



Carlisle Infant School



Phonics: EYFS Development Matters and KS1 National Curriculum Progression Grid

	Autumn Term	Spring Term	Summer Term
Reception	<p>Handwriting</p> <p>Continuous gross motor skills and fine motor skills activities throughout the year. Focus on mark making and assess pencil grip and name writing.</p> <p>Straight lines</p> <p>Circles and semi circles</p> <p>Continuous lines</p> <p>Familiar shapes, faces</p> <p>Children practise letter shapes with big chalks during phonics session.</p>	<p>Handwriting</p> <p>Assess pencil grip and name writing</p> <ul style="list-style-type: none"> - L letters - C letters - R letters - Z letters 	<p>Handwriting</p> <p>Assess pencil grip and name writing</p> <ul style="list-style-type: none"> - L letters - C letters - R letters - Z letters
	<p>Phonics/Decodable Words</p> <p>Common Exception Words</p>	<p>Phonics/Decodable Words</p> <p>Common Exception Words</p>	<p>Phonics/Decodable Words</p> <p>Common Exception Words</p>
	<p>Autumn 1</p> <p>Baseline Assessment</p> <p>Week 1 and 2 Continue Phase 1 letters and sounds:</p> <p>Aspect 1: General sound discrimination – environmental sounds</p> <p>Aspect 2: General sound discrimination – instrumental sounds</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p> <p><i>All aspects to be <u>continued throughout the year.</u></i></p> <p>Week 3: s, a, t, p - mum, a, an, as, dad</p> <p>Week 4: i, n, d, m – and, is, in, it, at, I</p> <p>Week 5: g, o, c, k – not, got, on, can, of</p> <p>Week 6: ck e, u, r – up, get, back, if, to</p> <p>Week 7: h, b, f, l – big, but, him, had, his, the</p>	<p>Spring 1</p> <p>Week 1: Recap all previously taught GPCs - a, an, as, and, be</p> <p>Week 2: ai (rain), ee (feet), igh (light), oa (goat) – I, the</p> <p>Week 3: oo (book), ar (car), or (fork), ur (hurt) – too, look, for, me</p> <p>Week 4: ow (cow), oi (coin), ear (dear), air (fair)</p> <p>Week 5: ure (sure), er (letter) – her, was</p> <p>Week 6: 2 syllable words – car park, farm yard</p>	<p>Summer 1</p> <p>Week 1: Revisit qu, nk, sh, ng – the, will, into, your</p> <p>Week 2: Revisit th, th (the), ch, ai - there, no, go</p> <p>Week 3: Revisit ee, igh, oa – they, little, like</p> <p>Week 4: Revisit ar, ow, or, ur – see, she, he, want</p> <p>Week 5: Revisit oi, ear, air, ure, er – we, be, me, love, were</p> <p>Week 6: Revisit adjacent consonants – was, one Assessment</p> <p>Week 7: Revisit adjacent consonants – my, have, once Assessment</p>
	<p>Autumn 2</p> <p>Week 1: ff, ll, ss and recap - off, will, no</p> <p>Week 2: j, v, w, x – win, mix, jam, not, got</p> <p>Week 3: y, z, zz – buzz, zip, into</p> <p>Week 4: qu, ch, sh, – up, get, if, go</p> <p>Week 5: th, th (the) nk, ng – that, this, then, she Assessment</p> <p>Week 6: Recap previously taught GPCs them, with, he Assessment</p>	<p>Spring 2</p> <p>Week 1: Recap all previously taught GPCs and HFW – it's, went, said</p> <p>Week 2: CVCC words – lost, cost, pond, jump, milk, band – just, help, so</p> <p>Week 3: CVCC words – crab, slam, bring, flat, stop, smog – in, it, at, by</p> <p>Week 4: CCCVC words – strip, splat, scrap, spring, street – you, to, do, are</p> <p>Week 5: CCVCC words: plank, stamp, spent, glint, crept Assessment</p> <p>Week 6: Recap all previously taught GPCs and HFW Assessment</p>	<p>Summer 2</p> <p>Week 1 – 6: Revisit and read all sounds taught in sentences/captions and use sounds taught in own writing. Read compound words e.g. farmyard, bookshelf, starfish, lipstick, handbag, spotlight Read multisyllabic words e.g. platform, visit, longer, lightning, market, forget. Read words that include the following adjacent consonants: st, nd, mp, nk, ft, sk, lt, lf, lk, pt, xt, tr, dr, gr, cr, br, bl, fr, fl, gl, pl, cl, sl, sp, st, tw, sm, pr, sc, sk, sn, nch, scr, shr, thr, str</p>

