

**Phases of progression**

**Autumn term Y3**

**Spring term Y3**

**Summer term Y3**

**Year 2 Phonics**

- Learn new graphemes and alternative pronunciations from the graphemes they already know.
- Broaden their knowledge of phonemes and graphemes for use in reading and spelling
- Greater familiarity with graphemes of two or more letters.
- Increased numbers of words which can be read automatically.
- Read automatically all the common exception words
- Accurately spell most of the common exception words

**Spelling**

- Learn simple spelling rules and conventions
- Learn conventions for adding common suffixes to nouns, verbs and adjectives eg., -ed; -ing; -er; -est.
- Learn contractions and the possessive apostrophe
- Learn homophones and near homophones.
- Develop strategies for independent spelling and proof reading.

**Year 1 Phonics**

- Give the sound when shown any grapheme that has been taught
- For any given sound, write the common graphemes  
Learn new graphemes and alternative pronunciations from the graphemes they already know.
- Broaden their knowledge of phonemes and graphemes for use in reading and spelling
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read and spell phonically decodable 2 syllable and 3 syllable words
- Read automatically all the tricky and decodable and common exception words
- Accurately spell most of the tricky and decodable words and common exception words
- Form each letter correctly.

**Spelling**

- Learn simple spelling rules and conventions.
- Learn to add suffixes to verbs and adjectives without any change to the root word.
- Learn simple form of past tense through adding suffix -ed to verbs where there is no change to the root word. .
- Learn to add -s and -es to words (plurals of nouns and the third singular of verbs)
- Learn to add the prefix -un to the beginning of a word without any change to the spelling of the root word.
- Understand the difference between compound and polysyllabic words.

<p><b>Phase 4</b></p> <ul style="list-style-type: none"> <li>• Give the sound when shown any phase 2 and 3 grapheme</li> <li>• Find any phase 2 and 3 grapheme, from a display, when given a sound</li> <li>• Be able to blend and read words containing adjacent consonants</li> <li>• Be able to segment and spell words containing adjacent consonants</li> <li>• Be able to read the tricky words <b>some, one, said, come, do, so, were, when, have, their, out, like, little, what</b></li> <li>• Be able to spell the tricky words <b>she, we, me, be, was, my, you, her, they, all, are</b></li> <li>• Write each letter, usually correctly</li> </ul>						
<p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li>• Give the sound when shown all or most phase 2 and phase 3 graphemes</li> <li>• Find all or most phase 2 and phase 3 graphemes, from a display, when given the sound</li> <li>• Be able to blend and read CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes)</li> <li>• Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes)</li> <li>• Be able to read the tricky words <b>he, she, we, me, be, was, my, you, her, they, all, are</b></li> <li>• Be able to spell the tricky words <b>the, to, I, no, go</b></li> <li>• Write each letter correctly when following a model</li> </ul>						
<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• Give the sound when shown any phase 2 letter, securing 1<sup>st</sup> the starter letters <b>s, a, t, p, i, o, n</b></li> <li>• Find any phase 2 letter, from a display, when given a sound</li> <li>• Be able to orally blend and segment CVC words</li> <li>• Be able to blend and segment in order to read and spell (using magnetic letters), VC words such as: if, am, on, up and silly names such as ip, ug and ock</li> </ul> <p>Be able to read the 5 tricky words, the, to, I, no, go</p>						