



Progression Map

Subject: Phonics (FFT: Success for All)

	Nursery	Reception	Year 1
Autumn	Focuses on developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting. Six weeks of additional planning is available for Phase 1.	Phase 2: Children learn short sound GPCs and use these to read CVC words. A limited number of Common Exception Words (CEWs) are introduced in the context of the Shared Readers, and children practise writing new and previously learnt GPCs in upper- and lower-case letters. (S, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z)	Phase 5: Teaches remaining long vowels, including split digraphs. Children learn to read nonsense words along with CCVCC, CCCVC and CCCVCC words. All Key Stage 1 CEWs are taught and reviewed, and children learn the spelling and grammar conventions from the Year 1 NC. (ay, ou, ie, ea, oy, er, ur, aw, ew)
Spring		Phase 3: Children learn long vowel digraphs and read CCVC and CVCC words. Children are introduced to two-syllable words. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced. (zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar)	<i>Phase 5 continues throughout the year:</i> (a_e, e_e, i_e, o_e, u_e, -y[happy], -y [fly], ow [snow], soft c, soft g)
Summer		<i>Phase three will continue into Term 3.</i> (or, ur, ow, oi, ear, air, ure, er) Phase 4: Focuses on reviewing and consolidating all Reception-level content in preparation for Year 1. Decoding skills are applied to more challenging word structures.	<i>Phase 5 continues throughout the year:</i> (ire, are, tch, oe, ph), Phase 6: Focuses on reviewing and consolidating all Year 1-level content. (comparing long a, l, o, u, ur, and e)