Assessment and Progression: Red Rose Letters and Sounds

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Highlight aspects achieved using information/evidence gained from phonics sessions, shared, guided and independent reading and writing sessions.

Phase	GPC recognition: Hear, say, read and form letters	Oral Blending	Oral Segmenting	Blending for Reading	Segmenting for Spelling /Writing	Tricky Words (see separate grid for all High Frequency Words)
Phase 2	s a t p i n m d g o c k ck e u r h b f ff l ll ss /z/ s *has*	VC words - *at, in* CVC words - *rat, tick, bell*	VC words – *it, at* CVC words - *den, sock, miss*	Blend to read VC words, *e.g. it, at, in, am.* Blends to read CVC words using *most* of Phase 2 graphemes *e.g. had, doll, pack, huff.* Blends to read VC and CVC words from Phase 2 in fully decodable texts, in line with developing phonic ability.	Segment to spell VC words, e.g. *in, it at am, on.* Segment to spell CVC words, e.g. *pan, log, get, luck, mess.* *Attempt* to write, or use magnetic letters, to represent words within phrases, captions and simple sentences (dictated by the teacher and/or independently), e.g. it *can hop.*	*the to I no go into* Read as individual words, within sentences, and in simple texts, e.g. *The man can hop.* *Spell* individual words, within phrases or simple sentences, e.g. *I am hot.*
Phase 3	j v w x y z zz qu ch sh th **th (this)** ng ai ee igh oa oo (pool) **oo (book)** ar or ur ow oi ear air ure er	VC words – *aim, art* CV words – *fair, dear* CVC words - *shop, thin, then, sing, sheep, food, book, charm, chairs* Two syllable words – *sixteen, morning*	VC words – *arm, oil* CV words – *cow, for* CVC words – *queen, chop, thing, that, night, road, shark, coin* Two syllable words – *garden, looking*	Blend to read VC words, e.g. *aim, art, arm, oil.* Blend to read CV words, e.g. *chair, pure, fear.* Blend to read CVC words using *most* of Phase 3 graphemes *e.g. shop, turn, fork, foil, quick, jazz, wait.* Blend to read two syllable words, *e.g. cobweb, zigzag.* Blend to read VC, CV and CVC words from Phase 3 in fully decodable texts, in line with developing phonic ability.	Segment to spell VC words, e.g. *aim, art, arm, oil.* Segment to spell CV words, e.g. *cow, car, for, chair, high.* Segment to spell CVC words, e.g. *reef, dart, soil, doom, short, cheek, dish.* Segment to spell two syllable words, e.g. *turnip, comic.* *Attempt* to write words within phrases, captions and simple sentences (dictated by the teacher and/or independently), e.g. *The shop is shut.*	*Phase Three* *he she we me be was my you they her all are* *Phase Four* *like said have one come do so were some there out little what* Read as individual words, within sentences, and in simple texts, e.g. *She can hear the cow moo! Are you a sad farmer?* Spell words, and write phrases and simple sentences using Phase 2 tricky words. Spell individual words, within phrases or simple sentences, e.g. *You can all run down the long road. They are on the moon.*
Phase 4	Combinations of adjacent consonants at beginning, within and end of words, including phase 2 and 3 graphemes. CVCC – *best, champ* CCV – *tree, stair* CCVC – *flop, train* CCCVC – *drink, crunch* CCCVC – *spring, street* CCCVCC – *scrunch,* sprint Polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. *sandpit, lunchbox, shampoo.*	CVCC – *mend, shaft* CCV – *tree, flair* CCVC – *smell, gloom* CCVCC –*twist, shrubs* CCCVC – *strap, splash* CCCVCC - *sprint* Orally blend syllables and phonemes within polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. *pondweed, helpdesk, handstand helicopter, children.*	CVCC – *chest, jump* CCV – *stair, clear* CCVC – *brown, start* CCVCC –*stand, blast* CCCVC –*street, string* CCCVCC –*scrunch* Orally segment syllables and phonemes within polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. *printer, farmyard windmill, thundering chimpanzee, treetops.*	Blend to read adjacent consonants within words using a range of combinations: CVCC CCV CCVC CCVCC CCCVC CCCVCC Blend to read polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, in fully decodable texts, in line with developing phonic ability.	Segment to spell words with adjacent consonants using a range of combinations: CVCC CCV CCVC CCVCC CCCVC CCCVCC Segment to spell polysyllabic words with Phase 2 and 3 graphemes and adjacent consonants. Write sentences (dictated by the teacher and/or independently), e.g. *The frog was jumping into the pond. I can hear little birds in the treetops.*	*said so have like some come were there little one do when out what it's* Read as individual words, within sentences, and in simple texts, e.g. *Some little crabs crept into a crack in the rock. There were lots of children looking at the goats in the farmyard.* Spell words, and write phrases and simple sentences using Phase 2 and 3 tricky words. Spell individual words, within phrases or sentences, e.g. *I like it when we go out to visit the windmill. I have one green raincoat and some black boots.*
Phase 5	**Further graphemes for reading** /ai/ ay clay /ow/ ou sprout /igh/ ie cried /ee/ ea seat /oi/ oy enjoy /ur/ ir girl /oo/ ue blue /y(oo)/ cue /or/ aw straw /w/ wh wheel /f/ ph dolphin /oo/ ew flew /y/oo/ ew new /oa/ oe toe /or/ au launch /ai/a-e snake /ee/ e-e swede /igh/ i-e time /oa/ o-e stone /oo/u-e flute /y/oo/ u-e cube	Orally blend words using Phase 5 phonemes.	Orally segment words using Phase 5 graphemes.	Blend to read most combinations CVCC CCV CCVC CCVCC CCCVC CCCVCC from Phase 5 for given words. Blend to read polysyllabic words containing phase 5 graphemes, e.g. *rescue, photograph* Blend to read most Phase 5 graphemes within fully decodable texts, in line with developing phonic ability.	Segment to spell using most combinations CVCC CCV CCVC CCVCC CCCVC CCCVCC from Phase 5 for given words. Segment to spell polysyllabic words containing Phase 5 graphemes, e.g. *daughter, envelope* Segment to spell words within sentences, mostly selecting the appropriate graphemes to represent phonemes within Phase 5.	*Phase Five* *Mr, Mrs, people looked, called, asked oh, their, could* *Selected from the 200 High Frequency Word List* *water where who again thought through work mouse many laughed because different any eyes friends once please* *I'm I'll let's small great before jumped stopped pulled gone we're* Read as individual words, within sentences, and texts, e.g. *Many people asked if they could speak to Mr/Mrs Stone.* Write words, phrases or simple sentences using Phase 2, 3 and 4 tricky words. Write individual words, within phrases or sentences, e.g. *Mr/Mrs Worthington looked at the ice cream van outside the school gates.*

