



Phonics

Progression Map

The Hillside Phonics Progression Map has been written to support senior leadership teams, teachers and practitioners. The curriculum progression map outlines the knowledge and skills obtained throughout the programme, while the tracking document identifies the end of year expectations for children within the EYFS and KS1.

**Intent**

The Twinkl Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2.

Level 1 Twinkl Phonics provides themed teaching packs for nursery to deliver each of the DfE’s Phase 1 phonics aspects. Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught in the EYFS and runs throughout the teaching of phonics Levels 2-6. During the summer term, nursery staff will begin to introduce the level 2 sounds if the cohort is ready. In reception, children work within Levels 2-4. Here learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

Within KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child’s confidence, resilience and engagement in phonics lessons and a love for reading and writing.



**Implementation**

This Phonics Progression Map sets clear expectations for pupil’s progress within the Twinkl Phonics Programme. The tracking document attached allows headteachers, senior leaders, teachers and practitioners to track pupil’s progress. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling schools to respond and adapt teaching within the programme to provide additional support and challenge to pupils.

The dynamic and engaging materials delivered in the daily planning packs within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The teaching PowerPoints, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents.

Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential.



**Impact**

The impact of using the complete Twinkl Phonics Programme (including lesson packs, display photos, weekly planning and parents notes), as the basis of phonics teaching within EYFS and KS1, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. The programme will prepare children for the statutory year 1 phonics screening check and can complement the DfE’s Letters and Sounds document or be used as a stand-alone programme. Following the programme gives schools a consistent approach to phonics, which are clear to teaching staff and learners. Parental engagement can also be improved through the use of the parent guidance sheets.

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| **Links to EYFS- Early Learning Goals** | |
| **Reading** | **Writing** |
| 1. Say a sound for each letter in the alphabet and at least 10 digraphs. 2. Read words consistent with their phonic knowledge by sound-blending. 3. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | 1. Write recognisable letters, most of which are correctly formed. 2. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 3. Write simple phrases and sentences that can be read by others. |

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| **Key Stage 1 National Curriculum Expectations - Year 1** | |
| **Word Reading - Recognition** | **Writing - Transcription** |
| 1. Apply phonic knowledge and skills as the route to decode words. 2. Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. 3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 5. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. 6. Read other words of more than one syllable that contain taught GPCs. 7. Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s). 8. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. 9. Re-read these books to build up their fluency and confidence in word reading. | 1. Write words containing each of the 40+ phonemes already taught. 2. Spell common exception words. 3. Spell the days of the week. 4. Name the letters of the alphabet. 5. Naming the letters of the alphabet in order. 6. Using letter names to distinguish between alternative spellings of the same sound. 7. Add prefixes and suffixes using:    * the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs;    * the prefix un-;    * -ing, -ed, -er and -est where no change is needed in the spelling of root words,   e.g. helping, helped, helper, eating, quicker, quickest.   1. Apply simple spelling rules and guidance, as listed in English Appendix 1. 2. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. |

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| **Key Stage 1 National Curriculum Expectations - Year 2** | |
| **Reading - Recognition** | **Writing - Transcription** |
| 1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. 2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. 3. Read accurately words of two or more syllables that contain the same graphemes as above. 4. Read words containing common suffixes. 5. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. 7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 8. Re-read these books to build up their fluency and confidence in word reading. | 1. Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 2. Spelling learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. 3. Spell common exception words. 4. Spell more words with contracted forms. 5. Spelling using the possessive apostrophe (singular), for example, the girl’s book. 6. Distinguish between homophones and near-homophones. 7. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. 8. Apply spelling rules and guidance, as listed in English Appendix 1. 9. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |

# End of Year Expectations:

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| Twinkl Phonics Level | | Nursery | | Reception | Year 1 | Year 2 |
|  |  | | | | | |
| Level 1 | |  |  | Level 1continues to runs throughout the teaching of Phonics Levels 2-6. | | |
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| Level 2 | |  | |  |  |  |
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| Level 3 | |  | |  |  |  |
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| Level 4 |  | | |  |  |  |
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| Level 5 | |  | |  |  |  |
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| Level 6 | |  | |  |  |  |

**Phonics Tracking Document**

This tracking document is intended to be used in parallel with the Twinkl Phonics Progression Map. It is intended to be used as a whole class document to show progression, learning and attainment within the Phonics Programme, allowing headteachers, senior leaders, teachers and practitioners to track pupil progress and provide opportunities for collaborative data analysis.

