

## Catmose Primary Phonics Programme

Our sequence of progression ensures that teachers have high expectations for coverage. Quality teaching means that the scheme is rigorous and challenging. It embeds GPC knowledge whilst teaching children how to apply this to independent reading and writing. Rehearsing the application of known GPC's is at the core of our teaching sessions ensuring that all children make progress in every session.

Year Group	Expectations for coverage
All year groups	Phase 1
Reception	Phase 2 – Phase 4
Year 1	Phase 4 – Phase 5c
Year 2	Phase 5 consolidation – spelling rules and Patterns
Year 3 - 6	Spelling Rules and Patterns (Phonics where needed)

Progression										
<p><b>Phase 1:</b> <i>Laying the foundations for communication via reading and writing includes experiencing the following richly and deeply:</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #c6e0b4; padding: 5px;">Listening and Memory</td> <td style="background-color: #a6d8b4; padding: 5px;">Communication</td> <td style="background-color: #86c6b4; padding: 5px;">Articulation and Pronunciation</td> </tr> <tr> <td style="background-color: #66c686; padding: 5px;">Broadening Vocabulary</td> <td style="background-color: #46b466; padding: 5px;">Rhythm and Rhymes</td> <td style="background-color: #26a626; padding: 5px;">Alliteration</td> </tr> <tr> <td style="background-color: #c6c646; padding: 5px;">Developing a love of Books</td> <td style="background-color: #a68646; padding: 5px;">Celebration of Mark- Making</td> <td style="background-color: #864646; padding: 5px;">Oral Blending Oral Segmenting</td> </tr> </table>	Listening and Memory	Communication	Articulation and Pronunciation	Broadening Vocabulary	Rhythm and Rhymes	Alliteration	Developing a love of Books	Celebration of Mark- Making	Oral Blending Oral Segmenting
Listening and Memory	Communication	Articulation and Pronunciation								
Broadening Vocabulary	Rhythm and Rhymes	Alliteration								
Developing a love of Books	Celebration of Mark- Making	Oral Blending Oral Segmenting								
<p><b>Phase 2:</b> <i>As soon as the children are able to recognise the first set of GPC's they can begin to rehearse and apply their oral blending and segmenting skills to reading and writing. Children need to have lots of modelling of letter formation and how to blend words using 'pure sounds.'</i></p>	<p><b>Set 1: s a t p i</b>  <b>Set 2: n m d g</b>  <b>Set 3: o c k ck</b>  <b>Set 4: e u r h</b>  <b>Set 5: b f, ff l, ll ss</b></p>									
<p><b>Phase 3:</b> <i>Introduces further digraphs. Children to rehearse and apply their oral blending and segmenting skills to reading and writing. Children are able to use sound mats to support their writing.</i></p>	<p><b>Set 1: j v w x</b>  <b>Set 2: y z, zz qu</b>  <b>Set 3: ch</b> (chair) <b>sh</b> (shark) <b>th</b> (thumb) <b>th</b> (feather) <b>ng</b> (king)  <b>Set 4: ai</b> (snail) <b>ee</b> (tree) <b>igh</b> (light) <b>oa</b> (boat)  <b>Set 5: oo</b> (moon) <b>oo</b> (book) <b>ar</b> (car) <b>or</b> (fork) <b>ur</b> (fur)  <b>Set 6: ow</b> (cow) <b>oi</b> (coin) <b>ear</b> (ear) <b>air</b> (hair) <b>ure</b> (cure) <b>er</b> (teacher)</p>									
<p><b>Phase 4:</b> <i>Revise all previous phonemes learned so far whilst learning new skills and applying them to reading and writing in a more challenging way.</i></p>	<ul style="list-style-type: none"> <li>• Reading and writing CVCC and CCVC words (e.g. just, lamp, chest, pram, drum, fresh)</li> <li>• Reading and writing words containing digraphs (e.g. brown, snail, ladder, charm)</li> </ul>									

