

# Phonics expectations tracker

'Working together to achieve success'



Year group and term:	Graphemes taught:	Expectations by the end of the half term:	Children not achieving the expectations
<b>Reception</b> Autumn 1 <i>Phase 2 Read &amp; Write</i>	s a t p i n m d g o c k ck e u r h b f ff l ll	18 out of 22 graphemes	
Autumn 2 <i>Phase 3 Read</i>	j v w x y z zz qu ch sh th ng ai ee or igh oa oo (long) oo (short) ar ur er ow oi	30 out of 34 graphemes	
Spring 1 <i>Phase 3 Read &amp; Spell</i>	Revision week of previously taught graphemes  air ear ure	38 out of 42 graphemes	
Spring 2 <i>Phase 4 Read</i>	Revision week of previously taught graphemes  Phase 4 reading cvcc ccvc ccvcc cccvcc Compound Words	45 out of 49 graphemes	
Summer 1 <i>Phase 3&amp; 4 Read &amp; Spell</i>	No new graphemes taught – revision of Phase 3 & 4  Phase 4 spelling cvcc ccvc ccvcc cccvcc Compound Words	49 out of 49 graphemes	
Summer 2 <i>Apply: Phase 3&amp; 4 Read &amp; Spell</i>	No new graphemes taught – application of Phase 3 & 4 in reading & writing  Reading Nonsense words		
<b>Year 1</b> Autumn 1	2 weeks revision of Phase 4  2 weeks – ee e ea y ie e-e ey <b>eo</b>  2 weeks - oo o ue u-e ew ui <b>ou</b> (mould, shoulder)	58 out of 62 graphemes	
Autumn 2	2 weeks – ai ay a-e igh ey <b>ei a</b>  2 weeks – igh ie y i-e i  2 weeks – oa o ow o-e oe <b>oul</b>  2 weeks – ow ou ough	76 out of 80 graphemes	
Spring 1	1 week – oi oy  1 week – ar a <b>al</b>  2 weeks – or au aw a our augh ough <b>al</b>  1 week – oo ou u <b>o oul</b>	90 out of 94 graphemes	
Spring 2	2 weeks – ur or ir er ear  1 week – ear eer ere  2 weeks – air ere ear are  1/2 weeks – wh ph kn gn  1/2 weeks – wr tch ture (picture) soft c <b>ea (head)</b>	109 out of 113 graphemes	
Summer 1	a (what) wh (who) ve (have) y (gym)  se (z) (please, hens) st (listen) sc (scissors) se (mouse)  sh ti (station) ch (chef) s (sugar) c (ocean)  ss(ion) mission ss(ure) assure s(ion) explosion c(ious) delicious c(ial) special  c ch (school) qu (plaque)  m mb (thumb)  j g (giant) dge (hedge)  s (treasure)  Revision of Phase 5 with a focus on graphemes in bold	113 out of 113 graphemes	

