



Systematic Synthetic Phonics Progression

The full progression:

Reception

Autumn Term 1st Half: Phase 2 Graphemes

s a t i p n m d g o c k

- CVC words

I the go to no into

Autumn Term 2nd Half: Phase 2 Graphemes

ck e u r h b f ff l ll ss

- CVC words
- Words with double letters
- Two syllable words

I the go to no into

Spring Term 1st Half: Phase 3 Graphemes

j v w x y z zz qu

- Words ending s /z/ (bags)

he she we me be was my you her they all are

Spring Term 2nd Half: Phase 3 Graphemes (inc Phase 4 structures)

ch sh th ng ai ee igh oa oo oo

he she we me be was my you her they all are

Summer Term 1st Half: Phase 3 Graphemes (inc Phase 4 structures)

ar or ur ow oi ear air ure er

some one said come do so were when have there out like little what

Summer Term 2nd Half: Phase 5 Graphemes

/w/ as in wheel

/ee/ as in scene

/f/ as in dolphin

/ee/ as in shield

/ai/ as in crayon

/ee/ as in peach

/ai/ as in cake

Consolidation

/ai/ as in acorn

some, one, said, come, do, so, were, when, have, there, out, like, little, what

Year 1

Autumn Term 1st Half: Phase 5

/igh/ as in child	/oa/ as in toe
/igh/ as in time	/oa/ as in piano
/igh/ as in in pie	/ee/ as in key
/oa/ as in rope	Consolidation
/oa/ as in snow	

some, one, said, come, do, so, were, when, have, there, out, like, little, what

Autumn Term 2nd Half: Phase 5

/y+oo/ as in unicorn	/y+oo/ as in news
short / oo / as in push	/long/oo as in screw
/y+oo/ as in cube	/ur/ as in herbs
long /oo/ as in flute	/ur as in bird
/y+oo/ as in statue	/ou/ as in cloud
long/oo/ as in blue	/oi/a in toy

oh, their, people, Mr, Mrs, looked, called, asked, could, water, where

Spring Term 1st Half: Phase 5

/or/ as in astronaut	/eer/ as in deer and here
/or/ as in strawberry	/air/ as in square, bear and there
/oa/ as in shoulder	/or/ as in ball
long/oo/ as in soup	/or/ as in four
short / oo/ as in should	/or/ as in core
/ar/ as in father and palm	/or/ as in door
/ur/ as in pearl and world	/or/ as in daughter

who, again, thought, through, many, laughed, because, any, eyes, friends, once, please

Spring Term 2nd Half: Phase 5

/s/ as in celery

/sh/ as in chef

/j/ as in giraffe

/j/ as in bridge

/e/ as in bread

/j/ as in package

/s/ as in house

/uh/ as in mother

/s/ as in fence

Consolidation

/k/ as in school

oh, their, people, Mr, Mrs, looked, called, asked, could, water, where

Summer Term 1st Half: Phase 5

/ul/ as in bottle

/r/ as in writing

/t/ as in mixed

/ch/ as in hatching

/d/ as in drilled

/zh/ as in treasure, television, collage

/m/ as in comb

Consolidation

/n/ as in knot

/n/ as in sign

oh, their, people, Mr, Mrs, looked, called, asked, could, water, where

Summer Term 2nd Half: Phase 5

/ch+u/ as in picture

/sh/ as in musician

/i/ as in pyramid

/sh/ as in percussion

/s/ as in scissors

Consolidation

/s/ as in whistle

/o/ as in watch

/sh/ as in station

who, again, thought, through, many, laughed, because, any, eyes, friends, once, please

Year 2

Autumn Term 1st Half

Teach adding the suffix –ed (simple form of past tense) to verbs where no change is needed to the root word:

Jumped, hunted, walked, buzzed

Teach adding the suffix –ing to verbs where no change is needed to the root word (will always add an extra syllable to the word):

Jumping, walking, buzzing, hunting

Teach adding the suffix –er to verbs where no change is needed to the root word (will always add an extra syllable to the word):

Jumper, hunter, walker, buzzer

Teach adding suffixes –est and –er to adjectives where no change is added to the root word.

