



Mowbray School

Primary Department Phonics Progression Map

EYFS								
Semi Formal Pathway								
				Formal Pastoral Pathway				
Formal Pathway								
Pre Level 1		Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
Steps 1 - 13		Steps 13 - 14		Steps 13 - 14				
Shows attention to sounds and music.	Signs/sings along with favourite action rhyme; words/signs may be unclear	Copy and keep a simple beat.	Experienced a wealth of listening activities including songs, stories and rhymes	give the phoneme when shown any Level 2 grapheme	give the phoneme when shown all or most Level 2 and Level 3 graphemes	give the phoneme when shown any Level 2 and Level 3 grapheme	give the phoneme when shown any grapheme that has been taught	read accurately most words of two or more syllables
Enjoys listening to early interactive nursery rhymes	Uses a wide range of intonation patterns and rhythms to reflect mood	Join in and copy breaking words into syllables with a beat.	Describe body percussion.	find any Level 2 grapheme, from a display, when given the phoneme	find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme	find any Level 2 and Level 3 grapheme, from a display, when given the phoneme	for any given phoneme, write the common graphemes	read most words containing common suffixes
Anticipates actions, tickles, etc. from sounds and tunes of songs and rhymes	Joins in very familiar nursery rhymes and action songs	Play with rhyme. Make up their own rhyming words.	Notice sounds around them.	Orally blend and segment CVC words	Blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes)	be able to blend and read words containing adjacent consonants	apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable	read most common exception words
Turns immediately to familiar voices or familiar sounds across a room.	Has a sing-song quality to speech that adds to expression/meaning.	Complete sentences with their own rhymes orally.	Recognise that different objects make different sounds.	Blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock	Segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes)	be able to segment and spell words containing adjacent consonants	read and spell phonically decodable two-syllable and three-syllable words	read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words
Locates the direction sound comes from	Notices and engages with sounds and images in the environment.	Build awareness that words can be broken up into sounds.	Create their own ideas for voices of characters/ imitating voices.	Read the five tricky words - the, to, I, no, go.	Read and spell some two-syllable words using Level 2 and Level 3 graphemes	be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants	read and spell all taught common exception words	sound out most unfamiliar words accurately, without undue hesitation
Copies what adults do, taking ‘turns’ in conversations (through babbling) and activities. Tries to copy adult speech and lip movements.	Enjoys songs and rhymes, tuning in and paying attention	Create their own beat.	Talk about environmental sounds, describing and comparing them.		Read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are	be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what	form each letter correctly	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
Understands the meaning associated with some environmental sounds: for example, hears phone ring and immediately looks at it.	Plays with and explores objects by listening to sounds made.	Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.	Explore instrumental sounds.		Spell the tricky words - the, to, I, no, go	be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here	use alternative ways of pronouncing and representing the long vowel phonemes	spell most common exception words correctly
Moves whole body to sounds they enjoy	Enjoys nursery rhymes and demonstrates listening by trying to join in with actions and vocalisations. They may say some of the words in familiar songs and rhymes.	Join in with songs and rhymes.	Build awareness of how to use instruments to make sounds.		write each letter correctly when following a model.	write each letter, usually correctly		
Bounces rhythmically when being sung to or when listening to music.	Joins in with actions and sounds in familiar songs and rhymes; words/signs becoming clearer	Recognise familiar rhythms and rhymes.	Start to identify the sounds of familiar instruments, naming them.					
Enjoys nursery rhymes and demonstrates listening by trying to join in with actions and/or vocalisation.	Sings songs and says rhymes, independently	Recognise that words rhyme.	Build awareness of how you act upon an instrument affects the sound it makes.					
Listens and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions and vocalisations.	Enjoys rhyming and rhythmic activities	Play with alliteration.	Talk about instrumental sounds, describing and comparing them.					
Plays simple co-operative listening games: for example, ‘give it to...’	Shows awareness of rhyme and alliteration	Explore different mouth movements and sounds.	Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.					
Listens with interest to the noises adults make when they read stories.	Recognises rhythm in spoken words	Copy different voice sounds and mouth movements.	Explore the sounds their bodies can make.					

Recognises and responds to many familiar sounds	Recognise words with the same initial sound	Recognise different voice sounds.	Join in and copy actions of familiar songs.					
Recognises and joins in with songs and actions		Make a variety of different voice sounds, including animal sounds.	Join in and copy body percussion patterns and sequences.					
Picks out familiar sounds even when there is background noise		Describe and compare voice sounds.	Build awareness of how they can change body percussion sounds.					
Listens to music and responds when it is turned off		Talk about voice sounds.	Create their own sequences of body percussions.					
Notifies if adult uses wrong language in familiar stories or rhymes.		Say speech sounds clearly.	Join in with longer sequences of body percussion.					
Responds to words and interactive rhymes		Identify the initial sounds of words.	Can distinguish between speech sounds and many will be able to blend and segment words orally.					
Makes sounds such as gurgles and coos.		Identify initial sounds of words.	Break words down into syllables with a beat.					
Begins to develop and use the vowel sounds of the language used at home.		Match to objects with the same initial sound.	Explore initial sounds of words.					
Babbles by repeating a series of the same sounds		Choose the correct object when hearing the word broken into single sounds.	Select objects with a given initial sound from a choice of two.					
Begins to develop and use some consonant sounds		Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.	Start to identify and name sounds.					
Makes sounds for pleasure		Segment CVC and VC words into their individual sounds.	Identify how many sounds are in a CVC or VC word.					
Uses voice, gesture or actions to join in with a familiar rhyme or game.		Start to blend the sounds of longer words.						

Pre - Level 1: Taken from the SENIT DJ (Taken from Leeds City Council) 2022	Highlighted outcomes - chn emerging within these outcomes after completing level 1 can begin Level 2 as emerging learners.
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