

Phonic Skills progression at Matchborough First School Academy

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
<p>Can I listen to and distinguish between sounds in the environment?</p> <p>Can I enjoy experimenting with musical instruments, listening to and distinguishing between the different sounds they make?</p> <p>Can I show an awareness of sound and rhythm?</p> <p>Can I show an appreciation of rhythm and rhyme in speech?</p> <p>Can I enjoy and join in with favourite rhymes?</p> <p>Can I show a developing understanding of alliteration through games and activities?</p> <p>Can I distinguish between different vocal sounds including oral segmenting and blending?</p>	<p>Can I explore and experiment with sounds, words and text?</p> <p>Can I link sounds to letters, sounding the letters of the alphabet?</p> <p>Can I use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly?</p> <p>Can I hear and say sounds in words in the order in which they occur?</p> <p>Can I read simple words by sounding out and blending the phonemes all through the word from left to right? (Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and bus to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk')</p> <p>Can I recognise common digraphs?</p> <p>Can I read some high frequency words?</p> <p>Can I use phonic knowledge to write simple regular words and make phonetically plausible</p>	<p>Can I recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'ow' is pronounced differently in 'how' and 'show'</p> <p>Can I recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives</p> <p>Can I identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills?</p> <p>Can I recognise automatically an increasing number of familiar high frequency words?</p>	<p>Can I read independently and with increasing fluency longer and less familiar texts?</p> <p>Can I spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters?</p> <p>Can I read and spell words with a range of suffixes and prefixes?</p> <p>Can I tackle unfamiliar words that are not completely decodable?</p> <p>Can I read and spell less common alternative graphemes including trigraphs and words with silent letters?</p>

<p>Can I orally blend and segment sounds in words?</p>	<p>attempts at more complex words? Can I read a range of familiar and common words and simple sentences independently? Can I read texts compatible with my phonic knowledge and skills? Can I Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words? Can I give the sound when shown all or most Phase Two and Phase Three graphemes? Can I find all or most Phase Two and Phase Three graphemes, from a display, when given the sound? Can I blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes)? Can I segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two</p>	<p>Can I apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable? Can I read more challenging texts which can be decoded using my acquired phonic knowledge and skills, along with automatic recognition of high frequency words? Can I read and spell phonically decodable two-syllable and three-syllable words? Can I spell new words using phonics as the prime approach? Can I segment sounds into their constituent phonemes in order to spell them correctly? (Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush'; 'crunch') Can I blend and read words containing adjacent consonants?</p>	
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	and Phase Three graphemes);	Can I segment and spell words containing adjacent consonants? Can I give the sound when shown any grapheme that has been taught from phase 2-5? Can I, given any sound, write the common graphemes?	
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