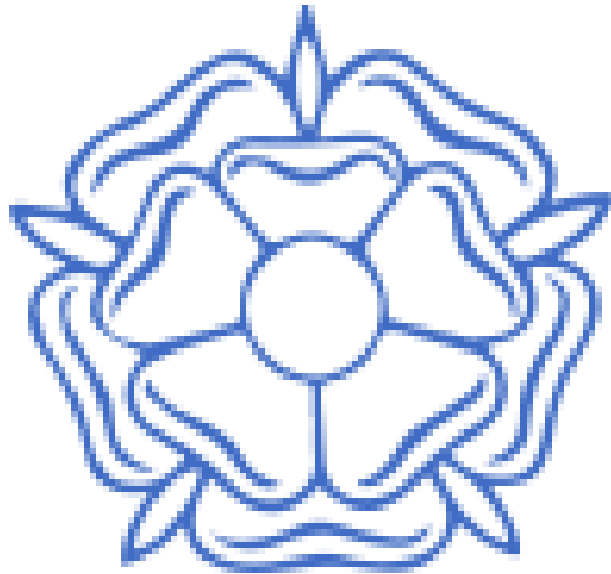


Tudor Primary School



Phonics Progression FS, Year 1 and Year 2

Taken from Essential Letters and Sounds- ORT and Spelling Shed

The order in which phonics and spellings will be delivered in Foundation Stage and Key Stage 1. It is an expectation that there will be a daily, phonics/spelling based session in these year groups (see phonics and early reading document for the session structure). **PLEASE NOTE: the weeks relate to the order they are taught in during the term NOT the actual week in the term.**

There is the expectation that cohorts will maintain the pace set out in the plan, however, there are additional weeks available for further consolidation in line with their needs.

Foundation Stage Progression plan

Reception Autumn 1: Phase 2

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|--|-----------------------------------|---|--|--|
| /s/ <s> /a/ <a> /t/ <t> /p/ <p> | /i/ <i> /n/ <n> /m/ <m> /d/ <d> | /g/ <g> /o/ <o> /c/ <c> <k> | /k/ <ck> /e/ <e> /u/ <u> /r/ <r> | /s/ <ss> Assess and review week R:1 | /h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll> |
| | I, the, no | put, of, is | to, go, into | pull | as, his |

Reception Autumn 2: Phase 3

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|--|--|--|-----------------------|
| /j/ <j> /v/ <v> /w/ <w> /ks/ <x> | /y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch> | /sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk> | /ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa> | -es (where there is no change to the root word) Assess and review week R:2 | Review week R:3 |
| he, she, buses | we, me, be | put, of, is | was, her | | my, you |

Reception Spring 1: Phase 3-4

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|--|--|---------------------------------------|----------------------------------|--------------------|
| Review week R:4 /oo/ <oo> (book) | /ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or> | /ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air> | /ure/ <ure> /er/ <er> /oa/ <ow> | Assess and review week R:5 | Review week R:6 |
| | they, all, are | | ball, tall | when, what | |

Reception Spring 2: Phase 3-4

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--------------------|--------------------|----------------------|---------------------|-----------------------------------|---------------------|
| Review week R:7 | Review week R:8 | Review week R:9 | Review week R:10 | Assess and review week R:11 | Review week R:12 |
| said, so, have | were, out, like | some, come, there | little, one, do | children, love | |

Reception Summer 1: Phase 4

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|------------------------------|-----------------------------|------------------------------|--------------------|-----------------------------------|-------------------------------|
| Phase 4:1 CVCC -ed/ed/ | Phase 4:2 CCVC -ed/t/ | Phase 4:3 CCVCC -ed/d/ | Phase 4:4 CCCVC | Assess and review week R:13 | Phase 4:5 CCCVC -er-est |

