

Letters and Sounds: Phonic progress tracking sheet – EYFS through KS1								
Class:								
Teacher / practitioner:						2007 – 2008		
Progression		Autumn		Spring		Summer		
Phase 1 continuous through Phase 2 – 6 Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	Phase 6 (Year 2) Working on: Recognising phonic irregularities; becoming more secure with less common grapheme-phoneme correspondences. Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.						Y2	
	Phase 5 (Year 1) Working on: Reading phonically decodable two-syllable and three-syllable words; using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes; spelling complex words using phonically plausible attempts.							Y1
	Phase 4 (Reception/Year 1) Working on: Segmenting adjacent consonants in words and apply this in spelling; blending adjacent consonants in words and applying this skill when reading unfamiliar texts.							YR/Y1
	Phase 3 (Reception) Knowing one grapheme for all 43 phonemes Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs ch, sh, th, ng Working on: Reading and spelling CVC words using letters and short vowels. Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x							
	Phase 2 Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words; knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: i, n, m, d Set 1: s, a, t, p							
	Phase 1 (seven aspects) Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.							