



**Phonics Milestones at Hawridge & Cholesbury CE School as part of whole school reading progression**

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
	<p>Pupils are taught the Set 1 sounds</p> <p><b><i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</i></b></p>	<p>Recap set 1 special friends:</p> <p><b><i>th, ch, qu, ng, nk</i></b></p> <p>Pupils are taught to blend sounds into words orally.</p> <p>Pupils are taught to blend single-letter sounds</p>	<p>Recap set 1 special friends:</p> <p><b><i>th, ch, qu, ng, nk</i></b></p> <p>Secure blending of words with special friends</p>	<p>Recap any set 1 sounds (addressing sound gaps).</p> <p>Secure blending on words containing all set 1 sounds</p> <p>Pupils are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p> <p>To be exposed to some common exception words:</p> <p><b><i>put, the, l, no, of, my, for, he</i></b></p>	<p>Pupils are taught Set 2 sounds:</p> <p><b><i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i></b></p> <p>To recall previous common exception words and be exposed to new common exception words:</p> <p><b><i>your, said, you, be, are</i></b></p>	<p>Pupils are taught Set 2 sounds:</p> <p><b><i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i></b></p> <p>Pupils are taught to blend words containing Set 2 sounds</p> <p>Pupils to build speed of reading words containing Set 1 sounds.</p>	<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>
<b>By the end of each half term pupils should be:</b>							
	Read all single letter set 1 sounds	Read all set 1 sounds.  Blend sounds into words orally	Blend sounds to read words .  Read short ditty stories.	Read <b>Red</b> storybooks	Read <b>Green</b> storybooks.  Read some set 2 sounds.	Read <b>Green</b> or <b>Purple</b> storybooks. Read some set 2 sounds.	

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
	<p>Pupils are taught the Set 2 sounds:</p> <p><b>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</b></p> <p>Pupils are taught to read words containing Set 2 sounds.</p> <p>Pupils build speed of reading words containing Set 1 sounds</p>	<p>Review Set 2 sounds,:</p> <p><b>ar, or, air, ir, ou, oy</b></p> <p>Pupils build speed of reading words containing these Set 2 sounds:</p> <p><b>ay, ee, igh, ow, oo, oo</b></p> <p>Pupils are taught Set 3 sounds:</p> <p><b>ea, oi, a-e, i-e, o-e, u-e, e-e</b></p>	<p>Pupils to build speed of reading words containing sounds from Set 1,2 and the following Set 3 sounds:</p> <p><b>ea, oi, a-e, i-e, o-e, u-e, ee</b></p> <p>Pupils are taught the rest of the Set 3 sounds;</p> <p><b>aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure</b></p>	<p>Pupils to build speed of reading words containing Set 1, 2 and 3 sounds.</p> <p>Pupils begin to read multisyllabic words, including words with suffix endings.</p>	<p>Pupils to build speed of reading words containing Set 1, 2 and 3 sounds.</p> <p>Pupils read multisyllabic words with increased accuracy.</p>	<p>Pupils to read words containing Set 1, 2 and 3 sounds with speed and accuracy..</p> <p>Pupils read multisyllabic words with increased accuracy and speed.</p>	<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 blending sounds in unfamiliar words containing GPCs which have been taught.</li> <li>• Read common exception words</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions [for</li> </ul>

							<p>example, <i>I'm, I'll, we'll</i>], and understand that the apostrophe represents the omitted letter(s)</p> <ul style="list-style-type: none"> <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 build up their fluency and confidence in word reading.</li> </ul>
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**By the end of each half term pupils should be:**

<p>Read <b>Purple</b> storybooks. Read the first six set 2 sounds speedily (<b>ay, ee, igh, ow, oo, oo</b>)</p>	<p>Read <b>Pink</b> storybooks. Read all set 2 sounds speedily. Read nonsense Words containing set 2 sounds.</p>	<p>Read <b>Orange</b> storybooks. Read some set 3 sounds. Read set 2 sounds within nonsense words.</p>	<p>Read <b>Yellow</b> storybooks. Read some set 3 sounds speedily: (<b>ea, oi, a-e, i-e, oe, u-e, e-e</b>). Read above sounds in nonsense words.</p>	<p>Read <b>Yellow</b> storybooks. Read all of set 3 sounds.</p>	<p>Read <b>Blue</b> storybooks. Read all of set 3 sounds speedily.</p>	
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
	<p>Read Blue storybooks with increased fluency and comprehension.</p> <p>Read all of Set 3 sounds with speed and fluency</p>	<p>Read Grey storybooks.</p> <p>Read all of Set 3 sounds with speed and fluency.</p> <p>Read multisyllabic words with speed and fluency</p>	<p>Read Grey storybooks with increased fluency and comprehension.</p> <p>Read all of Set 3 sounds with speed and fluency.</p> <p>Read multi-syllabic words with speed and fluency</p>	<p>Read with pace and fluency.</p> <p>Begin to use expression as appropriate.</p> <p>Read multisyllabic words with little or no hesitation.</p> <p>Read all year 2 common exception words</p>			<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>