



SUPERsonic

Phonic Friends

Systematic, Synthetic Phonics

Progression Document

Simple to the Complex

Progression and Assessment – A Keep Up Phonics Approach

“The school’s phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils’ phonics progress term-by-term, from Reception to Year 2.”

EYFS			KS1			
Nursery	Reception		Year 1			Year 2
Firm Foundations in Phonics Wrap them in Rhyme and Oral Blending and Segmenting						
Firm Foundations in Phonics 1 Wrap them in Rhyme	The Basics 2	The Basics 3 The Basics 3 plus	The Basics 4 Adjacent Consonants & Polysyllabic	The Higher Levels of Phonics 5c Choose to Use	The Higher Levels of Phonics 5b Switch it Spell Sounds	Statuary Spelling Appendices Spelling Patterns & Rules 6
Mastery of Phonological Awareness (Rhythm and Rhyme Alliteration and Oral Blending and Segmenting)	Mastery The Basic 2 and The Basics 3 and plus at least one spelling for the 44 sounds of the English Language CVC ONLY		Mastery of The Basics 4 – an introduction to adjacent consonants Mastery Choose to Use 5c– an introduction to “choose to use spellings” Mastery Switch it Spell Sounds 5b– an introduction to “switch it sound spellings”			Mastery of the Year 1 and Year 2 statutory spelling appendices See adapted appendices for Year 1 and Year 2

"The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately."

EYFS			KS1			
Nursery	Reception		Year 1			Year 2
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General Sound Discrimination	Group 1 s a t p	The Basics 2 Group 1 j v w x Group 2 qu z zz y Group 3 ch sh th ng Group 4 ai ee igh oa Group 5 oo oo or ar	Group 1: CVCC	Group 1: ai/ay ee/ea igh/ie oa/oe oo/ue	Group 1: i o c g	Year 1 & Year 2 NC Appendices
	Group 2 i n m d		Group 2: CVCC & Polysyllabic	Group 2: ai/ay/a_e ee/ea/e_e igh/ie/i_e	Group 2: u ow ie ea	
	Group 3 g o c k		Group 3: CCVC	oa/oe/o_e oo/ue/u_e	Group 3: a a oi o	
	Group 4 ck e u r		Group 4: CCVC & Polysyllabic	Group 3 oi/oy ur/ir ow/ou or/aw w/wh	Group 4 y y ch ch ou	
Aspect 1	Group 5 h b f l	The Basics 2 plus Group 6: ur ow oi er Group 7: ure ear air	Group 4: CCVC & Polysyllabic	Group 3 oi/oy ur/ir ow/ou or/aw w/wh		
Aspect 2	Group 6 ll ff ss		Group 5 CCVCC CCCVCC & Polysyllabic	Group 4: air/are n/kn r/wr f/ff/ph or/aw/au		
Aspect 3				Group 5: n/kn/gn or/aw/au/ore ee/ea/e_e/eye e/ea/e_e/ey/y oo/ue/u_e/ew		
Aspect 4						
Phonological Awareness						
Aspect 4						
Aspect 5						
Aspect 6						
Aspect 7						

The image shows a book cover with a light brown wood-grain pattern. On the left edge, there are two yellow circular buttons. A decorative vine with brown leaves runs vertically along the left side. Scattered across the cover are several individual brown leaves and small clusters of leaves. In the center, there is a white rectangular box with a dark brown border. Inside this box, the word "SUPERSONIC" is written in a large, stylized font where the letters are brown with green leaf-like patterns. Below it, the words "Phonic Friends" are written in a smaller, dark brown, sans-serif font. At the bottom of the box, the text "Firm Foundations in Phonics 1" is written in a dark green, sans-serif font.

SUPERSONIC

Phonic Friends

Firm Foundations in Phonics 1

Firm Foundations in Phonics 1

General Sound Discrimination & Phonological Awareness

"The ability to hear the sounds in the words we speak"

No flashcards required

Firm Foundations in Phonics 1 gives children playful daily repeated experience, exposure and enjoyment of General Sound Discrimination (Environmental Sounds, Instrumental Sounds & Body Percussion) & Phonological Awareness (Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting).

