



Holy Trinity
C of E (VC)
Primary School
Halstead

Phonics

PROGRESSION MAP

November 2022

www.holytrinityhalstead.com



Phonics Knowledge and Skills Progression

(At Holy Trinity we use Bug Club Phonics as our accredited scheme)



Phonics		Subject content		
EYFS	Topic	Knowledge	Skills	Vocabulary
Autumn Term 1 and 2	Phase 2	<p>To know the phoneme /s/ written as 's'. To know the phoneme /a/ written as 'a'. To know the phoneme /t/ written as 't'. To know the phoneme /p/ written as 'p'. To know the phoneme /i/ written as 'i'. To know the phoneme /n/ written as 'n'. To know the phoneme /m/ written as 'm'. To know the phoneme /d/ written as 'd'. To know the phoneme /g/ written as 'g'. To know the phoneme /o/ written as 'o'. To know the phoneme /c/ written as 'c'. To know the phoneme /k/ written as 'k'. To know the phoneme /ck/ written as 'ck'. To know the phoneme /e/ written as 'e'. To know the phoneme /u/ written as 'u'. To know the phoneme /r/ written as 'r'. To know the phoneme /h/ written as 'h'. To know the phoneme /b/ written as 'b'. To know the phoneme /f/ written as 'f' and 'ff'. To know the phoneme /l/ written as 'l' and 'll'. To know the phoneme /s/ written as 'ss'. To know that to read and spell words you need to decode and blend. To know that some letters are vowels, and the rest are consonants. To know that irregular words contain elements that do not follow the most common letter-sound correspondences. To know how to read and spell 'and' and the irregular words to, the, no, go, I, into, her To know how to read and spell short words and captions.</p>	<p>I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise s, a, t, p, i, n, m, d. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise g, o, c, k. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ck, e, u, r. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise h, b, f, ff, l, ll, ss. I can spell the following words correctly: and, to, them no, go, I, into, her I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (<i>consonant-vowel consonant</i>), pure sound (<i>pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'</i>), segment, consonant digraph</p> <p>Irregular words <i>to, the, no, go, I, into, her</i> <i>Irregular words should be taught in sets. For example, 'no' and 'go' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>



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Phonics		Subject content		
EYFS	Topic	Knowledge	Skills	Vocabulary
Spring Term 1 and 2	Phase 3	<p>To know the phoneme /j/ written as 'j'.</p> <p>To know the phoneme /v/ written as 'v'.</p> <p>To know the phoneme /w/ written as 'w'.</p> <p>To know the phoneme /x/ written as 'x'.</p> <p>To know the phoneme /y/ written as 'y'.</p> <p>To know the phoneme /z/ written as 'z' and 'zz'.</p> <p>To know the phoneme /qu/ written as 'qu'.</p> <p>To know the phoneme /ch/ written as 'ch'.</p> <p>To know the phoneme /sh/ written as 'sh'.</p> <p>To know the phoneme /th/ written as 'th'.</p> <p>To know the phoneme /ng/ written as 'ng'.</p> <p>To know the phoneme /ai/ written as 'ai'.</p> <p>To know the phoneme /ee/ written as 'ee'.</p> <p>To know the phoneme /igh/ written as 'igh'.</p> <p>To know the phoneme /oa/ written as 'oa'.</p> <p>To know the phoneme /oo/ (long) written as 'oo'.</p> <p>To know the phoneme /oo/ (short) written as 'oo'.</p> <p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words me, be, he, she, my, by, they, we, are</p> <p>To know how to read and spell short captions.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise j, v, w, x.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise y, z, zz qu.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ch, sh, th, ng.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ai, ee, igh, oa, oo (long), oo (short).</p> <p>I can spell the following words correctly: me, be, he, she, we, my, by, they, are</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (<i>consonant-vowel consonant</i>), pure sound (<i>pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'</i>), segment, consonant digraph, digraph, trigraph, long vowel</p> <p>Irregular words me, be, he, she, we, my, by, they, are <i>Irregular words should be taught in sets. For example, 'my' and 'by' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>
Phonics		Subject content		



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EYFS	Topic	Knowledge	Skills	Vocabulary
Summer Term 1	Phase 3	<p>To know the phoneme /ar/ written as 'ar'. To know the phoneme /or/ written as 'or'. To know the phoneme /ur/ written as 'ur'. To know the phoneme /ow/ written as 'ow'. To know the phoneme /oi/ written as 'oi'. To know the phoneme /ear/ written as 'ear'. To know the phoneme /air/ written as 'air'. To know the phoneme /ure/ written as 'ure'. To know the phoneme /ur/ written as 'ur'.</p> <p>To know that to read and spell words you need to decode and blend. To know that some letters are vowels, and the rest are consonants. To know that irregular words contain elements that do not follow the most common letter-sound correspondences. To know how to read and spell the irregular words you, all, was, give, live. To know how to read and spell short captions and sentences.</p>	<p>I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ar, or, ur, ow, oi</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ear, air, ure, er. I can spell the following words correctly: you, all, was, give, live I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (<i>consonant-vowel consonant</i>), pure sound (<i>pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'</i>), segment, consonant digraph, digraph, trigraph</p> <hr/> <p>Irregular words you, all, was, give, live <i>Irregular words should be taught in sets. For example, 'give' and 'live' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>