Autumn Term	Spring Term	Summer Term
Handwriting	Handwriting	Handwriting
<p>Autumn 1: Recap letter families: c, l, r, x; model cursive print during shared writing. Week 4: l letters Week 5: c letters Week 6: r letters (and k) Week 7: z letters</p> <p>Autumn 2: Week 1 - 3: Capitals – straight lines, curved lines, diagonal lines Week 4: l letters Week 5: c letters Week 6: r letters Week 7: z letters</p>	<p>Spring 1 Week 1 and 2: descenders below the line – p, f, g, y, j, q Week 3 and 4: joining to 'x' heights l letters Week 5 and 6: assess pencil grip</p> <p>Spring 2 Week 1 and 2: joining o from the top Week 3 and 4: joining r from the top Week 5 and 6: joining ascenders</p>	<p>Summer 1: Week 1 and 2: joining w from the top Week 3 and 4: joining from descenders Week 5 and 6: Revisit capital letters</p> <p>Summer 2: Revisit all letter families, joins and descenders under the line.</p>
Phonics	Phonics	Phonics
<p>Autumn 1 Transition (Reception to Year 1) Baseline phonics screening assessment during first three weeks. Week 1 – 3 Recap on previously taught GPCs, HFWs and focus on words containing the following adjacent consonant - st, nd, mp, nk, ft, sk, lt, lf, lk, pt, xt, tr, dr, gr, cr, br, bl, fr, fl, gl, pl, cl, sl, sp, st, tw, sm, pr, sc, sk, sn, nch, scr, shr, thr, str Week 4: ea, aw, oi, ur, Week 5: a-e, i-e, o-e, u-e, Week 6: are, er, ow, ai, Week 7: oa, ew, ire, ear</p> <p>Autumn 2 Week 1: ure, ie (tie), ue, wh, Week 2: tion, tious, (w)a (wasp), ph, Week 3: oe, au, e-e, ea (head), Week 4: y (baby), ey (honey), kn (knight), wr (wrote) Week 5: , c (city), tch (catch), g (giraffe), mb (numb), Week 6: ere (where/ there), ore (more), eer (deer), dge (fudge), Week 7: or (work), (were and here), a (bath), al (palm)</p>	<p>Spring 1 Week 1: Assessment Phonics Screening and recap vowel digraphs Week 2: ui (fruit), gn (gnome), ve (groove), ch (choir), Week 3: ce (fence), se (house), u (pull), i (wild), Week 4: al (walk), dd/bb, le (purple), ey (grey), Week 5: rr, tt, mm, nn, ou (boulder), ore (shore) Week 6: ear (learn, bear), ge (orange), ie (thief), y (fly)</p> <p>Spring 2 Week 1: Compare and recap ai/ay/a-e and ee/ea/e-e/y, Week 2: Compare and recap igh/i-e/y/ie and ow/oa/o-e/oe/ ou Week 3: Compare and recap oo/ue/ew/u-e, and or/au/aw, ore, our (four) Week 4: Compare and recap er/ur/ir/ or/ear, and oi/ oy, Week 5: Compare and recap ear/ air/ are and ou/ow, Week 6: Adding the prefix un – unhappy, undo, unload, unwell, unsafe</p>	<p>Summer 1 Week 1: Assessment Phonics Screening Suffix: adding s or es Week 2: Suffix: ing, ed (no change) Week 3: Suffix est, er (no change) Week 4: Revisit consonant digraphs Week 5: ou (group, shout, could), ow, y (fly, yak, baby) Week 6: ou (group, short, could), wh/w Week 7: - ai/ay/a-e, igh/i-e/y/ie, ee/ea/e-e/y, ow/oa/o-e/oe, oo/ue/ew/u-e</p> <p>Summer 2 Week 1: Recap of all prior taught GPCs Week 2: Phonics Screening revision/practise Week 3: Recap double letters nn, mm, tt, bb, dd, pp Week 4: ire, wh/w, u (oo) and , j/dge/ge/g, Week 5: ch/ tch, ear/eer/ere Week 6: ph/ f/ ff, and c/s/ce/se Week 7: ar/a/ al (ar) and n/nn/gn/kn</p>
Common Exception Words/High Frequency words	Common Exception Words/High Frequency words	Common Exception Words/High Frequency words
<p>Autumn 1 Week 1 – 3 : Recap on previously taught words: the, no, go, into, my, they, all, are, so, do, out, is, his, has Week 4: said, have, be, he, me, she, we Week 5: what, have, love, no, go Week 6: down, come, some, was, why Week 7: one, once, says, you</p> <p>Autumn 2 Week 1: where, there, their, here Week 2: ask, today, are Week 3: what, was, were Week 4: friend, school Week 5: know, they, your, little Week 6: are, were, was, you, oh Week 7: of, said, says, people</p>	<p>Spring 1 Week 1: go, so, by, my, Mr, Mrs Week 2: have, love, live, give Week 3: my, by, why, ask ,asked Week 4: put, push, pull, full Week 5: should, would, could Week 6: love, come, some, water</p> <p>Spring 2 Week 1: one, once, ask, who, again Week 2: friend, school, many Week 3: today, called Week 4: here, there, where, work Week 5: days of the week Week 6: any, eyes, please</p>	<p>Summer 1 Week 1: months of the year Week 2: house, our, because Week 3: should, would, could Week 4: thought, through Week 5: people, Mr, Mrs Week 6: put, push, pull, full Week 7: oh, little, different</p> <p>Summer 2 Week 1: water, their, laughed Week 2: who, again Week 3: called Week 4: months of the year Week 5: days of the week Week 6: Consolidate all HG words</p>