RULE: As with verbs, if the adjective ends in two consonant letters (the same or different), the ending is simply added on

Long / longer / longest

Quick / quicker / quickest

Teach adding –s and –es to words (plural of nouns and the third singular of verbs)

RULE: If the ending sounds like s or z, it is spelt as –s. If the ending sounds like iz and forms an extra syllable in the word, it is spelt as –es

Cats, Dogs, Spends, Catches

Teach adding prefix –un to the beginning of a word without any change to the spelling of the root word

Unhappy, undo, unload, unfair, unlock

Autumn Term 2nd Half

Teach using k for the k sound

RULE: the k sound is spelt as a k rather than as c before e, i and y

Sketch, kit, skin, frisky

Teach adding suffixes -ed and -ing to a root word ending in -y with a consonant before it.

RULE: the y is changed to i before -ed but not before -ing as this would result in ii are skiing and taxiing

Copied, cried, replied

BUT:

Copying, Crying, Replaying

Teach adding suffixes -er and -est ending in -y with a consonant before it.

RULE: the y is changed to i before -er and -est are added

Copiers, Happier, Happiest

Teach adding suffixes -ed and -ing to a root word ending in -e with a consonant before it

RULE:

The -e at the end of the root word is dropped before -ed and -ing or any other suffix beginning with a vowel letter is added

Hiked, hiking

Exception: Being

Teach adding suffixes -er, -est, -y to a root word ending in -e with a consonant before it

RULE: The -e at the end of the root word is dropped before -er, est, -y or any other suffix beginning with a vowel letter is added

Nicer, nicest, shiny

Teach adding suffixes -ed and -ing to words of one syllable ending in a single consonant letter after a single vowel letter

Patted, patting, hummed, humming, dropped

Exception: The letter x is never doubled

Mixing, mixed

Spring Term 1st Half

Teach adding suffixes -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

RULE: The last consonant letter of the root word is doubled to keep the vowels a, e, i, o, u

Sadder, saddest, fatter, fattest, runner, runny

Exception:

The letter x is never doubled

Boxer

Teach adding suffixes -es to nouns and verbs ending in -y

RULE: The y is changed to i before -es is added

Flies, tries, replies, copies, babies, carries

Teach contractions

RULE: In contractions, the apostrophe shows where a letter or letters would be if the words were written in full length (e.g., can't, cannot)

Can't, didn't, hasn't, couldn't, I'll

Spring Term 2nd Half

Teach the possessive apostrophe (singular nouns)
Megan's, Ravi's, The girl's, The child's, The man's

Teach adding suffix -ment to words

RULE: if a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words

Enjoyment, payment, movement

Exceptions:

1) Argument

2) Root words ending in -y with a consonant before it but only if the root word has more than one syllable

Merriment

Teach adding suffix -ness to words

RULE: if a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words

Sadness, illness, sickness

Exceptions:

1) Root words ending in -y with a consonant before it but only if the root word has more than one syllable

Happiness

Teach adding the suffixes -ment and -ness to words

Consolidation of learning

Summer Term 1st Half

Teach adding suffix –ful to words

RULE: if a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words

Careful, playful

Exceptions: root words ending in –y with a consonant before it but only if the root word has more than one syllable

Plentiful

Teach adding suffix -less to words

RULE: if a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words

Hopeless

Exceptions: root words ending in –y with a consonant before it but only if the root word has more than one syllable

Penniless

Teach adding suffix –ly to words

RULE: if a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words

Careful, playful, hopeless, badly, sadly

Exceptions: root words ending in –y with a consonant before it but only if the root word has more than one syllable

Plentiful, penniless, happily

Teach adding the suffixes -ful, -less and -ly to words

Consolidation of learning

Teach the sound ‘l’ spelt –le at the end of words

RULE: the –le spelling is the most common spelling for the sound at the end of words

Table, apple, bottle, little, middle

Summer Term 2nd Half

Teach the sound ‘l’ spelt –el at the end of words

RULE: the –el spelling is much less common than –le

The –el spelling is used after m, n, r, s, v, w and more often than not after s

Camel, tunnel, squirrel, travel, towel, tinsel

Teach the sound 'l' spelt -al or -il at the end of words

RULE: not many nouns end in -al, but many adjectives do. There are not many words ending in -il

Metal, pedal, capital, hospital, animal, pencil, nostril, fossil

Teach homophones or near-homophones

It is important to know the difference in meaning between homophones

there / their / they're

here / hear

see / sea

bare / bear

son / sun

quite / quiet

one / won