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<p>Summer Term 2</p>	<p>Phase 4</p>	<p><i>Many of the words children explored in Phases 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable).</i></p> <p>To know how to read words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know how to spell words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know that to read and spell words you need to decode and blend.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>To know how to read and spell short captions and sentences</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise adjacent consonants.</p> <p>I can spell the following words correctly: have, like, so, do, some, come, were, there, little, one, when, out, what.</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (<i>consonant-vowel consonant</i>), pure sound (<i>pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'</i>), segment, consonant digraph, digraph, trigraph, adjacent consonants, syllables</p> <hr/> <p>Irregular words have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p><i>Irregular words should be taught in sets. For example, 'come' and 'some' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>
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Phonics			Subject content		
Year 1	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn Term 1	Y1 National Curriculum spelling objectives covered within Bug Club Phonics units throughout the year.	Phase 3 (Revision)	<p>To know the phoneme /j/ written as 'j'.</p> <p>To know the phoneme /v/ written as 'v'.</p> <p>To know the phoneme /w/ written as 'w'.</p> <p>To know the phoneme /x/ written as 'x'.</p> <p>To know the phoneme /y/ written as 'y'.</p> <p>To know the phoneme /z/ written as 'z' and 'zz'.</p> <p>To know the phoneme /qu/ written as 'qu'.</p> <p>To know the phoneme /ch/ written as 'ch'.</p> <p>To know the phoneme /sh/ written as 'sh'.</p> <p>To know the phoneme /th/ written as 'th'.</p> <p>To know the phoneme /ng/ written as 'ng'.</p> <p>To know the phoneme /ai/ written as 'ai'.</p> <p>To know the phoneme /ee/ written as 'ee'.</p> <p>To know the phoneme /igh/ written as 'igh'.</p> <p>To know the phoneme /oa/ written as 'oa'.</p> <p>To know the phoneme /oo/ (long) written as 'oo'. To know the phoneme /oo/ (short) written as 'oo'.</p> <p>To know the phoneme /ar/ written as 'ar'.</p> <p>To know the phoneme /or/ written as 'or'.</p> <p>To know the phoneme /ur/ written as 'ur'.</p> <p>To know the phoneme /ow/ written as 'ow'.</p> <p>To know the phoneme /oi/ written as 'oi'.</p> <p>To know the phoneme /ear/ written as 'ear'.</p> <p>To know the phoneme /air/ written as 'air'.</p> <p>To know the phoneme /ure/ written as 'ure'.</p> <p>To know the phoneme /ur/ written as 'er'.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise j, v, w, x.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise y, z, zz qu.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ch, sh, th, ng.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ai, ee, igh, oa, oo (long), oo (short).</p> <p>I can spell the following words correctly: me, be, he, she, we, my, by, they, are</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (<i>consonant-vowel consonant</i>), pure sound (<i>pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'</i>), segment, consonant digraph, digraph, trigraph, long vowel</p> <p>Irregular words me, be, he, she, we, my, by, they, are <i>Irregular words should be taught in sets. For example, 'my' and 'by' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>