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|  | **Autumn** | | **Spring** | | **Summer** | |
|  | | | | | | |
| Level 1 | **YN** | **YN** | **YN** | **YN** | **YN** | **YN** |
|  |  | | | | | |
| Level 2 | **YR** | **YYR** | **YR** |  |  |  |
| Level 3 |  |  |  | **YR** | **YR** |  |
| Level 4 |  |  |  |  |  | **YR** |
| Level 5 | Y1 | Y1 | Y1 | Y1 | Y1 | **Y1** |
| Level 6 | **Y2** | **Y2** | **Y2** | **Y2** | **Y2** | **Y2** |

**Level 1**

## By the end of Level 1, children will:

* have experienced a wealth of listening activities including songs, stories and rhymes;
* be able to distinguish between speech sounds and many will be able to blend and segment words orally.

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue.

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| **Aspect 1 Environmental Sounds** | **Aspect 2 Instrumental Sounds** | **Aspect 3 Body Percussion** | **Aspect 4 Rhythm and Rhyme** | **Aspect 5 Alliteration** | **Aspect 6 Voice Sounds** | **Aspect 7 Oral Blending and**  **Segmenting** |
| * Notice sounds around them. * Recognise that different objects make   different sounds.   * Start to identify and name sounds. * Talk about environmental sounds, describing and comparing them. | * Explore   instrumental sounds.   * Build awareness of how to use instruments to make sounds. * Start to identify the sounds of familiar instruments, naming them. * Build awareness of how you act upon an instrument affects the sound it makes. * Talk about instrumental sounds, describing and comparing them. * Use instruments to recreate a sound from a given instruction,   e.g. Tap the drum loudly, shake the tambourine quietly. | * Explore the sounds their bodies   can make.   * Join in and copy actions of familiar songs. * Join in and copy body percussion patterns and sequences. * Build awareness of how they can change body   percussion sounds.   * Create their own sequences of body percussions. * Join in with longer sequences of body percussion. * Describe body percussion. * Follow instructions to recreate body percussion sounds,   e.g. Stamp feet loudly. Clap hands softly. | * Join in with songs and rhymes. * Recognise familiar rhythms and rhymes. * Recognise that words rhyme. * Copy and keep a simple beat. * Join in and copy breaking words into syllables with a beat. * Play with rhyme. Make up their own rhyming words. * Complete sentences with their own rhymes orally. * Break words down into syllables   with a beat.   * Create   their own beat. | * Explore initial sounds of words. * Select objects with a given initial sound   from a choice of two.   * Identify initial sounds of words. * Match to objects with the same initial sound. * Play with alliteration. | * Explore different mouth movements and sounds. * Copy different voice sounds and mouth movements. * Recognise different voice sounds. * Make a variety of different voice   sounds, including animal sounds.   * Say speech sounds clearly. * Talk about voice sounds. * Describe and compare voice sounds. * Create their own ideas for voices of characters/ imitating voices. | * Identify the initial sounds of words. * Build awareness that words can be broken up into sounds. * Choose the correct object when hearing the word broken into single sounds. * Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. * Segment CVC and VC words into their individual sounds. * Start to blend the sounds of longer words. * Identify how many sounds are in a CVC or VC word. |

**Level 2**

## By the end of Level 2, children should be able to:

* give the phoneme when shown any Level 2 grapheme;
* find any Level two grapheme, from a display, when given the phoneme;
* orally blend and segment CVC words;
* blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
* read the five tricky words - the, to, I, no, go.

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| **Week** | | | | | | |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **Sounds** | s, a, t, p | i, n, m, d | g, o, c, k | ck, e, u, r | h, b, f, ff, l, ll, ss | all Level 2 GPCs |

**Tricky Words**

to, the

no, go, I

**Level 3**

## By the end of Level 3, children should be able to:

* give the phoneme when shown all or most Level 2 and Level 3 graphemes;
* find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
* blend and read CVC words (single-syllable words consisting of Level two and Level three graphemes);
* segment and make a phonetically plausible attempt at spelling CVC words (single-sylla- ble words consisting of Level 2 and Level 3 graphemes);
* read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
* spell the tricky words - the, to, I, no, go;
* write each letter correctly when following a model.

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| **Week** | | | | | | | | | | | | |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **Sounds** | j, v, w, x | y, z, zz, qu, ch | sh, th, th, ng | ai, ee, igh, oa | oo, oo, ar, or | ur, ow, oi, ear | air, ure, er | all Level 3 GPCs | all Level 3 GPCs | trigraphs and consonant  digraphs | recap j, v, w, x and  vowel digraphs | all Level 3 GPCs |

**Tricky Words Reading**

all Level 2 tricky words

he, she

we, me, be

was

my

you

they

here

all, are

was, my (recap)

we, they (recap)

all Level 3 tricky words

**Tricky Words Spelling**

the, to

no, go, I

the, to, no, go, I

**Level 4**

## By the end of Level 4, children should be able to:

* give the phoneme when shown any Level 2 and Level 3 grapheme;
* find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
* be able to blend and read words containing adjacent consonants;
* be able to segment and spell words containing adjacent consonants;
* be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
* be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
* write each letter, usually correctly.

