

Primary National Strategy

Phonics Progress Tracking Sheet - Early Years Foundation Stage through Key Stage 1

Class:

Teacher:

2006 – 2007

Progression		Autumn term		Spring term		Summer term	
Phase 6							
Phase 5							
Phase 4							
Phase 3	Phase 3iii						
	Phase 3ii						
	Phase 3i						
Phase 2							
Phase 1							

Guidance on use of the Phonic Progress Tracking Sheet

The Rose Review highlights the importance of careful assessment:

'Assessment for learning is vital for planning work that is matched well to children's needs' Para 59

'The most effective assessment was simple, rigorous and purposeful'. Para 61 ¹

1. This tracking sheet spans the Foundation Stage and Key Stage 1 and therefore the information should be transferred as children move between year groups
2. You should enter children's names into the relevant box when they begin to work within that phase.
3. For summative assessment purposes such as reporting or completing the Foundation Stage Profile, you should ensure that the phase descriptor is the best fit for the child's current level of achievement. The child should be using their phonic knowledge and skills independently and consistently.

Phase Descriptors

Children working within Phase 6:

- Apply their phonic skills and knowledge to recognise and spell an increasing number of complex words
- Are secure with less common grapheme - phoneme correspondences e.g s /zh/
- Can recognise phonic irregularities

Children working within Phase 5:

- Can use alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes e.g. /oe/ o-e, o,oa,ow e.g. *snake*
- Can read phonically decodable two and three syllable words, e.g. *bleating, frogspawn, shopkeeper*
- Can spell complex word using phonically plausible attempts

Children working within Phase 4:

- Can blend adjacent consonants in words and apply this skill when reading unfamiliar texts e.g. *spoon, cried, nest*
- Can segment adjacent consonants in words and apply this in spelling

Children working within Phase 3:

- know one grapheme for each of the 44 phonemes

Within Phase 3iii

¹ Independent review of the teaching of early reading. Final Report, Jim Rose, March 2006

Primary *National Strategy*

Children can read and spell a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes e.g. *sheep, boat*

Within Phase 3ii

Children can read and spell CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters e.g. *bell, chick*

Within Phase 3i

Children can read and spell a few CVC words using a limited range of letters and short vowels e.g. *box*

Children working within Phase 2:

- Know that words are constructed from phonemes and that phonemes are represented by graphemes
- Know a small selection of common consonants and vowels which they can blend for reading and segment for spelling simple cvc words e.g. *sit and tap*

Children working within Phase 1:

- explore and experiment with sounds and words
- distinguish between different sounds in the environment and phonemes
- show awareness of rhyme and alliteration