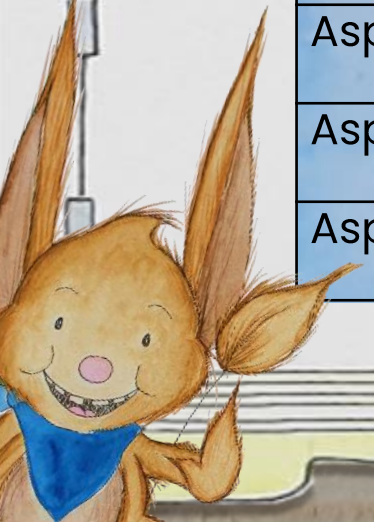
In order for a children to be ready for The Basics 1, they would need to demonstrate that they were able to tune in to, listen to and remember and talk about sounds. They would need to be skilled in Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting before they start to look at the shapes of the letters on flashcards and begin their systematic, synthetic phonics journey.

NB: This Phase does not come to an end and phonological awareness continues from The Basics to The Higher Levels of Phonics and into Spelling Rules and Patterns.



Firm Foundations in Phonics 1

General Sound Discrimination		The Strands
Aspect 1	Environment Sounds	<ul style="list-style-type: none">• Tuning into sounds (auditory discrimination)• Listening and Remembering sounds (auditory memory and sequencing)• Talking about sounds (developing vocabulary and language comprehension)
Aspect 2	Instrumental Sounds	
Aspect 3	Body Percussion	
Phonological Awareness		
Aspect 4	Rhythm and Rhyme	
Aspect 5	Alliteration	
Aspect 6	Voice Sounds	
Aspect 7	Oral Blending & Segmenting	



The image shows a book cover with a light brown wood-grain pattern. A central white rectangular box with a dark brown border contains the title. The word 'SUPERSONIC' is written in a large, stylized font where the letters are brown with green leaf-like patterns. Below it, 'Phonic Friends' is in a smaller, dark brown serif font. 'Reception' is in a dark green sans-serif font, and 'The Basics 2 & 3' is in a dark green sans-serif font. The cover is decorated with several brown leaves and branches. On the left edge, there are two yellow circular buttons with a small 'P' inside.

SUPERSONIC

Phonic Friends

Reception

The Basics 2 & 3

The Basics 2

Listen, Recognise, Build, Read and Write





















The Basics 2 teaches children at least one spelling for 18 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 to start to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will learn the early concepts of Choose to Use with Suze for a handful of multiple spellings for sounds.

At the end of this Phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple CVC words with the 18 spellings for sounds. They will be able to read decodable texts with The Basics 2 spellings and make phonetically plausible attempts in their emerging stages of spelling in their writing journey.



Securing The Basics 2

CVC

Securing The Basics 2		Tricky Words
Group 1	  s a t p  	N/A
Group 2	  i n m d  	I
Group 3	  g o c k  	I to
Group 4	  c k e u r  	I to no go
Group 5	  h b f l  	I to no go the
Group 6	  ll ff ss 	I to no go the into



The Basics 3



- Recognise, Build, Read and Write

The Basics 3 teaches children the spellings for the further 26 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 and The Basics 2 skills to continue to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will continue to learn the early concepts of Choose to Use with Suze for some further multiple spellings for sounds and an introduction to Switch it with Mitch for alternative pronunciations of spellings for sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.




























At the end of this phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple and complex CVC words with the 44 spellings for sounds. They will be able to read decodable texts with The Basics 2 and 3 spellings and make phonetically plausible attempts in their early stages of spelling in their writing journey.



Securing The Basics 3

CVC

Tricky Words

Group 1	  j v w x  	I to no go the into
Group 2	  y z zz qu  	he she
Group 3	  ch sh th ng  	he she we me be
Group 4	  ai ee igh oa  	he she we me be has his off as is us
Group 5	  oo oo ar or  	he she we me be has his off as is us was my you
Group 6	  ur ow oi er  	he she we me be has his off as is us was my you they her
Group 7	  ure ear air 	he she we me be has his off as is us was my you they her are all

The image shows a book cover with a light brown wood-grain pattern. A central white rectangular box with a dark brown border contains the title. The word 'SUPERSONIC' is written in a large, stylized font where the letters are brown with green vine-like patterns. Below it, 'Phonic Friends' is in a simple brown font. Further down, 'Year 1' is in a simple black font, followed by 'Adjacent Consonants & The Higher Levels' in a green font. The cover is decorated with several brown leaves and branches. On the left edge, there are two yellow circular buttons with a small 'P' on them.

