



Burleigh Primary School

Teaching and Progression of Phonics 2025-2026

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Reception

| Term | Progression and sequence of teaching | High Frequency Words <small>(Ensure these words are included when teaching children to blend and segment with new graphemes)</small> | Tricky keywords for reading <small>(CEWs in bold)</small> | Tricky (CEWs) words for spelling |
|----------|--|---|--|---|
| Autumn 1 | <p>Phase 2: Learning new graphemes for reading - CVC words</p> <p>Pink</p> <p>s a t p i n m d g o c k ck e u r h b f l</p> <p>Vowel sounds identified</p> | <p>an, as, at, in, is*, it, on, can dad had, and, not if, back, get, big, him, his*, has*</p> <p>got, up, mum, but,</p> | <p>Set 1: I the a</p> <p>Set 2: to no go into</p> | |
| Autumn 2 | <p>Phase 2: Learning new graphemes for reading - CVC words</p> <p>ff ll ss z</p> <p>zz</p> <p>Phase 3</p> <p>j v w x y</p> <p>Phase 3 Consonant digraphs:</p> <p>qu ch sh th ng nk</p> <p>words with s /s/ added at the end words with 's' that sound like /z/ e.g. bags, his</p> | <p>of*, off will</p> | <p>Set 3: of and his her</p> <p>Set 4: he me we be she</p> | <p>I no go to do the</p> |

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| Spring 1 | <p>Phase 3: Learning new graphemes for reading ai ee igh oa oo oo ar or ur ow oi ear air er – er taught as ‘stressed’ as in her and ‘unstressed’ as in butter</p> | <p>that, this, then, them, with, see</p> | <p>Set 5: put pull full push</p> <p>Set 6: was you they are</p> <p>Set 7: my by</p> | <p>a is his has</p> |
| Spring 2 | <p>Words with other double letters dd = ladder, mm=hammer, tt=letter, bb=rabbit, gg=egg, pp=supper</p> <p>Longer e.g. helmet, zigzag</p> <p>Words with s /z/ in the middle</p> <p>Words with es /z/ at the end</p> | <p>for, now down, look, too</p> | <p>Set 8: all are</p> <p>Set 9: sure pure</p> | <p>he she we me be</p> |
| Summer 1 | <p>Applying and securing blending and segmenting of phase 3 words</p> | | <p>Set 10: said so do</p> <p>Set 11: have like</p> <p>Set 12: some come love</p> | <p>are her all they my</p> |
| Summer 2 | <p>Phase 4 part 1: Adjacent consonants for reading</p> <p>CVCC a. e.g. nest, bend, lamp, tent, left, tusk, melt, help, shelf, milk, kept, next</p> <p>b. CVCC including consonant digraphs e.g. lunch, tenth</p> <p>CCVC a. no vowel digraphs - truck, drag, crab, smell, flag b. with digraphs - green, brown, bleep, plank, clown, sleep, speed, stars –. c. including consonant digraphs e.g. shrub, three,</p> | <p>went, It’s, from, children, just help, next, stop, must, still</p> | <p>Set 13: were here there</p> <p>Set 14: little says</p> <p>Set 15: when what</p> <p>Set 16: one out today</p> | <p>Revise all taught spellings</p> |

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| | <p>d. <i>then include polysyllabic phase 3 words <u>with digraphs</u> e.g. <u>poison</u>, <u>market</u></i></p> <p><u>CCVCC</u> crunch, trench, thrust, Grinch, twist, stamp, stand, glimp, *trickier blend: 'nch' bench, punch, drench, crunch, lunch</p> | | | |
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Year One

| Term | Progression and sequence of teaching | High Frequency Words <small>(Ensure these words are included when teaching children to blend and segment with new graphemes)</small> | Tricky keywords for reading <small>(CEWs in bold)</small> | Tricky (CEWs) words for spelling |
|---|---|---|---|---|
| <p>Autumn 1 Phase 3 revision</p> | <p>Phase 4 part 2: consonants blends for reading and spelling Blue *phase 3 sounds to be incorporated into phase 4 ‘alien’ words – focus on gaps from assessments*</p> <p>CCCVC scrap, splash, string</p> <p>CCCVCC sprint</p> <p>Polysyllabic words – helper</p> <p>Compound words - football, helpdesk, windmill, sandpit.</p> <p>Words ending in -ing (humming) -ed (pulled) -ed pronounced as /t/ (jumped) -ed pronounced as /id/ (landed) -est (brightest)</p> <p>-y (happy, funny, party) Teach this now. it is coming up in books that children are reading but this will come up in phase 5 too.</p> | | <p>Revise all previously taught tricky words for reading</p> | |

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| <p style="text-align: center;">Autumn 2</p> | <p>Phase 5 New graphemes and alternative pronunciations and alternative spellings</p> <ol style="list-style-type: none"> 1./ai/ ay play 2./ow/ ou cloud 3./oi/ oy boy 4./ee/ ea each 5./ur/ ir bird 6./igh/ ie pie 7./oo/ ue blue 8./yoo/ ue rescue 9./yoo/ u unicorn 10./oa/ o over 11./igh/ i tiger 12./ai/ a paper 13./ee/ e he 14./ai/ a-e shake 15./igh/ i-e time ** <i>hire wire fire</i> 16./oa/ o-e home 17./oo/ u-e rude 18./ee/ e-e even 19./oo/ ew new/yoo/ ew few 20./ee/ ie shield 21./or/ aw claw | <p>about, saw, day, made, came, make, time,</p> | <p>Set 17: their people oh your</p> <p>Set 18: Mr Mrs Ms</p> <p>Set 19: could would should</p> <p>Set 20: our house mouse ask</p> <p>Set 21: water want</p> | |
| <p style="text-align: center;">Spring 1</p> | <ol style="list-style-type: none"> 22./ee/ y funny happy party 23./e/ ea head read instead 24./w/ wh wheel 25./oa/ oe toe 26./oa/ ou shoulder boulder mouldy 27./igh/ y fly sky shy 28./oa/ ow snow glow blow 29./j/ g giant magic 30./f/ ph phone phonics 31./l/ le apple | <p>Set 22: any many again</p> <p>Set 23: who whole where</p> <p>Set 24: two school call</p> | | |