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| **Week** | | | | |
|  | **1** | **2** | **3** | **4** |
| **Sounds** | CVCC words | CCVC words | Adjacent consonants | Polysyllabic words |

**Tricky Words Reading**

said, so

have, like, come, some

were, there, little, one

do, when, out, what

**Tricky Words Spelling**

he, be, we, she, me

was, you

they, are, all

my, here

**Level 5**

## By the end of Level 5, children should be able to:

* give the phoneme when shown any grapheme that has been taught;
* for any given phoneme, write the common graphemes;
* apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
* read and spell phonically decodable two-syllable and three-syllable words;
* read automatically all the words in the list of 100 high-frequency words;
* accurately spell most of the words in the list of 100 high-frequency words;
* form each letter correctly;
* Use alternative ways of pronouncing and representing the long vowel phonemes.

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| **Week** | | | | | | | | | | |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **Sounds** | ‘ay’ saying /ai/ | ‘oy’ saying /oi/ | ‘ie’ saying /igh/ | ‘ea’ saying /ee/ | ‘a\_e’ saying /ai/ | ‘i\_e’ ‘o\_e’ | ‘u\_e’ ‘e\_e’ | ‘ou’ saying /ow/ | long vowel sounds | ‘ch’ saying /c/ ‘ch’ saying /sh/ |

**Regular Spellings**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| day | toy | pie | sea | snake | bike | use | our | apricot | school |
| may | boy | lie | bead | game | time | cube | about | kind | Christmas |
| say | joy | tie | read | cake | pine | fume | cloud | wild | chemist |
| play | enjoy | die | seat | ate | prize | tube | scout | lion | chord |
| clay | destroy | cried | meat | same | bone | these | sprout | human | echo |
| tray | annoy | tried | heap | make | home | theme | proud | gold | chef |
| spray | employ | spied | treat | name | note | even | sound | hotel | prachute |
| crayon | royal | fried | least | came | alone | complete | ground | both | chute |
| could | would | oh | Mr | love | people | called | water | who | thought |
| should | want | their | Mrs | your | looked | asked | where | why | through |
| said | have | some | were | little | do | what | should | want | Mr |
| so | like | come | there | one | when | could | would | their | Mrs |

**Common Exception Words Reading**

**Common Exception Words Spelling**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **Sounds** | ‘ir’ saying /er/ | ‘ue’ saying / yoo/ and /oo/ | ‘ew’ saying  /yoo/ and /oo/ | ‘y’ saying /ee/ | ‘aw’ and ‘au’ saying /or/ | ‘ow’ and ‘oe’ saying /oa/ | ‘wh’ saying /w/ | ‘c’ saying /s/ ‘g’ saying /j/ | ‘ph’ saying /f/ | ‘ea’ saying /e/ |
| **Regular Spellings** | stir girl bird shirt dirt third first  thirteen | due venue fuel argue clue glue true blue | few new dew stew blew chew grew drew | very family body happy sunny furry crunchy hairy | saw paw draw yawn August launch laundry astronaut | low slow window own toe  hoe doe goes | white whisper whiskers whine whale which while wheel | gem magic giant ginger cell city face slice | phone dolphin elephant alphabet photo microphone graph orphan | head bread ready deaf healthy weather instead breakfast |
| **Common Exception Words Reading** | work house | many laughed | because different | any eye | friend also | once please | live coming | Monday Tuesday | Wednesday brother | more before |
| **Common Exception Words Spelling** | love your | people looked | asked called | water where | who why | thought through | work house | many laughed | because different | any eye |

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|  | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** |
| **Sounds** | ‘ie’ saying /ee/ | suffix -ed | suffix -s and -es | suffix  -er and -est | ‘tch’ saying /ch/ | adding - ing and -er to verbs | ‘are’ and ear’ saying /air/ | ‘ve’ saying /v/ | ‘ore’ saying /or/ | prefix un- |
| **Regular Spellings** | chief brief field shield priest shriek thief relief | jumped looked gasped yelled hunted started shouted wished | skirts raincoats hoodies bracelets glasses buses boxes wishes | louder fresher quicker colder loudest freshest quickest coldest | catch match fetch witch stitch ditch crutch kitchen | playing helping teaching singing player helper teacher singer | stare care share dare tear wear bear pear | horse mouse bronze freeze give serve dance voice | more core sore score shore adore before explore | unwell unkind unlock unfair untie undo unpack unsafe |
| **Common Exception Words Reading** | January February | April July | scissors castle | beautiful treasure | door floor | bought favourite | autumn gone | know colour | other does | talk two |
| **Common Exception Words Spelling** | friend also | please once | live coming | Monday Tuesday | Wednesday brother | more before | January February | April July | scissors castle | beautiful treasure |

**Level 6**

## By the end of Level 6, children should be able to:

* read accurately most words of two or more syllables;
* read most words containing common suffixes;
* read most common exception words;
* read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
* sound out most unfamiliar words accurately, without undue hesitation;
* segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others;
* spell most common exception words correctly.

