



Hindhayes Phonics Progression Map

Development of skills	Foundation Stage	Year 1	Year 2
Sounds-Write Unit	Initial Code – Units 1 - 11	Consolidation of EYFS units Extended Code linked to the Phonic Screening Standard.	Consolidation of previous Units. Completion of remaining Extended Code units
Sounds-Write Lessons	Lessons 1,2,3,4 and 5	Lessons 3,5,6,7,8 and 9	
Polysyllabic Lessons	Lessons 11 and 12 – using two syllable words	Lessons 11,12 and as proficiency is achieved lessons 13, 14 – using up to three syllable words	Lessons 13 and 14 and then 15 to focus on particular difficult spellings in selected words Using up to five and six syllable words
Skills	To segment, blend and manipulate sounds in words within the structure of: <ul style="list-style-type: none"> CV and VC CVC VCC and CVCC – two consonants in final position in 3 and 4 sound words. CCVC – two consonants in initial position. CCVCC / CVCCC and CCCVC – three adjacent consonants in 5 sound words. To write the spellings in each unit using Hindhayes agrees letter formation. Segment polysyllabic words to spell by segmenting them first into syllables, and then each syllable, in turn, into sounds Blend polysyllabic words by first blend sounds into syllables, and then syllables, in turn into words.	To segment words containing the focus or target sound. To blend words containing the focus or target sound. To manipulate alternative sounds in and out of words. Initially using the CVC structure and as children gain proficiency: <ul style="list-style-type: none"> VCC and CVCC – two consonants in final position in three and four sound words. CCVC – two consonants in initial position. CCVCC / CVCCC and CCCVC – three adjacent consonants in five sound words. To listen for the target sound in text To identify the spelling of alternatives which represent the same target sound. To write the spellings in each unit using Hindhayes agrees letter formation.	
Polysyllabic Words Skills			
Code	Unit 1: a,i,m,s,t Unit 2: n,o,p Unit 3: b,c,d,g,h Unit 4: d,e,f,v Unit 5: k,l,r,u Unit 6: j,w,x	Unit 7: x,y,ff,ll,ss,zz Unit 11: sh,ch,th,ck,wh,ng,qu Extended Code Unit 1: ae Unit 2: ee Unit 4: oe	Revision of Extended Code Unit 1: ae Unit 2: ee Unit 4: oe
Conceptual Knowledge	Letters are symbols which represent sounds. Sounds can be represented by spellings with one letter. Some spellings are written with a double consonant. Some spellings are written with two different letters. Some words are made up of more than one syllable The structure of polysyllabic words.	A sound can be represented by more than one spelling. The most common spellings which represent the target sound A spelling can represent more than one sound. The most common sounds represented by a spelling Sounds are sometimes represented by a split spelling. Some words are made up of more than one syllable. The structure of polysyllabic words. The spelling of some common syllables such as Prefixes and Suffixes Some polysyllabic words contain schwas.	Revision and completion of Extended Code.
Polysyllabic Words Conceptual knowledge			
Reading and Dictation	As soon as proficiency with blending and segmenting is secure, children will complete regular reading and dictation tasks. Code knowledge will be selected from a preciously taught Unit to consolidate learning and promote the application of skills.	Children will access regular opportunities to apply skills and knowledge in reading and dictation tasks linked to previously taught code knowledge.	
Reading Books	Teachers select reading material from a decodable selection that closely matches the code knowledge that children have.	Children continue to read well matched reading material through decodable or book banded texts. Children identified as being in the bottom 20% are closely monitored and read carefully selected decodable books linked to the code knowledge they have been taught and have mastered.	

