



**Progression of Phonics teaching and learning at Hawridge & Cholesbury CE School as part of whole school reading progression**

**January 2025**

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
	Pupils can read 16 single-letter set 1 sounds;	Read all 25 Set 1 single-letter sounds  Blend sounds in words orally	Read all 25 Set 1 single-letter sounds  Blend sounds to read words.  Read short Ditty stories.	Read 31 sounds including Set 1 special friends; <i>sh, th, ch, qu, ng and nk</i>  Read <b>Red</b> storybooks	Read 35 sounds (4 double consonants); All set 1 sounds and set 1 special friends.  Read some set 2 sounds; <i>ay, ee, igh</i>  Read <b>Green</b> storybooks.	Read 41 sounds (Set 1 and Set 1 special friends and set 2 sounds; <i>ay, ee, igh, ow, oo, oo</i>  Read <b>Green</b> storybooks.	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books which are consistent with their phonic knowledge, including some common exception words.</li> </ul>
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
	Read all 47 sounds (all set 1 and set 2 sounds)  Read <b>Purple</b> Storybooks	Read 52 sounds (set 1, set 1 special friends, set 2 and set 3 sounds; <i>ea, oi, a-e, i-e, o-e</i> .  Read <b>Pink</b> Storybooks	Read 58 sounds; (set 1, set 1 special friends, set 2 and set 3 sounds; <i>ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er and ow</i> .  Read <b>Orange</b> Storybooks	Read 64 sounds; (set 1, set 1 special friends, set 2 and set 3 sounds; <i>ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er and ow, ai, oa, ew, ire, ear and ure</i> .  Read <b>Yellow</b> Storybooks	Read 69 sounds; <i>ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious, ph, wh and ie</i> .  (22 Set 3 sounds)  Read <b>Yellow</b> Storybooks	Read 75 sounds (all Set 3 sounds and additional graphemes)  Read <b>Blue</b> Storybooks	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the to decode words.</li> <li>Respond with speed the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Read accurately by</li> </ul>

							<p>blending sounds in unfamiliar words containing GPCs which have been taught.</p> <ul style="list-style-type: none"><li>• Read common exception words</li><li>• Read words containing taught GPCs and –s, <b>–es, –ing, –ed, –er and –est</b> endings</li><li>• Read other words of more than one syllable that contain taught GPCs.</li><li>• Read words with contractions [for example, <b>I’m, I’ll, we’ll</b>], and understand that the apostrophe represents the omitted letter(s)</li><li>• Accurately read books aloud, that are consistent with their developing phonic knowledge and which do not require them to use other strategies to work out words</li><li>• Reread these books to</li></ul>
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							build up their fluency and confidence in word reading.
<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>End of year expectations</b>
	Read <b>Blue</b> storybooks with increased fluency and comprehension.	Read <b>Grey</b> storybooks.	Read <b>Grey</b> storybooks with increased fluency and comprehension.	Access RWI Comprehension and Spelling programmes			<ul style="list-style-type: none"> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read familiar words quickly and accurately</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation.</li> <li>• Reread these books to build up their fluency and confidence in word reading.</li> <li>• Pupils can read all sounds in words, including multisyllabic words,</li> </ul>