Reception Summer 2 : Phase 5 introduction

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|---|--|-----------------------------------|--|
| /ai/<ay> /ow/<ou> /igh/<ie> /ee/<ea> -le | /oi/<oh> /ur/<ir> /(y)oo/<ue> /or/<aw> | /w/<wh> /f/<ph> /(y)oo/<ew> /oa/<oe> | /or/<au> /ee/<ey> /ai/<a_e> /ee/<e_e> | Assess and review week R:14 | /igh/<i_e> /oa/<o_e> /(y)oo/<u_e> /s/c> |
| oh, their | people, mr, mrs | your, ask, should | would, could, asked | house, mouse, water | want, very |

Year 1 Progression plan for 2022-23 Academic year

The current Year 1 did not start the ELS programme until Spring term in Foundation Stage. After taking advice from the creators of the program, Year 1 will work through the new phase 5 sounds they would've been taught in Summer 1 of Foundation Stage (previously to using ELS, Phase 5 was not introduced until Year 1). They will begin the Year 1 programme in Autumn 2 (again, this is following advice from ELS and the fact Autumn 1 Year 1 is a revision of Summer 2 Foundation Stage).

ELS progression/lesson Term it is being taught in Year 1

Foundation Stage Summer 1: Phase 4 Taught in Year 1 Autumn 1

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|------------------------------|-----------------------------|------------------------------|--------------------|-----------------------------------|-------------------------------|
| Phase 4:1 CVCC -ed/ed/ | Phase 4:2 CCVC -ed/t/ | Phase 4:3 CCVCC -ed/d/ | Phase 4:4 CCCVC | Assess and review week R:13 | Phase 4:5 CCCVC -er-est |

Year 1 Autumn 1: Phase 5 Taught in Year 1 Autumn 2

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-----------------------------------|---------------------|---|---|-----------------------------------|---|
| Assess and review week Y1:1 | Review week Y1:2 | Revise: /ai/<ay> /ow/<ou> /igh/<ie> /ee/ <ea> | Revise: /oi/<oy> /ur/<ir> /(y)oo/<ue> /or/ <aw> | Assess and review week Y1:3 | Revise: /w/<wh> /f/<ph> /(y)oo/<ew> /oa/ <oe> |

Year 1 Autumn 2: Phase 5 Taught in Year 1 Spring 1

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|--|---|---------------------|-----------------------------------|---------------------|
| Revise: /or/<au> /ee/<ey> /ai/<a_e> /ee/<e_e> | Revise: /igh/<i_e> /oa/<o_e> /(y)oo/<u_e> /s/<c> | /ee/<y> /or/<a> (walk) Review week Y1:4 | Review week Y1:5 | Assess and review week Y1:6 | Review week Y1:7 |
| please, once | any, many, again | who, whole | where, two | | |

Year 1 Spring 1: Phase 5 Taught in Year 1 Spring 2

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---------------------|--|---|---|-----------------------------------|---|
| Review week Y1:8 | /ai/<a> (acorn) /ai/<ey> (they) /ai/<ea> (great) /ai/<eigh> (weight) /ar/ <a> (father) /ee/<e> (he) /igh/<i> (find) /igh/ <y> (by) | /oa/<o> (go) /o/<a> (was) /oo/<u> (push) /y/+/oo/<u> (music) /c/<ch> (school) /sh/<ch> (chef) /e/<ea> (head) | /ur/<or> (world) /ur/<ear> (learn) /oo/<ou> (soup) /oa/<ou> (shoulder) /ee/<ie> (brief) /v/<ve>(have) /i/<y> (gym) | Assess and review week Y1:9 | /air/<are> (care) /air/<ere> (there) /air/<ear> (pear) /ch/<tch> (catch) |
| | | here, sugar, friend | because | | |