	<ul style="list-style-type: none"> <li>• Reading compound words (e.g. football, handstand, chopstick, lightbulb)</li> <li>• Reading polysyllabic (more than one syllable) e.g. faster, parking, hospital</li> <li>• Reading CCVCC (e.g. ground, stings, twist)</li> <li>• Writing words on a line, remembering when to use a descender and an ascender.</li> <li>• Writing short sentences using a mixture of CVCC, CCVC, compound, words with more than one syllable and sight words. e.g. The fast chap ran under the carpark</li> <li>• Regular misconceptions: Children regularly hear these adjacent consonants incorrectly... jrum instead of drum jrop instead of drop sboon instead of spoon sbot instead of spot chree instead of tree chrap instead of trap sdop instead of stop sdick instead of stick</li> </ul>
<b>Phase 5a:</b>	<p><b>Set 1:</b> ay (play) ou (house) ie (tie) ea (beach)  <b>Set 2:</b> oy (toy) ir (shirt) ue (glue) aw (saw) <b>Set 3:</b> wh (wheel) ph (dolphin) ew (screw) oe (toe)  <b>Set 4:</b> au (sauce) ey (key)  <b>Set 5:</b> a-e (cake) e-e (athlete) i-e (kite) o-e (note) u-e* (cube)</p>
<b>Phase 5b:</b>	<p><b>Set 1:</b> i (tiger) o (open) c (city) g (giant) <b>Set 2:</b> u (unicorn) ow (snow) ie (chief) ea (bread)  <b>Set 3:</b> er (fern) e (me) a (baby) a (swan) y (fly) y (gym) y (pony)  <b>Set 4:</b> ch (school) ch (chef) ey (grey)</p>
<b>Phase 5c:</b>	<p><b>Set 1:</b> t (picture) tch (catch) wr (wrap) ere (here) ear (learn) or (worm)  <b>Set 2:</b> dge (fudge) st (listen) ere (there) ear (pear) are (bare) oul (could) u push <b>Set 3:</b> mb (lamb) se (please) a (father) al (half)  <b>Set 4:</b> kn (knit) gn (gnat) o (some) al (all) our (four) augh (caught)</p>
<b>Additional sounds:</b>	<p><b>Set 1:</b> ge (large), eer (deer), s (sure), qua (squash)  <b>Set 2:</b> al (metal), el (camel), le (table)  <b>Set 3:</b> ar (warm), wa (watch), tion (station)</p>

### **Our Aim for Teaching Progression...**

All suggestions for progression will be carefully considered in line with the cohort's needs and stage of development, using professional judgement and discussion with subject lead.

Teaching Phoneme and Grapheme Correspondences (GPC's) is only a small element to the teaching of phonics. A huge emphasis is placed on the **application** of known GPC's to reading and writing. Every phonics session must include:

Revise and Rehearse Learn and Apply Reading Rehearsal Writing Rehearsal Challenge Teaching Tricky words
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**All sessions must be fast-paced, rigorous, and challenging.**

**Assessment** should be completed (where possible) outside of the phonics sessions to enable every session to be a teaching, learning and rehearsal of application of skills. Ongoing teacher assessment (involving observation as the children apply their knowledge to reading and writing) will always be the most effective way to ensure children are given the opportunities they need to develop into independent, confident and successful readers and writers.

Teaching:

- All children must be actively encouraged to 'ask the question,' to embed the knowledge of the various GPC's and to develop an understanding of spelling rules and patterns.
- All children must be taught to form their letters using the handwriting rhymes/stories.
- All children must be taught to use sound mats - QPhonics
- All children must be encouraged to use sound buttons for reading and blending where necessary.
- All children must be encouraged to use 'sound fingers' to count the phonemes when first learning to write using new GPC's or when rehearsing writing.
- All children must be encouraged to position their writing on the line, thinking about ascenders and descenders. (whether on a whiteboard or in an exercise book)

## Reception

By the end of Reception children should be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs
  - Read words consistent with their phonic knowledge by sound blending
  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
  - Write recognisable letters, most of which are correctly formed
  - Spell words by identifying the sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

### Reception Autumn

Term	Week	Phase	Focus	CEW reading	CEW writing
1	1	1	Listening and voice sounds		
	2	1	Rhyme and Alliteration		
	3	1	Rhyme and Alliteration		
	4	1	Oral Blending and Segmenting		
	5	1	Oral Blending and Segmenting		
	6	1	Recap all areas Baseline assessment out of lesson		
2	1	2	Set 1 - s,a,t,p		
	2	2	Set 2 – i,n,m,d	to, the, into	
	3	2	Set 3 – g,o,c,k,ck – introduce asking the question		
	4	2	Set 4 – e, u, r, h	no, go, l	
	5	2	Set 5 – b, f, ff, f, ff, ss <i>Assessment</i>		
	6	2	Recap week		

