



SUPERSONIC

Phonic Friends

Systematic Synthetic Phonics
Progression Document
Simple to the Complex

Progression and Assessment – A Keep Up Phonics Approach

“The school’s phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils’ phonics progress term-by-term, from Reception to Year 2.”

| EYFS | | | KS1 | | | |
|--|---|---------------------------------------|---|--|--|---|
| Nursery | Reception | | Year 1 | | Year 2 | |
| Firm Foundations in Phonics Wrap them in Rhyme and Oral Blending and Segmenting | | | | | | |
| Firm Foundations in Phonics 1 Wrap them in Rhyme | The Basics 2 | The Basics 3 The Basics 3 plus | The Basics 4 Adjacent Consonants & Polysyllabic | The Higher Levels of Phonics 5c Choose to Use | The Higher Levels of Phonics 5b Switch it Spell Sounds | Statuary Spelling Appendices Spelling Patterns & Rules 6 |
| Mastery of Phonological Awareness (Rhythm and Rhyme Alliteration and Oral Blending and Segmenting) | Mastery The Basic 2 and The Basics 3 and plus at least one spelling for the 44 sounds of the English Language CVC ONLY | | Mastery of The Basics 4 – an introduction to adjacent consonants Mastery Choose to Use 5c– an introduction to “choose to use spellings” Mastery Switch it Spell Sounds 5b- an introduction to “switch it sound spellings” | | Mastery of the Year 1 and Year 2 statutory spelling appendices See adapted appendices for Year 1 and Year 2 | |

"The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately."

| EYFS | | KS1 | | | | |
|---|------------------|-----------------------------------|---|---|--|---|
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| Firm Foundations in Phonics 1 Wrap them in Rhyme and Oral Blending and Segmenting | | | | | | |
| Firm Foundations in Phonics 1 Wrap them in Rhyme | The Basics 2 | The Basics 3 The Basics 3 plus | The Basics 4 Adjacent Consonants & Polysyllabic | The Higher Levels of Phonics 5c Choose to Use | The Higher Levels of Phonics 5b Switch it Spell Sounds | Statuary Spelling Appendices Spelling Patterns & Rules 6 |
| General Sound Discrimination | Group 1 s a t p | The Basics 2 | Group 1: CVCC | Group 1: ai/ay ee/ea igh/ie oa/oe oo/ue | Group 1: i o c g | Year 1 & Year 2 NC Appendices |
| Aspect 1 | Group 2 i n m d | Group 1 j v w x | Group 2: CVCC & Polysyllabic | Group 2: ai/ay/a_e ee/ea/e_e igh/ie/i_e | Group 2: u ow ie ea | |
| Aspect 2 | Group 3 g o c k | Group 2 qu z zz y | Group 3: CCVC | Group 2: ai/ay/a_e ee/ea/e_e igh/ie/i_e oa/oe/o_e oo/ue/u_e | Group 3: a a oi o | |
| Aspect 3 | Group 4 ck e u r | Group 3 ch sh th ng | Group 4: CCVC & Polysyllabic | Group 3 oi/oy ur/ir ow/ou or/aw w/wh | Group 4 y y ch ch ou | |
| Aspect 4 | Group 5 h b f l | Group 4 ai ee igh oa | Group 5: CCVCC CCCVCC & Polysyllabic | Group 4: air/are n/kn r/wr f/ff/ph or/aw/au | | |
| Phonological Awareness | Group 6 ll ff ss | Group 5 oo oo or ar | | Group 5: n/kn/gn or/aw/au/ore ee/ea/e_e/ey e/ea/e_e/ey/y oo/ue/u_e/ew | | |
| Aspect 4 | | The Basics 2 plus | | Group 6: air/are/ear ur/ir/or ch/tch j/dge ur/ir/or/er | | |
| Aspect 5 | | Group 6: ur ow oi er | | | | |
| Aspect 6 | | Group 7: ure ear air | | | | |
| Aspect 7 | | | | | | |



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Firm Foundations in Phonics

Firm Foundations in Phonics 1

General Sound Discrimination & Phonological Awareness

“The ability to hear the sounds in the words we speak”

No flashcards required

Firm Foundations in Phonics 1 gives children playful daily repeated experience, exposure and enjoyment of General Sound Discrimination (Environmental Sounds, Instrumental Sounds & Body Percussion) & Phonological Awareness (Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting).

