Sound!Start Phonics *for Letters and Sounds*
Progression Document
An overview of Progression through the Phases of the Programme

Phase	When taught	Knowledge	Skills	Tricky Words
One (from Letters and Sounds 2007) AND *Phase One Plus (from Sound! Start Phonics)*	Before entry to Reception and ongoing through Reception year and beyond	A wide range of stories, songs, chants and rhymes An extensive vocabulary NB No specific / systematic teaching of GPCs	Speak well and listen attentively Distinguish and articulate the sounds in speech Orally blend and segment *Show good visual and auditory memory skills* *Show refined visual discrimination skills including an awareness of letter shapes and the vocabulary of movement e.g. top, bottom, down, across, this way round*	
Two	Reception (Autumn Term)	Most common **single letter sounds** (Basic Code): s a t p i n m d g o c k e u r h b f l ss ck ff ll	Blend to read **simple** words containing Phase Two GPCs including words with an **–s** suffix Segment to spell **simple** words containing Phase Two GPCs including words with an **–s** suffix	a, and, is, the, I, has, to, into, no, go, his, of *(for reading)*
Three	Reception (Autumn—Spring Term)	Additional **single letter sounds** (Basic Code): j v w x y z zz **Consonant digraphs:** qu ng nk ch sh th *th* **Vowel digraphs and trigraphs:** ai oa igh ee or ar *oo* oo oi ur ow air ear ure er	Blend to read **simple** words containing Phase Two and Phase Three GPCs including **words with –s and –ing suffixes** Segment to spell **simple** words containing Phase Two and Phase Three GPCs including **words with –s and –ing suffixes** Read and spell **longer words** including words with a wider range of double consonants e.g. rr, bb, gg and words with pronunciation "tweaks" e.g. carrot	a, and, is, the, I, has, to, into, no, go, his, of *(for spelling)* he, she, we, me, be, was, my, you, put, pull, her, they, all, are, by, today *(for reading and then spelling)*
Four	Reception (Summer Term)	No new GPCs	Blend to read **complex** words with adjacent consonants including **longer words** and **words with –s, -ing and –er suffixes and the prefix un-** Segment to spell **complex** words with adjacent consonants including **longer words** and **words with –s, -ing and –er suffixes and the prefix un-**	so, have, like, some, come, were, there, little, do, when, out, what, here, said, one, house, love, out, school, your *(for reading and then spelling)*

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Five part 1	Year One (Autumn Term)	**Additional graphemes** for reading and spelling (Complex Code): **ay ou ie ea oy ir** **tch ve y** (as in fairy) **wh ph** **Additional graphemes** for Autumn Term reading and future spelling: ue ui aw ew oe i-e u-e o-e a-e e-e au al ey (as in key) are (as in share)	Reading Focus Lessons Blend to read **simple, complex and longer words** containing taught GPCs including **words with the suffixes -s/–es, -er/-est, -ing and –ed** Spelling Focus Lessons Segment to spell **simple, complex and longer words** containing taught GPCs including **words with the suffixes -s/–es, -er/-est, -ing and –ed** Make **appropriate grapheme choices** *based on secure GPC knowledge* to spell familiar words containing the phonemes /ch/, /v/, /ai/, /ou/, igh/, /ee/, /oi/, /ir/, /w/, and /f/	oh, their, people, Mr, Mrs, these, liked, friend, where, also, call, want, could, should, would, we're *(for reading and then spelling)*
Five Part 2	Year One (Spring Term)	Common **alternative pronunciations** of known graphemes (Complex Code): i (fin; find) e (bed; me) o (hot; cold; glove) a (man, lady, wash, father, *water*) u (but; unit) er (hammer; herb) ie (ie; field) ey (key; prey) ea (eat; head) ow (cow; blow) y (yes; very; by; crystal) ue / u-e (blue; cute) ew (flew; stew) c (cat; cent) g (got; giraffe) ch (chin; school; chef) ear (ear, bear, learn) or (corn, work) ou (out; shoulder; you)	Reading Focus Lessons Blend to read **simple, complex and longer words** containing taught GPCs including **words with the suffixes -s/–es, -er/-est, -ing and –ed** Try alternative pronunciations for graphemes if the first attempt sounds wrong (*does not result in a "real" word*) Spelling Focus Lessons Segment to spell **simple, complex and longer words** containing taught GPCs including **words with the suffixes -s/–es, -er/-est, -ing and –ed** Make **appropriate grapheme choices** *based on wider GPC knowledge* to spell familiar words containing the phonemes /oo/, /or/, /oa/, /ur/, /ai/, /igh/, /ee/ and /air/	says, break, because, water, any, shoe, who, half, move, eye, busy, great, whole, beautiful, pretty, two, through, parents, once, door, hour, laugh, thought, please *(for reading and then spelling)*

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Phase	When taught	Knowledge	Skills	Tricky Words
Five Part 3	Year One (Summer Term)	Less common graphemes for reading (Advanced Code): kn (as in knock) gn (gnaw) mb (as in comb) dge (as in bridge) ge (as in huge) ture (as in picture) le (as in table) el (as in easel) il (as in fossil), al (as in pedal) se (as in cheese) ze (as in breeze) wr (as in wrap) se (as in mouse) ce (as in fence) st (as in whistle) sc (as in scene) ti (as in potion) si (as in mansion) ssi (as in mission) ci (as in delicious) eigh (as in eight) aigh (as in straight) ea (as in break) our (as in four) ore (as in more) oar (as in board) oor (as in floor) sure (as in treasure) ge (as in collage) si (as in vision) aur (as in dinosaur) augh (as in caught) eer (as in deer)	Reading Focus Lessons Blend to read **simple, complex and longer words** containing taught GPCs including **words with the suffixes -s/–es, -er/-est, -ing and –ed** Spelling Focus Lessons Segment to spell **simple, complex and longer words** containing taught GPCs including **words with the suffixes -s/–es, -er/-est, -ing and –ed** Make **appropriate grapheme choices** *based on wider GPC knowledge* to spell familiar words containing the phonemes /o/, /e/, /u/, /i/, /y-oo/, /ai/, /igh/, /ee/, /oa/ and /air/	No additional Tricky Words