Phase 5	**Alternate pronunciations for graphemes**					
	/igh/ i kind /oa/ o both /u/ o mother /s/ soft c cell /j/ g giant					
	/y/oo/ u human /oa/ ow grow /ee/ ie chief /e/ ea bread					
	/ur/ er perm /uh/ schwa er after /c/ ch chord /sh/ ch chef /o/ a what /ai/ a acorn					
	/ee/ e she /igh/ y spy /ee/ y very					
	/u/ ou touch /oo/ ou soup					
	Alternate spellings for phonemes					
	/ee/ ea cream /ee/ e-e theme /ee/ ie field /ee/ y happy /ee/ ey money /ee/ e be					
	/oo/ ew chew /oo/ /yoo/ u-e prune /oo/ ue blue /oo/ ui fruit					
	/ai/ a-e take /ai/ eigh neigh /ai/ ey they /ai/ ea steak					
	/igh/ ie tie /igh/ i-e time /igh/ y fly /igh/ I kind					
	/oa/ ow snow /oa/ oe toe /oa/ o-e stone /oa/o most					
	/ol/ ol told /ol/ oul mould					
	/ow/ ough plough					
	/ar/ a father /ar/ al half					
	/u/ oul would					
	/or/ oor door /or/ ore more /or/ al walk /or/ our four /or/ augh caught /or/ ough brought					
	/ur/or worm /ur/ ear learn					
	/ear/ eer cheer /ear/ere here					
	/air/ ear bear /air/ are care /air/ ere there					
	/l/ le apple /l/al metal					
	/z/ se cheese /zh/ s treasure /zh/si(on) confusion					
	/n/ kn knee /n/ gn gnome /r/ wr wreck					
	/j/ ge large /j/dge hedge					
	/s/ se mouse /s/ ce fence /s/ sc scent /s/ st listen					
	/sh/ s sugar /sh/ c ocean /sh/ ti station /sh/ ssi mission /sh/si tension /sh/ ci optician					
	/m/ mb thumb					
	/v/ ve have					
	/ch/ tch match /ch/ ture picture					

