



CPS Phonics overview

Progression Model: The curriculum follows a spiral approach, with pupils revisiting and consolidating previously taught phonemes, graphemes and spelling patterns while applying them in increasingly complex reading and writing contexts. This supports secure retention, automaticity and the transfer of skills across the curriculum.

Whole School Phonics Progression Overview

Area	Reception	Year 1	Year 2
Curriculum Phases	Phase 1, Phase 2, Phase 3 and Phase 4 introduced and secured.	Review of Phases 2-4 followed by systematic teaching of Phase 5.	Consolidation of Phase 5 and development of Phase 6 spelling and morphology.
Core Focus	Phoneme recognition, oral blending, segmenting, letter formation and early reading.	Developing fluent decoding through alternative graphemes and pronunciations.	Applying phonics knowledge to spelling, writing and word structure.



Grapheme-Phoneme Correspondence	Single letter sounds, digraphs and trigraphs introduced.	Alternative spellings for known phonemes (e.g. ay, a-e, ea, ew, oy, aw).	Further consolidation of alternative spellings and less common grapheme choices.
Word Reading	Read and blend simple CVC words before progressing to words with digraphs, trigraphs and adjacent consonants.	Read increasingly complex words using Phase 5 knowledge with growing automaticity and fluency.	Read fluently and accurately while applying phonics knowledge automatically across the curriculum.
Spelling	Segment and spell simple words using taught phonemes and graphemes.	Spell words using alternative graphemes and apply Phase 5 patterns.	Apply suffixes, prefixes and spelling rules with increasing accuracy.



Common Exception Words	Introduced progressively alongside phonics teaching.	Continued development and application within reading and writing.	Consolidated and applied independently.
Vocabulary & Language	Development of oral language and high-frequency words alongside phonics instruction.	Increasing vocabulary through reading and application of new spelling patterns.	Understanding of roots, prefixes and suffixes to support vocabulary development.
Assessment	Regular assessment and revision to secure phase progression.	Ongoing AfL, reading profiles and Phonics Screening Check preparation.	Baseline, reading profiles, revision weeks and ongoing assessment to secure Phase 5 and 6 application.



End Point	Pupils can blend and segment confidently and read and spell words containing Phase 4 adjacent consonants.	Pupils can decode unfamiliar words fluently using Phase 5 knowledge and meet the expected standard in the Phonics Screening Check.	Pupils apply phonics confidently to support fluent reading, accurate spelling and successful transition into Key Stage 2 spelling expectations.
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