

## End of Year Expectations for phonics

By the end of Nursery children should have completed phase 1 and be able to:

### Phase 1

- Show awareness of rhyme and alliteration.
- Distinguish between different sounds in the environment and phonemes.
- Explore and experiment with sounds and words and discriminate speech sounds in words.
- Begin to orally blend and segment phonemes.

By the end of Reception children are expected to have completed phases 2, 3 and 4 and should be able to:

### Phase 2

- Give the sound when shown any phase 2 letter, securing 1<sup>st</sup> the starter letters **s, a, t, p, i, o, n** and continuing to all phase 2 phonemes.
- Find any phoneme or letter from a display when given a sound.
- Be able to orally blend and segment CVC words.
- Be able to blend and segment in order to read and spell (using magnetic letters), VC words such as: if, am, on, up and pseudo names such as ip, ug and ock
- Be able to read the 5 tricky words, **the, to, I, no and go**

### Phase 3

- Give the sound when shown all or most phase 2 and phase 3 graphemes.
- Find all or most phase 2 and phase 3 graphemes from a display when given the sound.
- Be able to blend and read CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes)
- Be able to segment and make a phonetically plausible attempt at spelling CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes).
- Be able to read the tricky words **he, she, we, me, be, was, my, you, her, they, all and are.**

- Be able to spell the tricky words **the, to, I, no and go.**
- Write each letter correctly when following a model.

#### Phase 4

- Give the sound when shown any phase 2 and 3 grapheme.
- Find any phase 2 and 3 grapheme from a display when given a sound.
- Be able to blend and read words containing adjacent consonants (bl, fr, etc)
- 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, their, out, like, little and what**
- Be able to spell the tricky words **she, we, me, be, was, my, you, her, they, all and are.**
- Write each letter, usually correctly

By the end of Year 1 children are expected to have completed phase 5 and be able to

#### Phase 5

- Give the sound when shown any grapheme that has been taught
- For any given sound write the common graphemes.
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
- Read and spell phonetically decodable 2 and 3 syllable words.
- Read automatically all the words in the list of 100 high frequency words.
- Accurately spell most of words in the list of 100 high frequency words.
- Form each letter correctly

By the end of Year 2 children are expected to have completed phase 6 and be able to:

#### Phase 6

##### Reading

- Longer and less familiar texts.
- Learn rarer grapheme phoneme correspondence.
- Greater familiarity with graphemes of two or more letters.
- Spelling work focused on structure of words supports decoding.
- Increased numbers of words which can be read automatically.
- Use context to support decisions about where to place stress in a polysyllabic word.
- Greater emphasis on developing a range of comprehension strategies.

### **Spelling**

- Continue to segment words into phonemes but develop accuracy through making informed choices of graphemes where there are alternatives.
- Using spelling conventions and guidelines to support spelling.
- Learn conventions for adding common suffixes e.g. – **ed, -ing, est, ment, ful, ly, fully** etc
- Develop strategies for independent spelling and proof reading.