



Subject Area: Phonics



Knowledge/skills progression	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letters and Sounds: Phonic Phases/ Spelling	PHASE 1	PHASE 1 – 4 Early Learning Goal: Word Reading 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. Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Phase 4 - 5 End of year TAF statements: spell some common exception words* and the days of the week. segment spoken words into phonemes and represent these by graphemes, spelling some words in a phonically plausible way.	Phase 5 consolidation Phase 6 spell many common exception words* segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	Spell most common exception words	Spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings.	Spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary.	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.