Autumn Term	Spring Term	Summer Term
<p>Handwriting</p> <p><u>Autumn 1</u> Recap letter families: c, l, r, x; model cursive print during shared writing. Week 4: l letters Week 5: c letters Week 6: r letters (and k) Week 7: z letters</p> <p><u>Autumn 2</u> Recap joins: x heights; & o, r, w, v from the top</p>	<p>Handwriting</p> <p><u>Spring 1 and 2:</u> Recap joining descenders and ascenders Practise joins in HFW</p>	<p>Handwriting</p> <p><u>Summer 1 and 2:</u> Recap joining HFW</p>
<p>Phonics</p> <p><u>Autumn 1</u> Recap all sounds taught in Year 1 including the alternative spellings – read them in words and sentences. Recap syllables, adjacent consonants and compound words. Distinguish between vowels and consonants. Week 2: Recap and compare all ai and oa sounds Week 3: Recap and compare all igh and ee sounds Week 4: Recap and compare all oo and ir sounds Week 5: Recap and compare all oi and or sounds Week 6: Recap and compare all ou and ar sounds Week 7: Recap and compare all air and ear sounds</p> <p><u>Autumn 2</u> Week 1: dge, gr, g, al (ar), a (ar) Week 2 gn, kn, mb, wr, ch (k) Week 3: le (purple), el (camel), al (walk), il, wh (whole) Week 4: s (c, ce, se), or (er), ea (ay) Week 5: s (vision -z), ar (or), al (or), o (oo), ve Week 6: o (old), o (mother) Week 7: Assessment</p>	<p>Phonics</p> <p><u>Spring 1</u> Week 1: Adding the ed and ing suffix to words ending in y Week 2: Adding the er and est suffix to words ending in y Week 3: Adding the ed and ing suffix to words ending in a e Week 4: Adding the er and est suffix to words ending in a e Week 5 and 6: Adding ing, ed, er, est and y to words creating double letters</p> <p><u>Spring 2</u> Week 1: Suffixes ness and less Week 2 Suffixes ment, ful and ly Week 3: Revisit all GPCs Week 4: Adding ‘ies’ to words ending in y = fly eg. Flies Week 5 and 6: Contractions can’t, didn’t, hasn’t, couldn’t, its, I’ll, you’re, I’m</p>	<p>Phonics</p> <p><u>Summer 1</u> Week 1 – 3: Possessive apostrophe (singular nouns) Week 4 and 5: Words ending in – tion Week 6 and 7: Correlation between split digraphs and double letters: nn, mm, tt, bb, dd, pp</p> <p><u>Summer 2</u> Week 1 - 4: homophones and near homophones Week 5 and 6: Revist and recap all spelling rules taught.</p>
<p>Common Exception Words/High Frequency words</p> <p><u>Autumn 1</u> Week 2: both, most, only, clothes Week 3: find, kind, mind, behind Week 4: child, wild, climb Week 5: door, floor, poor Week 6: could, should, would Week 7: any, many parents</p> <p><u>Autumn 2:</u> Week 1: fast, last, past, father, class Week 2: grass, pass, plant, path, bath Week 3: after, who, whole Week 4: great, break, steak Week 5: move, prove, improve Week 6: old, cold, gold, hold, told Week 7: money, Christmas</p>	<p>Common Exception Words/High Frequency words</p> <p><u>Spring 1</u> Week 1 and 2: Recap words taught so far, including Y1 words. Week 3 and 4: half, sure, sugar Week 5 and 6: Mr, Mrs</p> <p><u>Spring 2</u> Week 1 and 2: every, everybody, busy Week 3: hour, again Week 4: because, eye Week 5: there, their, they’re Week 6: pretty, beautiful</p>	<p>Common Exception Words/High Frequency words</p> <p><u>Summer 1</u> Week 1: people, water Week 2: even Week 3: hear/ here Week 4: station, fiction, motion, national, seciton Week 5: Assess HF words</p> <p><u>Summer 2</u> Week 1 – 4 : quite/quiet; see/sea, bare/bear; one/won, sun/son; to/too/two, be/bee; blue/blew, night/knight Week 5 and 6: Recap and revisit all HF words.</p>