

## Nursery phonics progression

As in all areas of the EYFS, phonic knowledge and skills are learnt through a cyclical curriculum, with skills *revisited* continuously throughout the year.

Term	Autumn	Spring	Summer	End of Nursery expectations
Phonics skills	Listening skills - sound discrimination - environmental sounds, body percussion, voice sounds Rhyming stories	Alliteration and Initial sound sorting Rhyming strings Blending	Blending Segmenting Initial sound identification Rhyme Letter sounds SATPIN	<u>Sound discrimination</u> - Hears initial sounds - Can orally blend/ segment simple CVC words - Identifies sounds in words.  <u>Letter knowledge</u> - Can copy/ write own name - Hears initial sounds and begins to use letters to identify meaning e.g. 'd' is for daddy - Writes for a range of purposes e.g. a shopping list, a letter, a picture <b>(NB This does not require using correct letters)</b>
Home reading and learning	Pupil selected story books	Pupil selected story book Wordless picture  Name writing template	Pupil selected story books, wordless picture books and letter formation and sound spotters go home	
Writing	Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in	Makes up stories, play scenarios, and drawings in response to experiences, such as outings Includes mark making and early writing in their play	Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	

	sand or playdough and through using touch-screen technology.	Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes		
Reading	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Looks at and enjoys print and digital books independently</p> <p>Recognises own name</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p>	

## Reception phonics progression

As in all areas of the EYFS, phonic knowledge and skills are learnt through a cyclical curriculum, with skills *revisited* continuously throughout the year.

Term	Autumn	Spring	Summer	End of Reception expectations
Phonics skills	Autumn 1 - Phase 2  Autumn 2 - Phase 3	Spring 1 - Phase 3 - 4*  Spring 2 - Phase 3 - 4 Reviews	Summer 1 - Phase 4 CVCC -ed /ed/    CCVC -ed /t/ CCVCC -ed /d/    CCCVC Review and Assessment CCCVCC -er -est  Summer 2 - Phase 5 introduction. Further Harder to Read and Spell Words.	
Home reading and learning				
Writing	Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Begins to break the flow of speech into words, to hear and say the initial sound in words	Uses their developing phonic knowledge to independently write things such as labels and captions	Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats later progressing to simple sentences	
Reading	Enjoys an increasing range of print and digital books, both fiction and non-fiction Is able to recall and discuss stories or information that has been read to them, or they have read themselves	Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail	

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