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Phase Two

Decodable words

			Tricky words
a	him	am	**he**
an	his	tell	**I**
as	not	fun	**to**
at	got	sat	**no**
if	up	its	**go**
in	mum	let	**into**
is	but	run	
it	put (*north*)	hat	
of	did	bad	
off	man	top	
on	ran	fell	
can	cat	end	
dad	long	hot	
had	has	sun	
back	yes	miss	
and	dog	duck	
get	red		
big	bed		

Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.

Phase Three

Decodable words

		Tricky words
will	right	**he**
that	need	**she**
this	fish	**we**
then	king	**be**
them	town	**me**
with	soon	**was**
see	night	**my**
for	much	**you**
now	keep	**they**
down	room	**her**
look	boat	**all**
too	feet	**are**
good	queen	**like**
how	book	**when**
or	air	**said**
took	box	**so**
food	dark	**have**
fox	than	**one**
well	hard	**come**
river	wish	**do**
car	thing	**so**
ever	park	**were**
been		**some**
		there
		out
		little
		what

Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.

Phase Four

Decodable words

		Tricky words
went CVCC	fast CVCC	**said**
it's (inserted as p4 HF)	last CVCC	**so**
from CVCC	gran CCVC	**have**
children poly	sleep CCVC	**like**
just CVCC	morning poly	**some**
help CVCC	green CCVC	**come**
think CVCC	grandad poly	**were**
things CVCC	looking poly	**there**
tree CCV	best CVCC	**little**
trees CCVC	rabbit poly	**do**
stop CCVC	across poly	**one**
must CVCC	wind CVCC	**when**
animals poly	along poly	**out**
next CVCC	plants CCVCC	**what**
lots CVCC	dragon poly	**it's**
something poly	under poly	
still CCVC	after poly	
three CCV	looks CVCC	
garden poly	eggs VCC	

Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

about	made	
another	magic	
around	make	
away	may	
baby	more	
bear	most	
began	mother	
better	narrator	
birds	never	
boy	new	
by	old	
came	only	
can't	other	
clothes	our	
cold	over	
coming	place	
couldn't	play	
cried	really	
day	round	
don't	saw	
door	say	
each	school	
eat	sea	
even	shouted	
every	snow	
everyone	suddenly	
find	take	
first	tea	
floppy	that's	
found	there's	
fly	these	
gave	time	
giant	told	
girl	use	
going	very	
grow	want	
he's	wanted	
head	way	
here	which	
home	white	
horse	why	
house	window	
I've	would	
inside	your	
key		
know		
liked		
live		
lived		

Tricky words

oh
their
people
Mr
Mrs
looked
called
asked
could
water
where
who
again
thought
work
through
many
laughed
mouse
because
different
any
eyes
friends
once
please
I'm
didn't
two
I'll
small
let's
great
jumped
before
gone
stopped
pulled
we're

Read and spell all high frequency words and tricky words, and apply into reading and writing sentences within each phase.