Year 1 Spring 2: Phase 5 Taught in Year 1 Summer 1

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|--|--|------------------------------------|---|
| /u/ <o> (brother) Review week Y1:10 | /j/<g> (gem) /j/<ge> (fringe) /j/<dge> (bridge) /s/<st> (listen) | /s/<ce> (fence) /s/<se> (house) /n/<gn> (sign) /n/<kn> (knee) /r/<wr>(wrap) /m/<mb> (lamb) | /z/<se> (cheese) /z/<ze> (freeze) /ear/<eer> (cheer) /ear/<ere> (here) /sh/<ti> (patient) /sh/<ti>-tion (station) | Assess and review week Y1:11 | /ar/<al> (half) /or/<augh> (caught) /sh/<ssi> (session) /zh/<si> (vision) /sh/<ti> -tious (scrumptious) /sh/<ci> (delicious) -ous, -ion, -ian |

Year 1 Summer 1: All phases Taught in Year 1 Summer 2

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|--------|--------|--------|--------|--------|
| Revise all GCPs taught so far and the days of the week. | | | | | |

Also these spelling patterns need to be addressed in Year 1 (these may be taught in English sessions):

| Spelling pattern | Examples | Spelling Shed list |
|---|---|--------------------|
| Rules for adding 's' and 'es' to make plurals. <ul style="list-style-type: none"> • Add 's' to make a regular plural. • Adding 'es' to words ending in -ch, -s, -sh, -x, -z to form a plural | -floors, flowers, apples, dogs -boxes, lunches, beaches, dishes, peaches | Stage 1: 5 |
| Add 'ed' to a verb to change its tense. <ul style="list-style-type: none"> • Just add 'ed' to root words | hunted, buzzed, jumped | part of Stage 1: 6 |
| Add 'ing' to a verb for present and past continuous tenses. <ul style="list-style-type: none"> • Just add 'ing' to root words | hunting, buzzing, jumping | part of Stage 1: 6 |
| Add 'er' to an adjective <ul style="list-style-type: none"> • Just add 'er' to the root word. | fresher, quicker, higher | part of Stage 1:7 |
| Add 'est' to an adjective <ul style="list-style-type: none"> • Just add 'est' to the root word. | hardest, darkest, longest | part of Stage 1:7 |
| Add the prefix 'un'. | unhappy, undo, unload | part of Stage 1:7 |

Year 1 Progression plan (from 2023-24)

Year 1 Autumn 1: Phase 5

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-----------------------------|------------------|--|--|-----------------------------|--|
| Assess and review week Y1:1 | Review week Y1:2 | Revise: /ai/<ay> /ow/<ou> /igh/<ie> /ee/<ea> | Revise: /oi/<oy> /ur/<ir> /(y)oo/<ue> /or/<aw> | Assess and review week Y1:3 | Revise: /w/<wh> /f/<ph> /(y)oo/<ew> /oa/<oe> |

Year 1 Autumn 2: Phase 5

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|--|---|------------------|-----------------------------|------------------|
| Revise: /or/<au> /ee/<ey> /ai/<a_e> /ee/<e_e> | Revise: /igh/<i_e> /oa/<o_e> /(y)oo/<u_e> /s/<c> | /ee/<y> /or/<aI> (walk) Review week Y1:4 | Review week Y1:5 | Assess and review week Y1:6 | Review week Y1:7 |
| please, once | any, many, again | who, whole | where, two | | |

Year 1 Spring 1: Phase 5

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|------------------|--|---|---|-----------------------------|---|
| Review week Y1:8 | /ai/<a> (acorn) /ai/<ey> (they) /ai/<ea> (great) /ai/<eigh> (weight) /ar/<a> (father) /ee/<e> (he) /igh/<i> (find) /igh/<y> (by) | /oa/<o> (go) /o/<a> (was) /oo/<u> (push) /y/+/oo/<u> (music) /c/<ch> (school) /sh/<ch> (chef) /e/<ea> (head) | /ur/<or> (world) /ur/<ear> (learn) /oo/<ou> (soup) /oa/<ou> (shoulder) /ee/<ie> (brief) /v/<ve>(have) /i/<y> (gym) | Assess and review week Y1:9 | /air/<are> (care) /air/<ere> (there) /air/<ear> (pear) /ch/<tch> (catch) |
| | | here, sugar, friend | because | | |