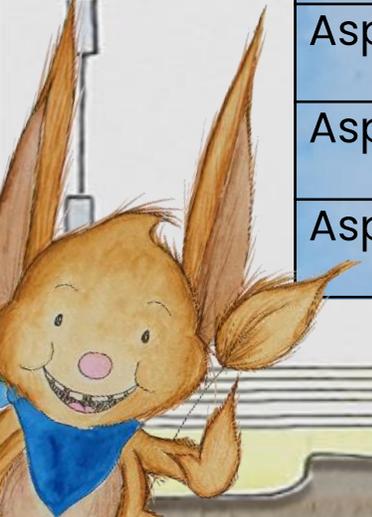
In order for a children to be ready for The Basics 1, they would need to demonstrate that they were able to tune in to, listen to and remember and talk about sounds. They would need to be skilled in Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting before they start to look at the shapes of the letters on flashcards and begin their systematic, synthetic phonics journey.

NB: This Phase does not come to an end and phonological awareness continues from The Basics to The Higher Levels of Phonics and into Spelling Rules and Patterns.



Firm Foundations in Phonics 1

| General Sound Discrimination | | The Strands |
|------------------------------|----------------------------|--|
| Aspect 1 | Environment Sounds | <ul style="list-style-type: none">• Tuning into sounds (auditory discrimination)• Listening and Remembering sounds (auditory memory and sequencing)• Talking about sounds (developing vocabulary and language comprehension) |
| Aspect 2 | Instrumental Sounds | |
| Aspect 3 | Body Percussion | |
| Phonological Awareness | | |
| Aspect 4 | Rhythm and Rhyme | |
| Aspect 5 | Alliteration | |
| Aspect 6 | Voice Sounds | |
| Aspect 7 | Oral Blending & Segmenting | |





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Reception
The Basics 2 & 3

The Basics 2

Listen, Recognise, Build, Read and Write



The Basics 2 teaches children at least one spelling for 18 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 to start to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will learn the early concepts of Choose to Use with Suze for a handful of multiple spellings for sounds.

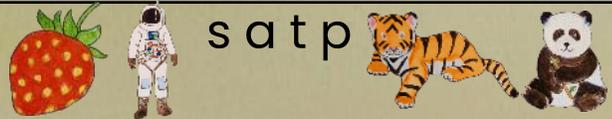
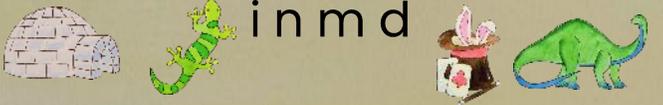
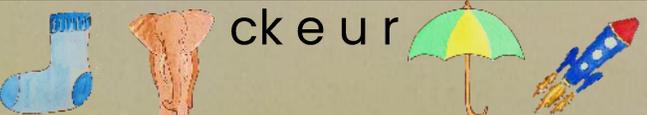
At the end of this Phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple CVC words with the 18 spellings for sounds. They will be able to read decodable texts with The Basics 2 spellings and make phonetically plausible attempts in their emerging stages of spelling in their writing journey.



Securing The Basics 2

Tricky Words

CVC

| Securing The Basics 2 | | Tricky Words | |
|-----------------------|--|--------------|---------------------|
| Group 1 |  | s a t p | N/A |
| Group 2 |  | i n m d | l |
| Group 3 |  | g o c k | l to |
| Group 4 |  | ck e u r | l to no go |
| Group 5 |  | h b f l | l to no go the |
| Group 6 |  | ll ff ss | l to no go the into |



The Basics 3



- Recognise, Build, Read and Write

The Basics 3 teaches children the spellings for the further 26 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 and The Basics 2 skills to continue to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will continue to learn the early concepts of Choose to Use with Suze for some further multiple spellings for sounds and an introduction to Switch it with Mitch for alternative pronunciations of spellings for sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple and complex CVC words with the 44 spellings for sounds. They will be able to read decodable texts with The Basics 2 and 3 spellings and make phonetically plausible attempts in their early stages of spelling in their writing journey.