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| **Week** | | | | | | | | | | |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **Spelling Pattern** | ‘y’ saying /igh/ | ‘dge’ and ’ge’ saying /j/ | adding -es to words ending in y | ‘gn’ saying /n/ | ‘kn’ saying /n/ | adding -ed,  -ing to words ending in y | ‘wr’ saying /r/ | ‘le’ saying /l/ | adding -er,  -est to words ending in y | ‘el’ saying /l/ |

**Regular Spellings**

**Common Exception Words Spelling**

**Grammar**

by try dry sky fly sly spy reply

door floor

capital letters and full stops

edge hedge badge bridge change large orange challenge

bought favourite

proper nouns (names)

flies cries spies replies babies teddies carries hurries

autumn gone

plural nouns

gnome sign gnaw gnat design gnarl gnash

know colour

alphabetical order (1) - first/ second letter

knight knee knot knife knock know knapsack

knowledge

other does

alphabetical order

(2) - second/ subsequent

letters

copied copying worried worrying annoying annoyed studying studied

talk two

verbs

wrong wren wrist wrap write wrote wring wreck

four eight

adverbs

bubble middle table apple little puddle giggle cuddle

world work

common nouns (revision)

happier happiest easier easiest funnier funniest luckier luckiest

poor great

adjectives and expanded noun phrases

camel travel chisel squirrel tunnel funnel towel tinsel

break steak

commas in lists

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|  | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **Spelling Pattern** | ‘al’ and ‘il’ saying /l/ | adding -ed, -er to words ending with e | ‘eer’ saying /ear/ | ture | adding -est, -y to words ending with e | ‘mb’ saying /m/ | ‘al’ saying /or/ | adding -ing , -ed to CVC, CCVC | ‘o’ saying /u/ | ‘ey’ saying /ee/ |
| **Regular Spellings** | festival total pupil April medal local pencil nostril | hiked hiker timed timer braved braver baked baker | steer career volunteer cheer sheer peer deer meerkat | future picture sculpture nature vulture adventure creature capture | nicest bravest finest largest shiny sparkly noisy slimy | lamb limb comb numb climb thumb crumb bomb | all call hall small walk talk chalk almost | patting humming dropping shopping jogged fitted clapped stopped | brother son above wonder worry glove cover month | key monkey donkey honey money chimney valley turkey |
| **Common Exception Words Spelling** | busy clothes | whole listen | build earth | delicious fruit | learn search | famous shoe | pretty neighbour | England tongue | group country | heart dangerous |
| **Grammar** | capital letters for place names | regular past tense | regular present tense | question marks and commands | exclamations and statements | using a dictionary  (1) - finding definitions | coordinating conjunctions | irregular past tense | exciting words (1) - alt words for said | exclamation marks (to show emotion/ shouting) |

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|  | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** |
| **Spelling Pattern** | adding -er, -est,  -y to CVC and CVCC words | contractions | ‘war’ saying / wor/ ‘wor’ saying /wur/ | suffixes  -ment, -ness | ‘s’ saying /zh/ | ‘wa’ saying / wo/ and ‘qua’ saying /quo/ | tion | suffixes -ful,  -less, -ly | homophones/ near homophones | prefix dis- |
| **Regular Spellings** | longer wetter warmer hottest coldest windy funny sunny | can’t we’d I’ve couldn’t you’ll  should’ve didn’t could’ve | war ward warm towards world worst work worth | enjoyment payment excitement movement fairness kindness tidiness happiness | usual casual treasure pleasure measure Asia visual closure | want watch wash swap quality squash squabble quantity | action motion description station section adoption portion fiction | graceful wonderful powerful breathless careless badly happily luckily | hear here there their bear bare quiet quite | dislike disappear disagree disappoint disconnect dishonest disqualify disobey |
| **Common Exception Words Spelling** | special enough | aunt father | prove improve | hour move | sure sugar | half quarter | straight touch | caught daughter | journey area | heard early |
| **Grammar** | improving sentences (1) - adjectives and nouns | contractions | subordinating conjunctions | improving sentences  (2) - verbs and adverbs | exciting words  (2) - sing a thesaurus | possessive apostrophe | improving sentences  (2) - when, if, because | speech marks | commas in speech | using a dictionary (2) - checking spellings |