Year 1 Spring 2: Phase 5

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|--|--|------------------------------------|---|
| /u/ <o> (brother) Review week Y1:10 | /j/<g> (gem) /j/<ge> (fringe) /j/<dge> (bridge) /s/<st> (listen) | /s/<ce> (fence) /s/<se> (house) /n/<gn> (sign) /n/<kn> (knee) /r/<wr>(wrap) /m/<mb> (lamb) | /z/<se> (cheese) /z/<ze> (freeze) /ear/<eer> (cheer) /ear/<ere> (here) /sh/<ti> (patient) /sh/<ti>-tion (station) | Assess and review week Y1:11 | /ar/<al> (half) /or/<augh> (caught) /sh/<ssi> (session) /zh/<si> (vision) /sh/<ti> -tious (scrumptious) /sh/<ci> (delicious) -ous, -ion, -ian |

Year 1 Summer 1: All phases

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|--------|--------|--------|--------|--------|
| Revise all GCPs taught so far and the days of the week. | | | | | |

Year 1 Summer 2: All phases and rarely use GPCs

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|--------|--------|--|--------|--------|
| Continue to revise all GCPs taught so far and look at rarely used GPCs | | | | | |
| /s/<sc> science /t/<bt> doubt /i/ <y> crystal /i/<u> busy /n/<ne> gone /m/<mn> column /g/ <gh> ghastly <gu> guard /o/<ou> cough /u/<ou> tough <oo> flood /h/<wh> whole /f/ <gh> rough /w/<u> penguin | | | /ai/<aigh> straight /ee/<ei> ceiling <i> police /igh/ <eye> eyelash <is> island <uy> buy /oa/ <ough> dough <eau> plateau /ar/ <ear> heart /ur/<our> colour <re> centre /oo/ <o> move <ou> group /oo/<ui> juice <oe> shoe /yoo/<eau> beautiful /or/ <ar> warm <oar> roar <oor> floro <ore> more /ow/ <ough> plough /air/<ar> scary | | |

Also these spelling patterns need to be addressed in Year 1 (these may be taught in English sessions):

| Spelling pattern | Examples | Spelling Shed list |
|---|---|--------------------|
| Rules for adding 's' and 'es' to make plurals. <ul style="list-style-type: none"> • Add 's' to make a regular plural. • Adding 'es' to words ending in -ch, -s, -sh, -x, -z to form a plural | -floors, flowers, apples, dogs -boxes, lunches, beaches, dishes, peaches | Stage 1: 5 |
| Add 'ed' to a verb to change its tense. <ul style="list-style-type: none"> • Just add 'ed' to root words | hunted, buzzed, jumped | part of Stage 1: 6 |
| Add 'ing' to a verb for present and past continuous tenses. <ul style="list-style-type: none"> • Just add 'ing' to root words | hunting, buzzing, jumping | part of Stage 1: 6 |
| Add 'er' to an adjective <ul style="list-style-type: none"> • Just add 'er' to the root word. | fresher, quicker, higher | part of Stage 1:7 |
| Add 'est' to an adjective <ul style="list-style-type: none"> • Just add 'est' to the root word. | hardest, darkest, longest | part of Stage 1:7 |
| Add the prefix 'un'. | unhappy, undo, unload | part of Stage 1:7 |