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<p>Autumn Term 2</p>	<p>Phase 4 Revision</p>	<p><i>Many of the words children explored in Phases 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable).</i></p> <p>To know how to read words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know how to spell words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p> <p>To know that to read and spell words you need to decode and blend.</p> <p>To know that some letters are vowels, and the rest are consonants.</p> <p>To know that irregular words contain elements that do not follow the most common letter-sound correspondences.</p> <p>To know how to read and spell the irregular words said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>To know how to read and spell short captions.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise adjacent consonants.</p> <p>I can spell the following words correctly: have, like, so, do, some, come, were, there, little, one, when, out, what.</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (<i>consonant-vowel consonant</i>), pure sound (<i>pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'</i>), segment, consonant digraph, digraph, trigraph, adjacent consonants, syllables</p> <p><u>Irregular words</u> have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p><i>Irregular words should be taught in sets. For example, 'come' and 'some' are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children.</i></p>
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<p>Spring Term</p>	<p>Phase 5</p>	<p>To know the phoneme /w/ written as /wh/.</p> <p>To know the phoneme /f/ written as 'ph'.</p> <p>To know the phoneme /ai/ written as 'ay'.</p> <p>To know the phoneme /ai/ written as 'a-e'.</p> <p>To know the phoneme /ai/ written as 'eigh', 'ey' and 'ei'. To know the phoneme /ee/ written as 'ea'.</p> <p>To know the phoneme /ee/ written as 'e-e'.</p> <p>To know the phoneme /ee/ written as 'ie', 'ey' and 'y'. To know the phoneme /igh/ written as 'ie'.</p> <p>To know the phoneme /igh/ written as 'i-e'.</p> <p>To know the phoneme /igh/ written as 'y'.</p> <p>To know the phoneme /igh/ written as 'l'.</p> <p>To know the phoneme /oa/ written as 'ow'.</p> <p>To know the phoneme /oa/ written as 'o-e'.</p> <p>To know the phoneme /oa/ written as 'o' and 'oe'. To know the phoneme /oo/ (long) written as 'ew'. To know the phoneme /oo/ (long) written as 'ue'. To know the phoneme /oo/ (long) written as 'u-e'.</p> <p><i>Additional knowledge: To know that /oo/ (long) can also be spelt 'ui'. Examples are 'suit', 'juice' and 'fruit'.</i></p> <p>To know the phoneme /oo/ (short) written as 'u' and 'oul'.</p> <p>To know that there are alternative graphemes for a phoneme (e.g. ore /or)</p> <p>To know how to read and spell the irregular words oh, their, people, Mr, Mrs Ms, water, where, who, again, thought, through</p> <p>To know how to read and spell words that end in 'ed' (sounding /t/). Examples are 'looked', 'called' and 'asked'.</p>	<p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise 'wh' and 'ph'.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /ai/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /ee/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /igh/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /oa/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise long and short /oo/ alternatives.</p> <p>I can spell the following words correctly: oh, their, people, Mr, Mrs, Ms, water, where, who, again, thought, through</p> <p>I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, digraph, trigraph, adjacent consonants, alternative, syllables</p> <p>Irregular words oh, their, people, Mr, Mrs, Ms, water, where, who, again, thought, through</p> <p><i>Irregular words should be taught in sets. For example, "thought" and "through" are irregular for the same reason therefore they should be taught together, and the irregular part of the word should be explained to the children. Any additional irregular words from the Year 1 National Curriculum that Bug Club Phonics have not provided, will be included in daily planning.</i></p>
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Summer Term	Phase 5	<p>To know the phoneme /or/ written as 'aw' To know the phoneme /or/ written as 'au' To know the phoneme /or/ written as 'al'. <i>Additional knowledge: If appropriate, explain to children that there are other ways to spell the /or/ sound: 'ough' sounds /or/ as in "caught" 'our' sounds /or/ as in "four", "pour", but 'our' sounds /ure/ in "your" and "tour"</i> To know the phoneme /ur/ written as 'ir'. To know the phoneme /ur/ written as 'er'. To know the phoneme /ur/ written as 'ear'. To know the phoneme /ow/ written as 'ou'. To know the phoneme /oi/ written as 'oy'. To know the phoneme /ear/ written as 'ere' and 'eer'. To know the phoneme /air/ written as 'are' and 'ear'. To know the phoneme /c/ written as 'c'. To know the phoneme /c/ written as 'k'. To know the phoneme /c/ written as 'ck'. To know the phoneme /c/ written as 'ch'. To know that there are alternative graphemes for a phoneme. To know how to read and spell the irregular words work, laughed, because, different, any, many, eyes, friends, two, once To know how to read and spell the high-frequency words Thursday, Saturday, thirteen and thirty. The sound v at the end of words (e.g. have/glove)</p>	<p>I can say, find and write the phonemes. I can identify a phoneme's position within a word. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /or/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ur/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ow/ and /oi/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ear/ and /air/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /c/ alternatives. I can spell the following words correctly: work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, digraph, trigraph, adjacent consonants, alternative, syllables</p> <p>Irregular words work, laughed, because, different, any, many, eyes, friends, two, once <i>The irregular part of the word should be explained to the children.</i> <i>Any additional irregular words from the Year 1 National Curriculum that Bug Club Phonics have not provided, will be included in daily planning.</i></p>
	Phase 5/6	<p>To know the phoneme /s/ written as 'c(e)', 'c(i)' and 'c(y)' To know the phoneme /s/ written as 'sc' and 'st(l)' To know the phoneme /s/ and /z/ written as 'se'. To know the phoneme /j/ written as 'g(e)', 'g(i)' and 'g(y)'. To know the phoneme /j/ written as 'dge'. To know the phoneme /l/ written as 'le'. <i>Additional knowledge: To know the phoneme /l/ written as 'al', 'il' and</i></p>	<p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /s/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /j/ alternatives. I can use my knowledge of decoding and blending to read Bug Club Phonics books</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables</p>



