
went			said	were	
it's			have	there	
from			like	little	
children			so	one	
just			do	when	
help			some	out	
			come	what	
100 high-frequency words in phases					
Phase Five					
Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five					
Decodable words			Tricky words		
don't		day	oh		
old		made	their		
I'm		came	people		
By		make	Mr		
time		here	Mrs		
house		saw	looked		
about		very	called		
your		put (<i>south</i>)	asked		
			could		
Next 200 common words in order of frequency					
This list is read down columns (i.e. in the list, water is the most frequently used and grow is the least frequently used).					
water	find	live	fun	better	
away	more	say	place	hot	
good	I'll	soon	mother	sun	
want	round	night	sat	across	
over	tree	narrator	boat	gone	
how	magic	small	window	hard	
did	shouted	car	sleep	floppy	
man	us	couldn't	feet	really	
going	other	three	morning	wind	
where	food	head	queen	wish	
would	fox	king	each	eggs	
or	through	town	book	once	
took	way	I've	its	please	
school	been	around	green	thing	
think	stop	every	different	stopped	
home	must	garden	let	ever	
who	red	fast	girl	miss	
didn't	door	only	which	most	
ran	right	many	inside	cold	
know	sea	laughed	run	park	
bear	these	let's	any	lived	
can't	began	much	under	birds	
again	boy	suddenly	hat	duck	
cat	animals	told	snow	horse	
long	never	another	air	rabbit	
things	next	great	trees	white	
new	first	why	bad	coming	
after	work	cried	tea	he's	
wanted	lots	keep	top	river	
eat	need	room	eyes	liked	
everyone	that's	last	fell	giant	
our	baby	jumped	friends	looks	
two	fish	because	box	use	
has	gave	even	dark	along	
yes	mouse	am	grandad	plants	
play	something	before	there's	dragon	
take	bed	gran	looking	pulled	
thought	may	clothes	end	we're	
dog	still	tell	than	fly	
well	found	key	best	grow	