Year 2 Progression plan

Year 2 Autumn 1: Revise previous phase

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|--|--|--|--|---|
| /ai/ all /ee/all include Phonics assessment | /igh/all /oa/all /oo/ all include Phonics assessment | /j/<dge> (badge) after short vowel /j/<ge> (fringe) after long vowel /j/ <g> (gem) | /s/<c> (race) before e, i, y /n/<kn> (know) /n/<gn> (gnome) | /r/<wr> (wrap) /w/<wh> (when) /v/<ve> (have) | /l/<le> (table) /l/<el> (camel) after m,s,n,v,w,s | /l/<al> (metal) -il (pencil) /igh/ <y> (cry) |
| part of Stage 1:7 | | Stage 2:1 Stage 2:2 Stage 2:3 | Stage 2:4 Stage 2:5 | Stage 2:7 | Stage 2:8 Stage 2:9 | Stage 2:10 Stage 2:11 Stage 2:13 |
| | door, floor, poor | find, kind, | mind, behind | old, cold, gold | hold, told | because, beautiful, |

Year 2 Autumn 2: Spelling Patterns

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|---|---|---|--|--|---|
| Recap long vowel sounds Revise -ed (hunted) | -ed (married) y to an i +ed | -ed (hopped) short vowel, double consonant +ed | -ed (hoped) take off e +ed irregular past tense (ran/came) | Recap long vowel sounds Revise -ing (hunting) | -ing (hoping) take off e +ing | -ing (stopping) short vowel, double consonant +ing |
| part of Stage 1: 6 | Stage 2:15 | Stage 2:21 | | part of Stage 1: 6 | Stage 2:17 | Stage 2:20 |
| fast, last, past | after, father | class, grass, pass | plant, path, bath | great, break, steak | Mr, Mrs, parents, Christmas | |

Year 2 Spring 1: Spelling Patterns

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|---|--|---|---|
| Revise -ed and -ing -er (fresher) | -er (happier) y to an i +er -er (bigger) short vowel, double consonant +er | -er (nicer) take off e +er Revise -est (fastest) -est (nicest) take off e +est | -est (happiest) y to an i +est -est (biggest) short vowel, double consonant +est | plurals -s (floors) plurals -es (boxes) -ch, -s, -sh, -x, -z to make plurals | plurals -es (babies) y to an i +es plurals -s (monkeys) vowel y +s |
| | Stage 2:16 | Stage 2:19 | | Stage 1: 5 | Stage 2:14 |
| any, many | could, should, would | every, everybody, even | move, prove, improve | who, whole | pretty, hour |

Year 2 Spring 2: Spelling Patterns

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|--|--|---|---|
| -y (shiny) take off e +y -y (runny) short vowel double consonant +y -y (noisy) take off e +y | -ly (quickly) making adverbs -ly (happily) change y for an i +ly | -ful (helpful) verb to an adjective | -ful (pitiful) y to an i +ful -ful (playful) vowel y keep +ful | Revise all past spelling rules | Revise all past spelling rules |
| | | Part of Stage 2:30 | | | |
| child, children, clothes | wild, climb, most | only, both | busy, people, water | sure, sugar, eye | again, half, money |

Year 2 Summer 1: Spelling Patterns

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|---|---|---|--|
| Revise -un (unhappy) | apostrophes for contractions (can't) | apostrophes for possession singular (Mary's) | -less (hopeless) -less (penniless) change y for an i +less | -ment (agreement) -ment (enjoyment) vowel y keep +ment -ment (merriment) change y for an i +ment | -ness (sadness) -ness (happiness) change y for an i +ness |
| part of Stage 1:7 | Stage 2: 34 | Stage 2: 35 | part Stage 2:30 | | |
| Revise all Common Exception words following assessment to identify areas more input is needed on. | | | | | |

Year 2 Summer 2: Spelling Patterns

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|--|---|------------------------|--|
| Teach the difference in meaning between homophones (there/their/they're, here/hear) | Teach the difference in meaning between homophones (quite/quiet, see/sea, bare/bear) | Teach the difference in meaning between homophones (one/won, sun/son, to/too/two) | Teach the difference in meaning between homophones (be/bee, blue/blew, night/knight) | -tion (station) | Revise spelling patterns. |
| | | | | Stage 2:33 | |
| Revise all Common Exception words following assessment to identify areas more input is needed on. | | | | | |