

# Phonics expectations tracker

'Working together to achieve success'



Year group and term:	Graphemes taught:	Expectations by the end of the half term:	Children not achieving the expectations
<b>Reception</b> Autumn 1 Phase 2 Read & Write	s a t p i n m d g o c k ck e u r h b f ff l ll	Recognise 18 out of 22 graphemes Can orally blend vc & cvc words Begin to orally segment vc & cvc words	
Autumn 2 Phase 3 Read	j v w x y z zz qu ch sh th ng ai ee or igh oa oo (long) oo (short) ar ur er ow oi	Recognise 30 out of 34 graphemes Blend for reading vc & cvc words with single graphemes Segment for spelling vc & cvc words with single graphemes (begin writing)	
Spring 1 Phase 3 Read & Spell	Revision of previously taught graphemes air ear ure	Recognise 38 out of 42 graphemes Blend for reading vc & cvc words with consonant digraphs (word & sentence level) Segment for spelling vc & cvc words with consonant digraphs (refer to grapheme mat)	
Spring 2 Phase 4 Read	Revision of previously taught graphemes Phase 4 reading cvcc ccvc ccvcc cccvcc Compound Words	Recognise 45 out of 49 graphemes Blend for reading vc & cvc words with consonant & vowel digraphs (word & sentence level) Segment for spelling vc & cvc words with consonant & vowel digraphs (refer to grapheme mat)	
Summer 1 Phase 3 & 4 Read & Spell	No new graphemes taught – revision of Phase 3 & 4 Phase 4 spelling cvcc ccvc ccvcc cccvcc Compound Words	Recognise 49 out of 49 graphemes Blend for reading cvcc, ccvc & ccvcc words Segment for spelling vc & cvc words with consonant & vowel digraphs	
Summer 2 Apply: Phase 3 & 4 Read & Spell	No new graphemes taught – application of Phase 3 & 4 in reading & writing Reading Nonsense words	Recognise 49 out of 49 graphemes Blend for reading cccvcc & Compound Words Begin to segment for spelling cvcc words	
<b>Year 1</b> Autumn 1	2 weeks revision of Phase 4 2 weeks – ee e ea y ie e-e ey <b>eo</b> 2 weeks - oo o ue u-e ew ui <b>ou</b> (mould, shoulder)	Recognise 58 out of 62 graphemes Blend for reading ee alternatives Segment for spelling cvcc words	
Autumn 2	2 weeks – ai ay a-e eigh ey <b>ei a</b> 2 weeks – igh ie y i-e i 2 weeks – oa o ow o-e oe <b>oul</b> 2 weeks – ow ou ough	Recognise 76 out of 80 graphemes Blend for reading oo(long) alternatives Blend for reading ai alternatives Blend for reading igh alternatives Segment for spelling ccvc words	
Spring 1	1 week – oi oy 1 week – ar a <b>al</b> 2 weeks – or au aw a our augh ough <b>al</b> 1 week – oo ou u <b>o oul</b>	Recognise 90 out of 94 graphemes Blend for reading oa alternatives Blend for reading ow alternatives Blend for reading oi alternatives Segment for spelling ccvcc words	
Spring 2	2 weeks – ur or ir er ear 1 week – ear eer ere 2 weeks – air ere ear are 1/2 weeks – wh ph kn gn 1/2 weeks – wr tch ture (picture) soft c <b>ea (head)</b>	Recognise 109 out of 113 graphemes Blend for reading ar alternatives Blend for reading or alternatives Blend for reading oo(short) alternatives Segment for spelling cccvcc words	
Summer 1	a (what) wh (who) ve (have) y (gym) se (z) (please, hens) st (listen) sc (scissors) se (mouse) sh ti (station) ch (chef) s (sugar) c (ocean) ss(ion) mission ss(ure) assure s(ion) explosion c(ious) delicious c(ial) special c ch (school) qu (plaque) m mb (thumb) j g (giant) dge (hedge) s (treasure) Revision of Phase 5 with a focus on graphemes in bold	Recognise 113 out of 113 graphemes Blend for reading ur alternatives Blend for reading ear alternatives Blend for reading air alternatives Blend for reading wh, ph, kn, gn words Blend for reading wr, tch, ture, soft c, ea(/e/) Segment for spelling compound words with known graphemes	