### Reception Spring

Term	Week	Phase	Focus	CEW reading	CEW writing
3	1	2	Recap Phase 2		
	2	3	Set 1 – j,v,w,x	to, the, no, go, l, into	
	3	3	Set 2 – y,z,zz,qu,ch	he, she, we, me, be	the, to, into
	4	3	Set 3 – <b>sh</b> (shark), <b>th</b> (thumb), <b>th</b> (feather), <b>ng</b> (king)		
	5	3	Set 4 – <b>ai</b> (snail), <b>ee</b> (tree), <b>igh</b> (ight), <b>oa</b> (boat)	was, my	
	6	3	Recap P2 and P3 covered so far		
4	1	3	Set 5 – <b>oo</b> (moon), <b>oo</b> (book), <b>ar</b> (car), <b>or</b> (fork)		no, go, l
	2	3	Set 5 – <b>ur</b> (fur) Set 6 – <b>ow</b> (cow), <b>oi</b> (coin), <b>ear</b> (ear)	you	
	3	3	Set 6 – <b>air</b> (hair), <b>ure</b> (cure), <b>er</b> (teacher)	they, her	
	4	3	Phase 3 – recap any difficulties	all, are	
	5	3	Phase 3 – recap any difficulties <i>Assessment</i>		
	6	3	Writing focus		

## Reception Summer

Term	Week	Phase	Focus	CEW reading	CEW writing
5	1	3	Recap all P2 and P3		
	2	4	Ending adjacent consonants – <b>ld</b> (cold), <b>lf</b> (elf), <b>lp</b> (elf), <b>lk</b> (milk), <b>mp</b> (bump), <b>ft</b> (left), <b>xt</b> (next), <b>pt</b> (kept)	said, so	he, she, me, be, we
	3	4	Ending adjacent consonants – <b>nd</b> (band), <b>nk</b> (tank), <b>nt</b> (tent), <b>sk</b> (desk), <b>st</b> (fist), <b>nch</b> (crunch)	have, like, some, come	you, was, her
	4	4	Beginning adjacent consonants – <b>bl</b> (blob), <b>br</b> (brick), <b>cl</b> (clap), <b>cr</b> (crab), <b>fl</b> (flag), <b>fr</b> (frog) <b>gl</b> (glad), <b>gr</b> (grin), <b>pl</b> (plum), <b>pr</b> (press),	were, there, little, one	they, all, are
	5	4	Beginning adjacent consonants – <b>sc</b> (scab), <b>sk</b> (skin), <b>sn</b> (snap), <b>tw</b> (twin), <b>spr</b> (spring), <b>str</b> (strong), <b>shr</b> (shrug), <b>thr</b> (thrill)	do, what, when, out	
	6	4	Common misconceptions – e.g. <b>st</b> (step), <b>dr</b> (drop), <b>sp</b> (spot), <b>tr</b> (trip)		
6	1	4	Compound words		
	2	4	Polysyllabic words		
	3	4	Consolidate		
	4	4	Consolidate		
	5	4	Consolidate		
	6	4	Consolidate		

## Year 1

By the end of Year 1 Children should be able to:

- spell words containing each of the 40+ phonemes already taught
- know the common exception words
- spell the days of the week
- name the letters of the alphabet
- name the letters of the alphabet in order
- use the letter names to distinguish between alternative spellings of the same sound

- add prefixes and suffixes
- use the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs
- use the prefix un-
- use –ing, –ed, –er and –est where no change is needed in the spelling of root words
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