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		<p><i>'el'</i>. To know the phoneme /m/ written as 'mb'. To know the phoneme /n/ written as 'kn' and 'gn' To know the phoneme /r/ written as 'wr' To know how to read and spell the irregular words great, clothes <i>break and steak could also be taught alongside great.</i> To know how to read and spell irregular words with an apostrophe (contractions). it's, I'm, I'll, I've, don't, can't, didn't</p>	<p>that practise /l/, /m/, /n/, /r/ alternatives. I can spell the following words correctly: great, clothes, it's, I'm, I'll, I've, don't, can't, didn't I can use the knowledge I have learnt to inform my spelling.</p>	<p>Irregular words great, clothes, it's, I'm, I'll, I've, don't, can't, didn't <i>Additional irregular words to teach:</i> <i>climb, break, steak</i> <i>The irregular part of the word should be explained to the children.</i></p>
	Phase 5/6	<p>To know the phoneme /ch/ written as 'tch'. To know the phoneme /sh/ alternatives written as 'ch', 'c(ious)' and 'c(ion)'. To know the phoneme /e/ (short) written as 'ea'. To know the phoneme /zh/ written as 's'. To know the phoneme /w/ /o/ written as 'wa'. To know the phoneme /u/ written as 'o'. To know the suffix ending '-ing'. To know that if a word ends in a single vowel and consonant, we double the consonant before adding 'ing', as in "shop/shopping". To know the suffix ending '-ed'. To know that 'ed' has different sounds in different words: 'ed' can sound /t/ as in "hopped", "jumped", and also /d/ as in "nodded", "spotted". To know how to use the suffixes '-ing' and '-ed' when the word ends in silent 'e'. To know how to break words down into syllables to help reading and spelling. To know how to spell the high-frequency words first, second, third and words ending with '-ing' and '-ed'.</p>	<p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ch/, /sh/, /e/, /w/ /o/, /u/ alternatives. I can identify the position of a suffix within a word. I can identify whether a word ends in a single vowel and consonant or double consonant. I can identify long and short vowel phonemes within a word. I can spell the following words correctly: first, second, third, I can use the knowledge I have learnt to inform my spelling.</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables, morpheme, split digraph, suffix, prefix</p> <p>Irregular words <i>As Bug Club Phonics does not plan to teach any irregular words at this point, the teaching of Year 2 irregular words will be taken from the National Curriculum statutory list and added into daily planning.</i></p> <p>High-frequency words first, second, third Read and spell high-frequency words with suffix endings.</p>
	Phase 6	<p>To know how to use the suffix '-s'. To know how to use the plural suffix '-es'. To know how to read and spell high-frequency/irregular plural words. To know how to read and spell words with plural suffix endings 's' and 'es'</p>	<p>I can identify plural words. I can use the knowledge I have learnt to inform my spelling. I can identify the position of a prefix within a word. I can segment words into syllables to read</p>	<p>Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, segment, alternative, syllables, morpheme, split</p>



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		<p><i>To know the rule of adding '-es' to nouns and verbs ending in -y making an /ee/ or /igh/ phoneme (not on Bug Club)</i></p> <p>To know the prefix '-un'. To know that the prefix 'un-' denotes a negative action. It can mean "not". To know the prefix '-re'. To know that the prefix 're' can mean "again" or "back"</p>	and spell.	<p>digraph, suffix, prefix</p> <hr/> <p><u>Irregular words</u> <i>As Bug Club Phonics does not plan to teach any irregular words at this point, the teaching of Year 2 irregular words will be taken from the National Curriculum statutory list and added into daily planning.</i></p> <hr/> <p><u>High-frequency words</u> Irregular plural words.</p>
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Phonics			Subject content		
Year 2	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn Term	Y2 NC spelling objectives	Phase 5 (Revision)	<p>To know that there are alternative graphemes for a phoneme.</p> <p><i>During Autumn term 1, Bug Club Phase 5 will be delivered as a course of revision. The taught phonemes and graphemes will depend on the areas highlighted during baseline assessments at the start of year 2 and the phonics screening test taken in Year 1.</i></p> <p>Y2 NC spelling objectives taught within weekly spelling sessions.</p> <p>Phonics booster sessions for targeted children continued</p>	As above in Phase 5.	<p>As above in Phase 5.</p> <p><u>Irregular words</u> <i>Possible words to teach when recapping alternative graphemes for phonemes.</i> <i>/ai/: great, steak, break, again</i> <i>/igh/: find, mind, kind, wild, child, behind</i> <i>/oa/: old, cold, gold, told, hold, fold</i></p>