

Unity Phonics Progression

At Unity, we recognise that children develop at different rates and may not always be working within the phonics phase typically expected for their age group. Our approach is rooted in meeting each child where they are in their learning journey. To ensure targeted and effective instruction, teachers carry out baseline assessments when pupils first join Unity and at the start of each phonics unit. These assessments help identify individual gaps in knowledge and inform planning.

The phonics progression is designed to be flexible, allowing teachers to adapt their teaching to suit the diverse needs of their pupils. This ensures that every child receives the support they need to make progress, regardless of their starting point.

<u>Phase 1</u>	
<ul style="list-style-type: none"> • Develop listening skills • Be sound detectives • Practise oral blending • Practise alliteration skills • Think about different sounds we in speech can make with our own voices • Focus on initial sounds of words instruments & sound-makers • Distinguish between voice sounds and begin oral blending and segmenting. 	
<ul style="list-style-type: none"> • Awareness of sounds around them • Participate in mark-making activities • Develop awareness of rhythm and sounds • Develop children's experience of rhyme • Develop awareness of sounds made by 	
<u>Phase 2</u>	
Phase 2 Graphemes	Phase 2 Tricky Words and <i>High Frequency Words</i> (HFW)
s a t p i n m d g o c k c k e u r h b f f l l s s	<i>at, as, an, it, in, is, dad, can, on, not, got, to, mum, up, get, the, no, go, had, back, his, big, him, if, of, off, but, I, into, her</i>
<u>Phase 3</u>	
Phase 3 Graphemes	Phase 3 Tricky Words and <i>High Frequency Words</i> (HFW)
j v w x y z z z q u c h s h t h n g a i e e i g h o a o o _(long) o o _(short) a r o r u r o w o i e a r a i r u r e e r	<i>will, me, be, he, my, by, she, that, this, then, them, with, they, look, see, too, we, are, for, now, down, you, all, was, give, live</i>
<u>Phase 4</u>	
Phase 4	Phase 4 Tricky Words and <i>High Frequency Words</i> (HFW)

<p>Children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants (for example, trap, strong, milk and crept). They will learn to read words with multiple digraphs (for example Three, chart, church) and begin to read polysyllabic words (for example carpark, lightning, lunchbox) (cvcc, ccvc, ccvcc, cccvc, cccvcc)</p>		<p>went, from, children, just, help, said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>
Phase 5		
<p>Children will continue to consolidate their knowledge of phase 3 and 4 phonemes and tricky words and apply their knowledge to read a growing range of words with digraphs, trigraphs and adjacent consonants.</p>		<p>Year 1 common Exception words for reading and spelling taught throughout the year (see separate word list)</p>
<p>/w/- 'wh' /f/ - 'ph' /ai/- 'ay', a_e', 'eigh', 'ey', 'ei' /ee/ - 'ea', 'e_e', 'ie', 'ey', 'y' /igh/- 'ie', i_e', 'y', 'i' /oa/ - 'ow', 'o_e', 'o', 'oe' long /oo/ - 'ew', 'ue', 'u_e',</p>		<p>oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, who, again, thought, through</p>
Phase 5 Graphemes		Phase 5 Tricky Words and High Frequency Words (HFW)
<p>short /oo/ - 'u', 'oul' /or/ - aw, au, al /ur/ - ir, er, ear</p>		<p>work, laughed, because, Thursday, Saturday, thirteen, thirty</p>
Phase 5 Alternative Spellings		Tricky Words & High Frequency Words
<p>Included in Phonics screening</p>	<p>/ow/ – ou /oi/ - oy</p>	<p>different, any, many, eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third</p>

/ear/ - ere, ee
 /air/ - are, ear
 /c/ - c, k, ck, ch
 /s/ - c(e), c(i), c (y), sc, st (l)
 /s/ & /z/ - se
 /j/ - g(e), g(i), g (y), dge

Phase 5 Alternative Spellings

/l/ - le
 /m/ - mb
 /n/ - kn, gn
 /r/ - wr
 /ch/ - tch
 /sh/ alternatives
 /e/ - ea
 /zh/ - s
 /w/ /o/ - o
 /u/ - o

Phase 6

suffix morphemes
 -ing- ed
 suffix ending: split digraph silent 'e' + 'ing'

plural morphemes
 -s, -es

prefix morphemes re-, un- prefix + root + suffix

clearing, gleaming, rained, mailed, men, mice, feet, teeth, sheep

Intervention

If children are not secure in their phonics by later in KS1 or KS2, targeted intervention may be needed. A phonics assessment should first be completed to identify specific gaps or misconceptions. This forms the basis for planning focused sessions using the KS1 Phonics Bug Club lesson format. Interventions should also explore different approaches to decoding, blending, and segmenting- such as tactile or visual methods- to suit individual learning styles. While the lesson structure remains consistent, creative adaptations may be necessary to support how these children learn best.