SUPERSONIC

Phonic Friends

Year 1

Adjacent Consonants &
The Higher Levels

The Basics 4 Recognise, Build, Read and Write



Moving from 3 sounds (CVC) to four plus (CVCC, CCVC, CCVCC, CCCVCC)

























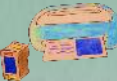
The Basics 4 teaches children to be able to hear more than 3 sounds in a word. They will continue to embed their mastery of The Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word. They will be supported by Magic Mack and Jazzy Jack who will help them hear the tricky adjacent consonants that are challenging to hear in words of more than 3 sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase, children will be able to hear more than 3 sounds in words, recognise spellings and read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds of the English Language. They will be able to read decodeable texts with The Basics 2 and 3 spellings with adjacent consonants and make phonetically plausible attempts in their evolving stages of spelling in their writing journey.



Securing The Basics 4 Adjacent Consonants

Tricky Words

Group 1	CVCC	said have like
	    	
Group 2	CVCC & Polysyllabic	said have like do some come
	    	
Group 3	CCVC	said have like do some come little so one
	    	
Group 4	CCVC & Polysyllabic	said have like do some come little so one what when were
	    	
Group 5	CCVCC CCCVCC & Polysyllabic	said have like do some come little so one what when were there then them that this
	    	



The Higher Levels of Phonics 5 c & b – Recognise, Build, Read and Write

Choose to Use and Switch it

The Higher Levels of Phonics teaches children the concept that there are more than one spelling for a sound that they can hear in a word. With the help of Choose to Use Suze, they will find out all about 'sounds the same but looks different' and cool and not so cool choose to use spelling rules for the 44 sounds of the English Language.

With the help of Switch it Mitch, they will also find out all about 'looks the same, sounds different' and switch it spelling sounds where one spelling can make up to 2 different sounds in words.

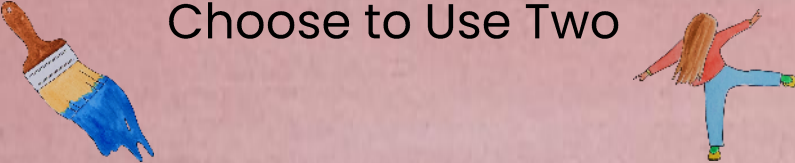

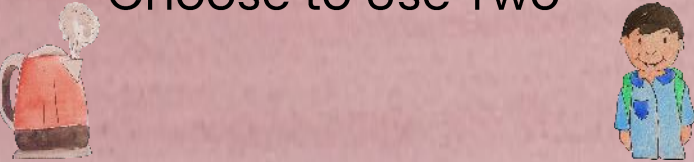
Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read decodeable texts with The Basics to The Higher Levels spellings including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

The Higher Levels

Choose to Use Spellings


Tricky Words

<p>Group 1</p> <p>Choose to Use Two</p> 	ai and ay	oh their people looked Mr Mrs son
	ee and ea	
	igh and ie	
	oa and oe	
	oo and ue	
<p>Group 2</p> <p>Choose to Use – Split digraph</p> 	ai ay and a_e	oh their people looked Mr Mrs son asked called could should would
	ee ea and e_e	
	igh ie and i_e	
	oa oe and o_e	
	oo and ue and u-e	
<p>Group 3</p> <p>Choose to Use Two</p> 	oi and oy	oh their people looked Mr Mrs son asked called could should would of love here says today friend want
	ur and ir	
	ow and ou	
	or and aw	
	w and wh	

The Higher Levels

Choose to Use Spellings





Tricky Words

<p>Group 4</p> <p>Choose to Use Two & Three</p> 	air and are	<p>oh their people looked Mr Mrs son asked called could should would of love here says today friend want our house once where why with over above live does goes tall call small</p>
	n and kn	
	r and wr	
	f and ff and ph	
	or aw and au	
<p>Group 5</p> <p>Choose to Use Three and Four</p> 	n kn and gn	
	or aw au and ore	
	ee ea e_e and ey	
	ee ea e_e ey and y	
<p>Group 6</p> <p>Choose to Use</p>	oo ue u_e and ew	
	air, are and ear	
	ur, ir and or	
	ch, tch, dge	
	ur, ir, or, er	