## Year 1 Autumn

Term	Week	Phase	Focus	CEW reading	Spellings including CEW
1	1	3	Recap Phase 3	Phase 3 Phase 4 – have, said, like, so, do, some	
	2	4	Recap Phase 4 – ending adjacent consonants e.g. st, nd, lk, nk, lk, mo, nt	come, little	<b>he, me, she, we, be</b>
	3	4	Recap Phase 4 – beginning adjacent consonants e.g. br, cl, pr	one, were	<b>you, are, her, crab, clip, bring</b>
	4	4	Recap Phase 4 – common misconceptions – e.g. st, dr, sp, tr	there, out	<b>was, all, they, my, drop, trap</b>
	5	4	Recap Phase 4 – compound words	what, when	next, bank, milk, desktop, <b>Monday, sandpit</b>
	6	4	Phase 4 - address any misconceptions <i>Phase 4 assessment</i>		<b>Tuesday, said, have, like, so, do</b>
2	1	5a	Set 1 - <b>ay</b> (play) <b>ou</b> (house) <b>ie</b> (tie) <b>ea</b> (beach)	Mrs, Mr, oh	<b>some, come, play, say, out, tie, beach</b>
	2	5a	Set 2 - <b>oy</b> (toy) <b>ir</b> (shirt) <b>ue</b> (glue) <b>aw</b> (saw)	people, their	<b>little, one, toy, shirt, glue, saw</b>
	3	5a	Set 3 - <b>wh</b> (wheel) <b>ph</b> (dolphin) <b>ew</b> (screw) <b>oe</b> (toe)	looked, could,	<b>what, when, toe, chew, flew, goes</b>
	4	5a	Set 4 - <b>au</b> (sauce) <b>ey</b> (key) Set 5 - <b>a-e</b> (cake)	called, ask / asked	<b>were, there, key, money, make, made</b>
	5	5a	Set 5 - <b>e-e</b> (athlete) <b>i-e</b> (kite) <b>o-e</b> (note) <b>u-e*</b> (cube)	by, here, Christmas	<b>ask, here, by, like, time</b>
	6	5a	Recap Phase 5a	love	<b>love</b>

## Year 1 Spring

Term	Week	Phase	Focus	CEW reading	Spellings including CEW
3	1	5b	Set 1 - <b>i</b> (tiger) <b>o</b> (open) <b>c</b> (city) <b>g</b> (giant)	full, pull	<b>full, pull,</b>
	2	5b	Set 2 - <b>u</b> (unicorn) <b>ow</b> (snow) <b>ie</b> (chief) <b>ea</b> (bread)	push, put	<b>push, put</b>
	3	5b	Set 3 - <b>er</b> (fern) <b>e</b> (me) <b>a</b> (baby) <b>a</b> (swan)	says, today	<b>says, today</b>
	4	5b	Set 3 - <b>y</b> (fly) <b>y</b> (gym) <b>y</b> (pony)	school, our	<b>school, our</b>

			Set 4 - <b>ch</b> (school) <b>ch</b> (chef) <b>ey</b> (grey)		
	5	5b	Address any misconceptions in 5b <i>Assessment 5a /5b</i>	Consolidate	Consolidate
	6	5a/b	Consolidate use of 5a and 5b	Consolidate	Consolidate
4	1	5a/b	Consolidate use of 5a and 5b	Consolidate	Consolidate
	2	5c	Set 1 - <b>t</b> (picture) <b>tch</b> (catch) <b>wr</b> (wrap)	friend, your	<b>friend, your</b>
	3	5c	Set 1 - <b>ere</b> (here) <b>ear</b> (learn) <b>or</b> (worm)	here, house	<b>here, house</b>
	4	5c	Set 2 - <b>dge</b> (fudge) <b>st</b> (listen) <b>oul</b> (could)	where, once	<b>where, once</b>
	5	5c	Set 2 - <b>ere</b> (there) <b>ear</b> (pear) <b>are</b> (bare) <b>u</b> push	day, very	<b>Wednesday, day, very</b>
	6	5c	Address any misconceptions so far		

