

Age & Stage	Prime area: Communication and Language Specific area: Literacy Specific area: Expressive Arts and Design	Aspects in Phase 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
4 0 - 6 0	Maintains attention, concentrates and sits quietly during appropriate activity. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together (orally)	Phase 1 a Developing 4567						
3 0 - 5 0	Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (L) Enjoys joining in with dancing and ring games. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.	Phase 1 a Emerging 4567						
2 2 - 5 0	Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. (22- 36) Enjoys rhyming and rhythmic activities. (30 – 50) Listens to and joins in with stories and poems, one-to-one and also in small groups. (30 – 50) Taps out simple repeated rhythms. (30 – 50) Sings a few familiar songs. (30 – 50) Explores and learns how sounds can be changed. (30 – 50)	Phase 1 b Developing 1234						
2 2 - 3 6	Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, Shows interest in play with sounds, songs and rhymes. Understands more complex sentences (U) Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.	Phase 1 b Emerge 1234						
16 - 26	Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Interested in books and rhymes and may have favourites. Begins to move to music, listen to or join in rhymes or songs.							
8 - 20	Pays attention to dominant stimulus – easily distracted by noises or other people talking. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Begins to move to music, listen to or join in rhymes or songs.							
0 - 11	Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Listens to familiar sounds, words, or finger plays. Listens to, distinguishes and responds to intonations and sounds of voices.							

Tracking phonics through the EYFS/KS1 – Year 2

Progression		Autumn	Spring	Summer
Phase 1 continuous through Phase 2 - 6 Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	Phase 6 (Yr 2) SUPPORT FOR SPELLING			
	<i>Phase 5 a (Weeks 8 – 30)</i> <i>1 sound multiple spellings (see overview)</i>			
	<i>Phase 5 b (Weeks 5-7)</i> <i>1 spelling alternative pronunciations (see overview)</i>			
	<i>Phase 5 c (Weeks 1 – 4)</i> <i>1 sound multiple spellings (see overview)</i>			
	Phase 4 (YR/Y1) Working on: Segmenting adjacent consonants in words and apply this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.			
	Phase 3 (YR) Working on: Knowing one grapheme for each of the 43			
	vowel digraph/ trigraph: ure, er, vowel digraph/trigraph: ur, ow, oi, ear vowel digraph/ trigraph: oo ar, or, air			
	Vowel digraphs: ai, ee, igh, oa, Consonant digraphs ch, sh, th, ng Set 7: y, z, zz, qu Set 6: j, v, w, x			
Phase 2 Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: l, n, m, d Set 1: s, a, t, p				
Phase 1 (7 Aspects) – See Phase 1 Tracker				

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