The Higher Levels

Switch it Spell Sounds

Tricky Words

	Week 1	i	sixth and wild	work thought though laughed please different
	Switch It 	o	frog and old	
		c	crisp and cement	
		g	growl and gem	
	Week 2	u	underpants and tuba	work thought though laughed please different anybody anyone anything
	Switch It 	ow	clown and yellow	
		ie	pie and chief	
		ea	dream and bread	
	Week 3	a	apple and angel	work thought though laughed please different anybody anyone anything somebody someone something
	Switch It 	a	apple angel and watch	
		ou	mouse and mouldy	
		o	frog old and monk	
	Week 4	y	yellow and cry	work thought though laughed please different anybody anyone anything somebody someone something everybody everyone everything
	Switch It 	y	yellow cry and crystal	
		ch	children and chef	
		ch	children chef and chorus	
		ou	mouse mouldy and soup	

The image shows a book cover with a light brown wood-grain texture. Scattered across the cover are several brown autumn leaves of various shapes and sizes. On the left side, there is a vertical brown vine with several small, pointed leaves. Two yellow circular buttons are visible on the left edge, one near the top and one near the bottom. In the center, there is a white rectangular label with a brown border containing the title text.

SUPERSONIC

Phonic Friends

Year 2

Spelling Rules & Appendices



Year 2 Spelling Rules & Appendices Read and Write

Suze's Spelling Rules & Patterns

Suze's Spelling Rules & Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, est and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language. Children will learn their tricky words with Tess.

At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

Spelling Patterns & Rules

Year 1 Appendices

Common Exception Words

Adding s and es to words (plural of nouns and the third person singular of verbs)

cats dogs spends rocks thanks catches

Adding the endings -ing -ed and -er to verbs where no change is needed to the root word

hunting hunted hunter buzzing buzzed buzzer jumping jumped jumper

Adding -er and -est to adjectives where no change is needed to the root word

grander grandest fresher freshest quicker quickest

Adding the prefix -un

unhappy undo unload unfair unlock

Compound words

football playground farmyard bedroom blackberry

door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas



Spelling Patterns & Rules Year 2 Appendices		Common Exception Words
The /l/ or /əl/ sound spelt -le at the end of words	table apple bottle little middle	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
The /l/ or /əl/ sound spelt -el at the end of words	camel tunnel squirrel travel towel tinsel	
The /l/ or /əl/ sound spelt -al at the end of words	metal pedal capital hospital animal	
Words ending -il	pencil fossil nostril	
Adding -es to nouns and verbs ending in -y	flies tries replies copies babies carries	
Adding -ed -ing -er and -est to a root word ending in -y with a consonant before it.	copied copier happier happiest cried replied ...but copying crying replying	
Adding the endings -ing -ed -er -est and -y to words ending in -e with a consonant before it	hiking hiked hiker nicer nicest shiny	
Adding -ing -ed -er -est and -y to words of one syllable ending in a consonant letter after a single vowel letter	patting patted humming hummed dropping dropped sadder saddest fatter fattest runner runny	



Spelling Patterns & Rules Year 2 Appendices		Common Exception Words Year
The /ʌ/ sound spelt o	other mother brother nothing Monday	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
The /ɒ/ sound spelt a after w and qu	want watch wander quantity squash	
The /ɜ:/ sound spelt or after w	word work worm world worth	
The /ɔ:/ sound spelt ar after w	war warm towards	
The suffixes -ment -ness -ful -less and '-ly'	enjoyment sadness careful playful hopeless plainness (plain + ness) badly merriment happiness plentiful penniless happily	
Contractions	can't didn't hasn't couldn't it's I'll	
The possessive apostrophe (singular nouns)	Megan's Ravi's the girl's the child's the man's	
Words ending in -tion	station fiction motion national, Section	
Homophones and near-homophones	there/their/they're here/hear quite/quiet see/sea bare/bear one/won sun/son to/too/two, be/bee blue/blew night/knight	

