

Phonics Progression Document – Greenfields Hub

Colour Level	Commentary of Phonics Level	Tricky Words	Expected Progression
<u>Red</u> s a t p i n m d	<ul style="list-style-type: none"> • Able to recognise each letter and say the sound associated with each letter (grapheme phoneme correspondence). • Orally blend and segment cvc words containing red level phonemes and graphemes. • Read cvc words containing red level graphemes. • Form many red level graphemes – may not be formed correctly. • Orally segment cvc words containing red level and may be able to use magnetic letters to form these words. 	No tricky words at this level	Reception Autumn Term
<u>Orange</u> g o c k e u r h b f l c k f f l l s s	<ul style="list-style-type: none"> • Recognise the grapheme for all orange level phonemes. • Read words containing orange level sounds. • Write or make with magnetic letters, words containing orange level graphemes. • Form all orange level graphemes – some letters will be formed correctly; other letters are recognisable. • Read and write orange level tricky words. 	the to I no go into	Reception Autumn Term
<u>Yellow</u> j v w x y z z z c h s h t h n g q u	<ul style="list-style-type: none"> • Recognise the grapheme for all yellow level phonemes. • Read words containing yellow level sounds. • Form all yellow letters – many letters will be correctly formed • Write regular words containing green level graphemes • Read and write yellow level tricky words. 	he she we me be is his has you they all are my by was	Reception Spring Term
<u>Green</u> ai ee igh oa oo oo or ar oor ow ow	<ul style="list-style-type: none"> • Recognise the grapheme for all green level phonemes. • Read words containing green level sounds. • Write regular words containing green level graphemes • Read and write green level tricky words • Recite the alphabet in order and begin to use letter names with individual letters. 	were there little one of put when out what it's children said have come said	Reception Summer Term
<u>Blue</u> Words with adjacent consonants, two or more digraphs, polysyllabic words and compound words	<ul style="list-style-type: none"> • Read and write words with adjacent consonants. • Read words with two or more digraphs. • Read compound words. • Say the letter name for each individual letter in the alphabet. • Read and write blue level tricky words. 	like so her called do four looked out people some says your push pull full	Year 1 Autumn Term
<u>Indigo</u> ur er ir au aw (or) - plus awareness of al	<ul style="list-style-type: none"> • Recognise the grapheme for all indigo level sounds. • Read words containing indigo level sounds. • Write regular words containing indigo level grapheme 	could anyone Mr Mrs who does ask	Year 1 Spring Term

ou (ow) oi oy air ure ear - plus awareness of ere eer		asked want call other where love give live old small school through here	
<u>Violet</u> ea e-e ey (ee) - plus awareness of ie, y, i, e ph wh ay a-e (ai) - plus awareness of eigh, ey, ei, y, a i-e (igh) – plus awareness of i ew ue u-e (oo) o-e o oe (oa, ow) u-e – plus awareness of u	<ul style="list-style-type: none"> ● Recognise the grapheme for all violet level sounds. ● Read words containing violet level sounds. ● Write regular words containing violet level graphemes 	water work laughed because any many eyes friend once I'm I'll I've don't can't didn't their two son why tall our son	Year 1 Summer Term

Our phonics progression is based on research conducted by Greenfields' Phonics Lead and an academy led phonics working party. We have based our phonics programme on Read Write inc., Phonics Bug Club, Little Wandle, Twinkl Phonics and Letters and Sounds.

When children reach indigo and violet levels they start to learn additional ways of writing a phoneme. The grapheme they have already learnt is written in a bracket. for example, with "au, aw, (or) – plus awareness of al". The children have already learnt 'or' and are now learning au and aw.

We have also noted graphemes that the children need to 'have awareness of'. These are graphemes that the children will be taught during Year 2 as part of their spelling programme 'No Nonsense Spelling', but these are spellings that are useful for children to be able to recognise as they move through the higher levels of our reading scheme.

We expect that the majority of children will follow or exceed our expected progression. We track children who are not making expected progress and offer additional support to allow each child to make progress and catch up where possible. Children are grouped by ability rather than by age level. This allows us to ensure that all children are being adequately challenged and supported.