Securing The Basics 3

Tricky Words

CVC

| | | | | |
|---------|---|--------------|---|---|
| Group 1 |   | j v w x |   | I to no go the into |
| Group 2 |   | y z zz qu |   | he she |
| Group 3 |   | ch sh th ng |   | he she we me be |
| Group 4 |   | ai ee igh oa |   | he she we me be has his off as is us |
| Group 5 |   | oo oo ar or |   | he she we me be has his off as is us was my you |
| Group 6 |   | ur ow oi er |   | he she we me be has his off as is us was my you they her |
| Group 7 |   | ure ear air |  | he she we me be has his off as is us was my you they her are all |





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Year 1

Adjacent Consonants &
The Higher Levels

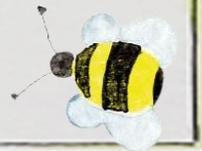
The Basics 4 Recognise, Build, Read and Write



Moving from 3 sounds (CVC) to four plus (CVCC, CCVC, CCVCC, CCCVCC)

The Basics 4 teaches children to be able to hear more than 3 sounds in a word. They will continue to embed their mastery of The Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word. They will be supported by Magic Mack and Jazzy Jack who will help them hear the tricky adjacent consonants that are challenging to hear in words of more than 3 sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase, children will be able to hear more than 3 sounds in words, recognise spellings and read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds of the English Language. They will be able to read decodeable texts with The Basics 2 and 3 spellings with adjacent consonants and make phonetically plausible attempts in their evolving stages of spelling in their writing journey.



Securing The Basics 4 Adjacent Consonants

Tricky Words

| | | |
|---------|---|---|
| Group 1 | CVCC  | said have like |
| Group 2 | CVCC & Polysyllabic  | said have like do some come |
| Group 3 | CCVC  | said have like do some come little so one |
| Group 4 | CCVC & Polysyllabic  | said have like do some come little so one what when were |
| Group 5 | CCVCC CCCVCC & Polysyllabic  | said have like do some come little so one what when were there then them that this |



The Higher Levels of Phonics 5 c & b – Recognise, Build, Read and Write



Choose to Use and Switch it

The Higher Levels of Phonics teaches children the concept that there are more than one spelling for a sound that they can hear in a word. With the help of Choose to Use Suze, they will find out all about 'sounds the same but looks different' and cool and not so cool choose to use spelling rules for the 44 sounds of the English Language.

With the help of Switch it Mitch, they will also find out all about 'looks the same, sounds different' and switch it spelling sounds where one spelling can make up to 2 different sounds in words.

Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read decodeable texts with The Basics to The Higher Levels spellings including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

The Higher Levels

Choose to Use Spellings

Tricky Words

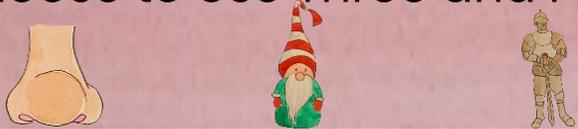
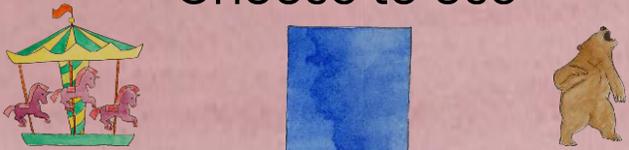
| | | |
|---|---|--|
| <p>Group 1</p> <p>Choose to Use Two</p>   | <p>ai and ay</p> <p>ee and ea</p> <p>igh and ie</p> <p>oa and oe</p> <p>oo and ue</p> | <p>oh their people looked Mr Mrs son</p> |
| <p>Group 2</p> <p>Choose to Use – Split digraph</p>    | <p>ai ay and a_e</p> <p>ee ea and e_e</p> <p>igh ie and i_e</p> <p>oa oe and o_e</p> <p>oo and ue and u-e</p> | <p>oh their people looked Mr Mrs son asked called could should would</p> |
| <p>Group 3</p> <p>Choose to Use Two</p>   | <p>oi and oy</p> <p>ur and ir</p> <p>ow and ou</p> <p>or and aw</p> <p>w and wh</p> | <p>oh their people looked Mr Mrs son asked called could should would of love here says today friend want</p> |



The Higher Levels

Choose to Use Spellings

Tricky Words

| | | |
|---|--------------------|--|
| <p>Group 4</p> <p>Choose to Use Two & Three</p>  | air and are | <p>oh their people looked Mr</p> <p>Mrs son asked called could</p> <p>should would of love here</p> <p>says today friend want our</p> <p>house once where why</p> <p>with over above live does</p> <p>goes tall call small</p> <p>your after half only</p> |
| | n and kn | |
| | r and wr | |
| | f and ff and ph | |
| or aw and au | | |
| <p>Group 5</p> <p>Choose to Use Three and Four</p>  | n kn and gn | |
| | or aw au and ore | |
| | ee ea e_e and ey | |
| | ee ea e_e ey and y | |
| <p>Group 6</p> <p>Choose to Use</p>  | oo ue u_e and ew | |
| | air, are and ear | |
| | ur, ir and or | |
| | ch and tch | |
| | j and dge | |
| | ur, ir, or and er | |