## Year 1 Summer

Term	Week	Phase	Focus	CEW / HFW reading	Spellings including CEW
5	1	5c	Set 3 - <b>mb</b> (lamb) <b>se</b> (please) <b>a</b> (father) <b>al</b> (half)	about, came	<b>Thursday, Friday</b>
	2		Set 4 - <b>kn</b> (knit) <b>gn</b> (gnat) <b>o</b> (some)	children, because	<b>Saturday, Sunday</b>
	3		Set 4 - <b>al</b> (all) <b>our</b> (four) <b>ough</b> (caught)	Consolidate	<b>Mr, Mrs</b>
	4		Consolidate Phases 5a-5c	Consolidate	<b>their, people</b>
	5		Consolidate Phases 5a – 5c	Consolidate	<b>looked, could, called</b>
	6		Spelling rules - k before e, i, y – kit, kent, skin - words ending in v usually end ve - contractions	I'm, it's, don't,	<b>I'm, it's, don't</b>
6	1		To add prefixes and suffixes <i>Phonics screening Check</i>	Consolidate	
	2		To use the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs	Consolidate	
	3		To use the prefix un-	Consolidate	
	4		To use –ing, -ed, -er and –est where no change is needed in the spelling of root words	Consolidate	
	5		Consolidate	Consolidate	
	6		Consolidate	Consolidate	

## Year 2

By the end of Year 2 children should be able to:

- spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learn the new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learn to spell common exception words
- learn to spell words with contracted forms
- learn the possessive apostrophe
- distinguish between homophones and near homophones
- add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

### Year 2 Autumn

Term	Week	Phase	Focus	CEW reading	Spellings including CEW
1	1	5a	Consolidate and address gaps / misconceptions of the cohort. <i>Introduce 'Ask the question'</i>	because, door, poor, floor	<b>because, door, poor, floor</b>
	2	5a	Consolidate and address gaps / misconceptions of the cohort. <i>Introduce 'Ask the question'</i>	find, mind, kind, behind, whole, who	<b>find, mind, kind, behind, whole, who</b>
	3	5b	Consolidate and address gaps / misconceptions of the cohort. <i>Introduce 'Ask the question'</i>	child, wild, most, both	<b>child, wild, most, both</b>
	4	5b	Consolidate and address gaps / misconceptions of the cohort. <i>Introduce 'Ask the question'</i>	busy, pretty, every, everybody, money	<b>busy, pretty, every, everybody, money</b>
	5	5c	Consolidate and address gaps / misconceptions of the cohort. <i>Introduce 'Ask the question'</i>	after, father, fast, last, past, class	<b>fast, past, last</b>
	6	5c	Consolidate and address gaps / misconceptions of the cohort. <i>Introduce 'Ask the question'</i>	climb, could, would, should	<b>after, father, class</b>
2	1	6	Set 1 <b>ge</b> (large), <b>eer</b> (deer), <b>s</b> (sure), <b>qua</b> (squash)	sure, sugar, any, many	<b>sure, sugar, any, many</b>
	2	6	Set 2- <b>al</b> (metal), <b>el</b> (camel), <b>le</b> (table)	people, only, old	<b>people, only, old</b>
	3	6	Set 3- <b>ar</b> (warm), <b>wa</b> (watch), <b>tion</b> (station)	children, Christmas	<b>children, Christmas</b>
	4		Homophones and near Homophones	break, steak, great	<b>break, steak, great</b>
	5		Contractions	cold, gold, hold, told	<b>cold, gold, hold, told</b>
	6		Address misconceptions		

### Year 2 Spring



Term	Week	Phase	Focus	CEW reading	Spellings including CEW
1	1		Suffixes -ed, and -ing, words ending in y	clothes, water	<b>clothes, water</b>
	2		Suffixes -ed, -ing, -er and -est, -y words ending in e	grass, pass	<b>grass, pass</b>
	3		Suffixes -ed, -ing, -er and -est -y words ending with consonants	again, even	<b>again, even</b>
	4		Apostrophes for possession	plant, half	<b>plant, half</b>
	5		Suffixes -ment, -ness, -ful, -less, -ly	beautiful	<b>beautiful</b>
	6		Apostrophes (contractions and possession)	path, bath	<b>path, bath</b>
2	1		Homophones and near Homophones	move, prove, improve	<b>move, prove, improve</b>
	2		Suffixes -er and -est words ending in y	eye, hour, parents	<b>eye, hour, parents</b>
	3		Suffixes -er, -est, -y words ending in e		
	4		Suffixes -er, -est -y words ending with consonants		
	5		Address misconceptions		
	6		Address misconceptions		

## Year 2 Summer

Term	Week	Phase	Focus	CEW reading	Spellings including CEW
1	1				
	2				
	3				
	4				
	5				
	6				
2	1				
	2				
	3				
	4				
	5				
	6				