

Year 1 Progression Chart

Year 1		Grapheme – Phoneme Correspondences	Tricky words	Decodable texts	Guidance and notes:
Autumn One	Consolidate Phase Three and Four for reading and writing	<ul style="list-style-type: none"> ➤ Screen children ➤ Re-teach GPCs where 50% or more do not know them. ➤ Continue to use words that contain phase 2 and 3 GPCs to help the children build accuracy and automaticity when reading them. ➤ If phase 2-4 is secure, then begin teaching the phase 5 material from autumn 2. 	Consolidate previous ones from Reception.	Children will continue to access Blue books in week 1-6.	<p>-When consolidating Tricky words, consider adding two to your time to read and write sheets. If large numbers of children (more than 50%) are unable to read and write these, they need to go into the following lessons and be explicitly taught again using the tricky word teaching approach. If there are smaller numbers, the teacher can teach these to a group during independent practice time or during extra opportunities.</p> <p>IMPORTANT: If children show a good knowledge of the phase 2 and 3 GPCs, then consider starting to learn Phase 5 part 1 sooner. Remember that children should also be able to spell words that contain Phase 2 and 3 GPCs.</p>
Autumn Two	Phase Five begins Phase Three and Four consolidated during spelling and any dictation.	<p>/ai/ ay a-e ey ei eigh a /ee/ ie ea e-e e y ey /igh/ ie i i-e y</p> <p>-Then a consolidation week.</p> <p>/oa/ o oe ow o-e</p> <p>-Consolidation. Assess and review/reteach.</p>	<p>Teach: these, Mrs, people, friend during week 7 and 8.</p> <p>(green) oh, we're, where, their, today, people, asked, pulled, called.</p> <p><i>(Teach 2-3 per week to allow for consolidation and review in the final week)</i></p>	<p>Week 7-8: Complete /ai/ and /ee/ graphemes then begin to allocate Green.</p> <p>From Week 9 and 11, you are able to allocate further Green books.</p>	<p>-Green books contain lots of the tricky words from phase 4 so ensure these are embedded.</p> <p>-By focusing on alternative graphemes for /ai/ and /ee/ first, you will be able to allocate a range of the Green Big Cat books from Week 7. As previously mentioned, ensure you have taught the 5 identified tricky words in week 7 and 8.</p> <p>-After week 7-11, use the time to write sheets to enable children to select the correct grapheme for a given word. Introduce the idea of 'best bet' and using a dictionary to check spelling choices.</p> <p>-In this half term, ensure children are able to recognise and read the common graphemes for /ai/ /ee/ /igh/ and /oh/.</p>

Spring One	Phase 5	<p>/long oo/ u ue ew u-e ui /ow/ou</p> <p>-Consolidate vowel digraphs covered in Aut 2 and Early Spring 1</p> <p>/or/ au augh al our aw oy ir wh /f/ ph /c/ ch</p> <p>/v/ ve /j/ g, dge ge</p> <p>/ch/ t tch /l/le /s/se /z/se</p>	<p>(orange) Mr, someone, thought,</p> <p>(turquoise) water, many, shoe, break, because, who, half, many, move, eye, great, eyes,</p>	<p>Week 1-6 children access Green</p>	
Spring Two	<p>Phase 5</p> <p>NC Spelling Objectives for Year 1 (prefixes and suffixes no change to root)</p> <p>-Ensure children are introduced to Alien/pseudo words and use them on flashcards during the revisit.</p>	<p>Start your PSC countdown planning grid</p> <p>Alternative pronunciations for graphemes (Children should know a range of these after their Aut and Spr 1 work):</p> <p>i fin find</p> <p>o hot cold</p> <p>c cat cent</p> <p>g got giant</p> <p>u but put</p> <p>ow cow blow</p> <p>ie tie field</p> <p>ea eat bread great</p> <p>er farmer her</p> <p>a hat what</p> <p>y yes by very</p> <p>ch chin school chef</p> <p>ou out shoulder could</p> <p>you</p> <p>/zh/vision visual beige measure</p>	<p>If children are secure on the tricky words taught so far, begin to teach some of the summer term ones.</p>	<p>From week 7, children begin to access most of the Orange books.</p>	

Summer term	Phase 5 continued	<p>Teach some of the less common GPCs found in any topic words as well as the following:</p> <p>/s/ c sc ce /m/mb /sh/ci si ti ssi /c/que /n/ kn gn /r/ wr /zh/ s</p> <p>PSC preparation during Wk 5 & 6</p> <p>Children should continue to read and spell words containing Phase 5 graphemes previously taught, however, they will need to 'read and spell words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings'</p>	<p>unbreakable, beautiful, friends, prove, pretty, improve, poor, door, floor(s), any, anything, waterfall, seawater, parents, whole, busy, watering, different, laughed, please, through, again, sure, hour, two, should, would, could</p>	<p>In the summer term, the children progress from the Orange books onto the Turquoise books.</p> <p>Once they pass the fluency check and they have a comprehensive grasp of the alphabetic code, they will come off the programme.</p>	<ul style="list-style-type: none">-During the summer, the children will carry out the year 1 phonics screening check. Ensure any weaker GPCs are retaught and reviewed by week 6.-We allow some flexibility here to also include any rare GPCs that might occur in other curriculum areas.-During this term, the children also cover any remaining GPCs found in the Big Cat Orange and Turquoise books.-As the children know a range of graphemes for a given phoneme, they should have the opportunity to choose the correct one during spelling work. National curriculum appendices (as stated on the left) should also be covered. Your time to read/write sheets should contain the endings mentioned in the GOC column.-During this term, children also begin to use a range of phonemes for a given grapheme. It is essential that your phonics work is supported by a comprehensive approach to vocabulary development as this will help the children hear when their attempt is right or wrong. Launchpad reading lessons, reading to an adult and staff 'colouring the word' during phonics lessons also helps.-Children without a comprehensive grasp of the alphabetic code or those who do not pass the fluency check, must continue to access phonics teaching.
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