

Early Reading Progression Map

	2- & Year Olds	Nursery (3 - 4 YO)	Reception (4 - 5 YO)	Year 1
Autumn 1	<p>Environmental Sounds Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p>	<p>Review:</p> <ul style="list-style-type: none"> - Environmental Sounds - Instrumental Sounds - Body Percussion - Rhythm and Rhyme - Alliteration - Voice Sounds 	<p>Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l</p> <p>New tricky words is l the</p>	<p>Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Review tricky words Phases 2-4 the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p> <p><i>*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</i></p>
Autumn 2	<p>Instrumental Sounds Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes.</p>	<p>Progression of sounds s a t p i n</p> <p>Phonemic awareness focus Teach children to hear the same initial sound for words and names of objects.</p> <p>Oral blending</p>	<p>Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) <p>New tricky words</p>	<p>Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time</p>

	<p>Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</p>	<p>focus Teach children to blend CVC words using oral blending and objects.</p>	<p>put* pull* full* as and has his her go no to into she push* he of we me be</p> <p><i>*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</i></p>	<p>/oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>New tricky words their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p> <p><i>*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.</i></p>
<p>Spring 1</p>	<p>Body Percussion Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussion. Join in with longer sequences of body percussion. Describe body percussion. Follow instructions to recreate body percussion sounds, e.g.</p>	<p>Progression of sounds m d g o c k e</p> <p>Phonemic awareness focus Teach children to identify initial sounds of words and names of objects.</p> <p>Teach children to distinguish different sounds.</p> <p>Oral blending focus Teach children to blend CVC words using oral blending and objects.</p>	<p>Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> • words with double letters • longer words <p>New tricky words was you they my by all are sure pure</p>	<p>Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>

	Stamp feet loudly. Clap hands softly.			New tricky words any many again who whole where two school call different thought through friend work
Spring 2	Rhythm and Rhyme Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat. Create their own beat.	Progression of Sounds u r h b f l j Phonemic awareness focus Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds. Oral blending focus Teach children to blend CVC words using oral blending and objects.	Phase 3 graphemes Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end No new tricky words Review all taught so far	Phase 5 graphemes /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor New tricky words once laugh because eye <i>*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.</i>
Summer 1	Alliteration	Progression of	Phase 4	Phonics screening check review – no new

	<p>Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration.</p>	<p>Sounds v w y z qu ch</p> <p>Phonemic awareness focus Teach children to identify initial sounds of words and Objects.</p> <p>Oral blending focus Teach children to blend CVC words using oral blending and objects.</p>	<p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est <p>New tricky words said so have like some come love do were here little says there when what one out today</p>	<p>GPCs or tricky words</p>
<p>Summer 2</p>	<p>Voice Sounds Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. Create their own ideas for voices of characters/ imitating voices.</p>	<p>Progression of Sounds ck x sh th ng nk</p> <p>Phonemic awareness focus Teach children to identify the final sounds of words and objects.</p> <p>Oral blending focus Teach children to blend CVC words using oral blending and objects.</p>	<p>Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words <p>No new tricky words Review all taught so far</p>	<p>Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>New tricky words busy beautiful pretty hour move improve parents shoe</p>