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| | <p>32./l/ al metal 33./s/ c mice ice rice 34./v/ ve give 35./u/ o-e some love glove shove 36./u/ o mother 37./u/ ou young 38./z/ se cheese and /s/ se mouse 39./s/ ce fence 40./ee/ ey donkey 41./oo/ ui fruit 42./oo/ ou soup</p> | <p>Set 25: different thought through</p> <p>Set 26: friend work once</p> | |
| <p>Spring 2</p> | <p>43./ur/ or world word work 44./oo/ u push pull full 44.b /oo/ oul could 45./air/ are share square 45./air/ ere there where 46./or/ au author 47./or/ al walk and less common: aur dinosaur oor floor our pour 48. /ch/ tch match 49./ch/ ture adventure 50./ar/ al half 51./ar/ a father past last 52./or/ a water 53./or/ ar making or after 'w' war warm * 54./o/ a want what was 55./air/ ear pear bear 56./ur/ ear learn earth 57./r/ wr wrist write wrong 58./s/ sc science and st whistle listen 59./c/ ch school chord chemist 60./sh/ ch chef 61./z/ ze freeze</p> | <p>Set 27: Laugh because eye</p> <p>Set 28: Busy beautiful pretty</p> <p>Set 29: Hour move improve</p> | |

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| <p>Summer 1</p> | <p>Phonics Screening Check</p> <p>No new graphemes</p> | | |
| <p>Summer 2</p> | <p>Phase 5 Orange - Turquoise</p> <p>62./ai/ eigh aigh ey ea (less common spellings) eight straight grey break</p> <p>63./n/ kn knight knee</p> <p>64./n/ gn gnaw sign</p> <p>65./m/ mb thumb lamb</p> <p>66./ear/ eer deer ere here</p> <p>67./zh/ su si treasure vision</p> <p>68./j/ dge dodge bridge</p> <p>69./j/ ge large charge</p> <p>70./i/ y crystal gym</p> <p>71./sh/ ti potion</p> <p>72./sh/ ssi si mission mansion</p> <p>73./sh/ ci delicious</p> <p>74./or/ augh our oar ore daughter pour oar more (less common)</p> | <p>Set 30: Parent shoe</p> | |

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Year Two Spelling Programme

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| <p>Autumn 1 and Autumn 2</p> | <p>Phase 5 reading and spelling</p> <p>Year 2 to revisit reading Phase 5 alternatives spellings and pronunciations.</p> <p>Year 2 to focus on spelling rules for each grapheme.</p> | <p>Revision of reading and spelling of Year 1 tricky words</p> | |
| <p>Spring 1</p> | <p>Phase 5 reading and spelling</p> <p>Year 2 to revisit reading Phase 5 alternatives spellings and pronunciations.</p> <p>Year 2 to focus on spelling rules for each grapheme.</p> | | |
| <p>Spring 2</p> | <p><u>Sound families for spellings: Vowels</u></p> <p>1./ai/ ay a-e a (less common: prey grey break great eight)</p> <p>2./ee/ ea e-e ey y ie</p> <p>3./igh/ ie i-e i y</p> <p>4./oa/ oe o-e ow o</p> <p>5./oo/(yoo) ue ew u-e u</p> | | |

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| Summer 1 | <p>6. Adding –s and –es to nouns and verbs</p> <p>7. Adding –es to nouns and verbs ending in –y</p> <p>8. Adding suffixes to words with long vowels and double consonant – just add -ed</p> <p>9. Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it – Drop the ‘e’ and add the suffix</p> <p>10. Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it – Drop the ‘y’ and add ‘i’</p> <p>11. Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter – Double the consonant</p> <p>12. The suffixes –ment, –ness, –ful , –less and –ly (Also taught within English lessons) If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p> |
| Summer 2 | <p>13. Contractions In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i>). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> is never used for the possessive.</p> <p>14. The possessive apostrophe (singular nouns)</p> <p>15. Words ending in –tion</p> <p>16. Homophones and near homophones</p> |

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Year 2 Spelling objectives covered in Autumn 1 as part of Phonics First:

Year 2 common exception words (tricky words) are taught alongside spelling lessons

/j/ spelt as g elsewhere in words before e, i and y

The /j/ sound spelt as ge and dge at the end of words.

The /s/ sound spelt c before e, i and y

The /n/ sound spelt kn and (less often)

The /n/ sound spelt as gn at the beginning of words

The /r/ sound spelt wr at the beginning of words

The /l/ sound spelt –le at the end of words

The /l/ sound spelt –el at the end of words

The /l/ sound spelt –al at the end of words

Words ending –il

The /ee/ sound spelt –y at the end of words

The /o/ sound spelt a after w and qu

The /or/ sound spelt a before l and ll

The /u/ sound spelt o

The /ee/ sound spelt –ey

The /ur/ sound spelt ‘or’ after w

The /or/ sound spelt ar after w

The /zh/ sound spelt s e.g. casual