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Summer 2	<p><b>1 week</b> – ay a-e a (also - eigh, ey, ei)</p> <p><b>1 week</b> – ea e y e-e ie ey (<b>NNS</b>) (also – eo)</p> <p><b>1 week</b> – ie y i-e i</p> <p><b>1 week</b> – o-e o ow oe (also – oul)</p> <p><b>1 week</b> – u-e ew ue o (also – ou ui)</p>	<p>Begin to spell common ai, ay words correctly</p> <p>Begin to spell common ee, ea words correctly</p> <p>Begin to spell common igh, ie words correctly</p> <p>Begin to spell common oa, oe words correctly</p> <p>Begin to spell common oo, ue words correctly</p>	
Year 2 Autumn 1	<p><b>1 week</b> – oy (Ph5 Wk2) ou (cloud) (Ph5 Wk8)</p> <p><b>1 week</b> – ch (school) (Ph5 Wk10) ir (Ph5 Wk11)</p> <p><b>1 week</b> – aw/au (Ph5 Wk15) ore (Ph5 Wk29)</p> <p><b>1 week</b> – wh (when, who) (Ph5 Wk17) ph (Ph5 Wk19)</p> <p><b>1 week</b> – soft c and soft g (Ph5 Wk18)</p> <p><b>1 week</b> – ea (bread) (Ph5 Wk20)</p> <p>+ Phase 5 Alternatives – 3 lessons over 3 week period on same sound (once a week) Use: Ph6 Wk 1 - 'y' saying /igh/ &amp; alternatives + Locate within Phase 5 which are for the alternatives originally looked at in Y1 Summer 2. Deliver in Autumn &amp; Spring 1 then assess in order to plan Spring 2 onwards.</p>	<p>Be able to spell common words linked to each spelling pattern taught</p>	
Autumn 2	<p><b>1 week</b> – tch (Ph5 Wk25) unspoken e (house) (Ph5 Wk28)</p> <p><b>1 week</b> – ear / are (Ph5 Wk27)</p> <p><b>1 week</b> - Ph6 Wk 2 - 'dge' and 'ge' saying /j/</p> <p><b>1 week</b> - Ph6 Wk 3 - Adding –es to words ending in 'y'</p> <p><b>1 week</b> -Ph6 Wk 4 - 'gn' saying /n/ -Ph6 Wk 5 - 'kn' saying /n/</p> <p><b>1 week</b> - Ph6 Wk 6 - Adding –ing and –ed to words ending in 'y'</p>	<p>Be able to spell common words linked to each spelling pattern taught</p>	
Spring 1	<p><b>1 week</b> – Ph6 Wk 6 - 'wr' saying /r/</p> <p><b>1 week</b> – Ph6 Wk 7 - 'le' saying /l/</p> <p><b>1 week</b> – Ph6 Wk 9 - Adding –er and –est to words ending in 'y'</p> <p><b>1 week</b> – Ph6 Wk 10 - 'el' saying /l/</p> <p><b>1 week</b> – Ph6 Wk 11 - 'al' and 'il' saying /l/</p> <p><b>1 week</b> – Ph6 Wk 12 - Adding –ed and –er to words ending in e</p>	<p>Be able to spell common words linked to each spelling pattern taught</p>	
Spring 2	<p><b>1 week</b> -Ph6 Wk 13 'eer' saying /ear/</p> <p><b>1 week</b> – Ph6 Wk 14 'ture' saying /cher/</p> <p><b>1 week</b> – Ph6 Wk 15 Adding –est and –y to words ending in e</p> <p><b>1 week</b> – Ph6 Wk 16 'mb' saying /m/</p> <p><b>1 week</b> – Ph6 Wk 17 'al' saying /or/</p> <p><b>1 week</b> – Ph6 Wk 18 Adding –ing and –ed to CVC and CCVC words</p>	<p>Be able to spell common words linked to each spelling pattern taught</p>	
Summer 1	<p><b>1 week</b> – Ph6 Wk 19 'o' saying /u/</p> <p><b>1 week</b> – Ph6 Wk 21 Adding –er, –est and –y to CVCC and CVC words</p> <p><b>1 week</b> – Ph6 Wk 22 Contractions</p> <p><b>1 week</b> – Ph6 Wk 23 'war' saying /wor/ and 'wor' saying /wur/</p> <p><b>1 week</b> – Ph6 Wk 24 Adding suffixes –ment and –ness to words</p> <p><b>1 week</b> – Ph6 Wk 25 's' saying /zh/</p>	<p>Be able to spell common words linked to each spelling pattern taught</p>	
Summer 2	<p><b>1 week</b> – Ph6 Wk 26 wa saying /wo/, qua saying /quo/</p> <p><b>1 week</b> – Ph6 Wk 27 'tion' saying /shun/</p> <p><b>1 week</b> – Ph6 Wk 28 Adding the suffixes –ful, –less and –ly to words</p> <p><b>1 week</b> – Ph6 Wk 29 Homophones &amp; near homophones (<b>NNS</b>)</p> <p><b>1 week</b> – Ph6 Wk 30 Adding the prefix dis–</p> <p><b>1 week</b> - se (z – please) st (listen) sc (scissors) y (pyramid) s/ c (sugar, ocean) ti (sh) (station)</p>	<p>Be able to spell common words linked to each spelling pattern taught</p>	