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<p><b>Summer 2</b></p>	<p><b>1 week</b> – ay a-e a (also - eigh, ey, ei)</p> <p><b>1 week</b> – ea e y e-e ie ey (<b>NNS</b>) (also – eo)</p> <p><b>1 week</b> – ie y i-e i</p> <p><b>1 week</b> – o-e o ow oe (also – oul)</p> <p><b>1 week</b> – u-e ew ue o (also – ou ui)</p>	<p><b>Blend for reading applying all graphemes taught</b></p> <p>Begin to spell common ai, ay words correctly                  Begin to spell common ee, ea words correctly                  Begin to spell common igh, ie words correctly                  Begin to spell common oa, oe words correctly                  Begin to spell common oo, ue words correctly</p>	
<p><b>Year 2</b> <b>Autumn 1</b></p>	<p><b>1 week</b> – oy (Ph5 Wk2) ou (cloud) (Ph5 Wk8)</p> <p><b>1 week</b> – ch (school) (Ph5 Wk10) ir (Ph5 Wk11)</p> <p><b>1 week</b> – aw/au (Ph5 Wk15) ore (Ph5 Wk29)</p> <p><b>1 week</b> – wh (when, who) (Ph5 Wk17) ph (Ph5 Wk19)</p> <p><b>1 week</b> – soft c and soft g (Ph5 Wk18)</p> <p><b>1 week</b> – ea (bread) (Ph5 Wk20)</p> <p>+ Phase 5 Alternatives – 3 lessons over 3 week period on same sound (once a week)                  Use:                  Ph6 Wk 1 - 'y' saying /igh/ &amp; alternatives                  +                  Locate within Phase 5 which are for the alternatives originally looked at in Y1 Summer 2.                  Deliver in Autumn &amp; Spring 1 then assess in order to plan Spring 2 onwards.</p>	<p>Be able to spell common words linked to each spelling pattern taught within the previous half term</p>	
<p><b>Autumn 2</b></p>	<p><b>1 week</b> – tch (Ph5 Wk25) unspoken e (house) (Ph5 Wk28)</p> <p><b>1 week</b> – ear / are (Ph5 Wk27)</p> <p><b>1 week</b> - Ph6 Wk 2 - 'dge' and 'ge' saying /j/</p> <p><b>1 week</b> - Ph6 Wk 3 - Adding –es to words ending in 'y'</p> <p><b>1 week</b> -Ph6 Wk 4 - 'gn' saying /n/ -Ph6 Wk 5 - 'kn' saying /n/</p> <p><b>1 week</b> - Ph6 Wk 6 - Adding –ing and –ed to words ending in 'y'</p>	<p>Be able to spell common words linked to each spelling pattern taught within the previous half term</p>	
<p><b>Spring 1</b></p>	<p><b>1 week</b> – Ph6 Wk 7 - 'wr' saying /r/</p> <p><b>1 week</b> – Ph6 Wk 8 - 'le' saying /l/</p> <p><b>1 week</b> – Ph6 Wk 9 - Adding –er and –est to words ending in 'y'</p> <p><b>1 week</b> – Ph6 Wk 10 - 'el' saying /l/</p> <p><b>1 week</b> – Ph6 Wk 11 - 'al' and 'il' saying /l/</p> <p><b>1 week</b> – Ph6 Wk 12 - Adding –ed and –er to words ending in e</p>	<p>Be able to spell common words linked to each spelling pattern taught within the previous half term</p>	
<p><b>Spring 2</b></p>	<p><b>1 week</b> -Ph6 Wk 13 'eer' saying /ear/</p> <p><b>1 week</b> – Ph6 Wk 14 'ture' saying /cher/</p> <p><b>1 week</b> – Ph6 Wk 15 Adding –est and –y to words ending in e</p> <p><b>1 week</b> – Ph6 Wk 16 'mb' saying /m/</p> <p><b>1 week</b> – Ph6 Wk 17 'al' saying /or/</p> <p><b>1 week</b> – Ph6 Wk 18 Adding –ing and –ed to CVC and CCVC words</p>	<p>Be able to spell common words linked to each spelling pattern taught within the previous half term</p>	
<p><b>Summer 1</b></p>	<p><b>1 week</b> – Ph6 Wk 19 'o' saying /u/</p> <p><b>1 week</b> – Ph6 Wk 21 Adding –er, –est and –y to CVCC and CVC words</p> <p><b>1 week</b> – Ph6 Wk 22 Contractions</p> <p><b>1 week</b> – Ph6 Wk 23 'war' saying /wor/ and 'wor' saying /wur/</p> <p><b>1 week</b> – Ph6 Wk 24 Adding suffixes –ment and –ness to words</p> <p><b>1 week</b> – Ph6 Wk 25 's' saying /zh/</p>	<p>Be able to spell common words linked to each spelling pattern taught within the previous half term</p>	
<p><b>Summer 2</b></p>	<p><b>1 week</b> – Ph6 Wk 26 wa saying /wo/, qua saying /quo/</p> <p><b>1 week</b> – Ph6 Wk 27 'tion' saying /shun/</p> <p><b>1 week</b> – Ph6 Wk 28 Adding the suffixes –ful, –less and –ly to words</p> <p><b>1 week</b> – Ph6 Wk 29 Homophones &amp; near homophones (<b>NNS</b>)</p> <p><b>1 week</b> – Ph6 Wk 30 Adding the prefix dis–</p> <p><b>1 week</b> - se (z – please) st (listen) sc (scissors) y (pyramid) s/ c (sugar, ocean) ti (sh) (station)</p>	<p>Be able to spell common words linked to each spelling pattern taught within the previous half term</p>	