The Higher Levels

Switch it Spell Sounds

Tricky Words

| | | | |
|--|----|-----------------------------|--|
|  <p>Week 1</p> <p>Switch It</p>  | i | sixth and wild | <p>work thought though laughed please different</p> |
| | o | frog and old | |
| | c | crisp and cement | |
| | g | growl and gem | |
|  <p>Week 2</p> <p>Switch It</p>  | u | underpants and tuba | <p>work thought though laughed please different anybody anyone anything</p> |
| | ow | clown and yellow | |
| | ie | pie and chief | |
| | ea | dream and bread | |
|  <p>Week 3</p> <p>Switch It</p>  | a | apple and angel | <p>work thought though laughed please different anybody anyone anything somebody someone something</p> |
| | a | apple angel and watch | |
| | ou | mouse and mouldy | |
| | o | frog old and monk | |
|  <p>Week 4</p> <p>Switch It</p>  | y | yellow and cry | <p>work thought though laughed please different anybody anyone anything somebody someone something everybody everyone everything</p> |
| | y | yellow cry and crystal | |
| | ch | children and chef | |
| | ch | children chef and chorus | |
| | ou | mouse mouldy and soup | |





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Year 2

Spelling Rules & Appendices



Year 2 Spelling Rules & Appendices Read and Write

Suze's Spelling Rules & Patterns

Suze's Spelling Rules & Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, est and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language. Children will learn their tricky words with Tess.

At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

Spelling Patterns & Rules

Common Exception Words

Year 1 Appendices

| | | |
|--|--|--|
| <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> | <p>cats dogs spends rocks thanks catches</p> | <p>door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas</p> |
| <p>Adding the endings -ing -ed and -er to verbs where no change is needed to the root word</p> | <p>hunting hunted hunter buzzing buzzed buzzer jumping jumped jumper</p> | |
| <p>Adding -er and -est to adjectives where no change is needed to the root word</p> | <p>grander grandest fresher freshest quicker quickest</p> | |
| <p>Adding the prefix -un</p> | <p>unhappy undo unload unfair unlock</p> | |
| <p>Compound words</p> | <p>football playground farmyard bedroom blackberry</p> | |



Spelling Patterns & Rules

Year 2 Appendices

Common Exception Words

| | | |
|---|---|---|
| The /l/ or /əl/ sound spelt -le at the end of words | table apple bottle little middle | door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas |
| The /l/ or /əl/ sound spelt -el at the end of words | camel tunnel squirrel travel towel tinsel | |
| The /l/ or /əl/ sound spelt -al at the end of words | metal pedal capital hospital animal | |
| Words ending -il | pencil fossil nostril | |
| Adding -es to nouns and verbs ending in -y | flies tries replies copies babies carries | |
| Adding -ed -ing -er and -est to a root word ending in -y with a consonant before it. | copied copier happier happiest cried replied ...but copying crying replying | |
| Adding the endings -ing -ed -er -est and -y to words ending in -e with a consonant before it | hiking hiked hiker nicer nicest shiny | |
| Adding -ing -ed -er -est and -y to words of one syllable ending in a consonant letter after a single vowel letter | patting patted humming hummed dropping dropped sadder saddest fatter fattest runner runny | |



| Spelling Patterns & Rules Year 2 Appendices | | Common Exception Words Year |
|--|---|---|
| The /ʌ/ sound spelt o | other mother brother nothing Monday | door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas |
| The /ɒ/ sound spelt a after w and qu | want watch wander quantity squash | |
| The /ɜ:/ sound spelt or after w | word work worm world worth | |
| The /ɔ:/ sound spelt ar after w | war warm towards | |
| The suffixes -ment -ness -ful -less and '-ly' | enjoyment sadness careful playful hopeless plainness (plain + ness) badly merriment happiness plentiful penniless happily | |
| Contractions | can't didn't hasn't couldn't it's I'll | |
| The possessive apostrophe (singular nouns) | Megan's Ravi's the girl's the child's the man's | |
| Words ending in -tion | station fiction motion national, Section | |
| Homophones and near-homophones | there/their/they're here/hear quite/quiet see/sea bare/bear one/won sun/son to/too/two, be/bee blue/blew night/knight | |

