

Reception Progression Chart

Reception		Grapheme – Phoneme Correspondences	Tricky words	Decodable texts	Guidance and notes:
Autumn One (as soon as all children are admitted-week three at the latest)	Phase Two	s a t p i n m d g o c k ck e u r h b f ff l l ss <i>Oral blending Picture Cards: Set 1-6</i>	a, is, the, I go, no, to, into, as, has, his, of, going <i>(Teach 2-3 per week to allow for consolidation and review in the final week)</i>	Week 1: Lilac books to establish routines. Week 2: Big Cat Pink A books Week 3-6: Big Cat Pink B books	-Lilac books are to only be used for a limited time. They enable children to establish a book bag routine and begin to manage books for themselves. They learn how to navigate the books and interact with the images. Adults use this window to also promote language development. -Quality first teaching should enable children to then access Pink A once they have the required GOCs and can blend. Any children at risk of missing this milestone should access the one-to-one activities. -Schools should use the Big Cat Excel to support book allocation and this should be followed.
Autumn Two	Phase Three	j v w x y z zz qu ch sh th ng/nk, ai ee igh oa oo (zoom and look) ar or ur ow oi ear air ure er <i>Guess my word oral blending.</i> <i>Oral segment CVCs.</i>	her, was, you, my, by, we, be, are, he, she, me, they, all (<i>push, pull* - regional*</i>) <i>(Teach 2-3 per week to allow for consolidation and review in the final week)</i>	Week 7-8: Continue with Pink B books Week 9-11: Once 'ng' and 'nk' are covered, some Red A can be allocated. Week 12-14: Red B can be allocated.	
Spring Term	Consolidate Phase Two and Three (Including the tricky words) -In this term unknown GPCs should be retaught and there will be a greater expectation on children spelling words that contain the Phase 2 and 3 GPCs. They should also work on spelling the Autumn term tricky words.		Red B to be allocated, however, those children who can already blend adjacent consonants can begin to access Yellow.	If children move onto Yellow, take care to check that they know the exception words within the books, as well as having the ability to blend adjacent consonants and short vowel phonemes. Most children will begin to access Yellow books in the Summer term. -For some schools, the consolidation of phase two and three might only be 3-4 weeks. If children are able to read and spell well with phase 2 and 3 GPCs, schools can move onto phase 4 sooner.	

Summer Term	Phase 4	<p>(cvcc & ccvc) examples bend mend hump bent damp spot spin trip glass track speck</p> <p>-Begin to include phase 3 consonant and vowel digraphs once the children blend adjacent consonants.</p> <p><i>Oral blending Picture Cards: Set 7-9</i></p> <p><i>Guess my word oral blending if this is still required.</i></p> <p><i>Oral segment cvcc words then move to ccvc. See oral blending Picture cards for examples of words you could use.</i></p>	<p>(yellow) like, little, ask, some, come, here, there, house, do, when, have, what, out, once, your, one, our, said, ago, so, want</p> <p>(blue) become, school, love</p>		<p>-Schools need to focus on the exception words children know before allocating books from the Yellow and Blue. Like GPCs, staff should ensure these have already been taught in the teaching sequence.</p>
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