



## Dale Hall phonics progression linked to Twinkl Phonics.



### Level 1

By the end of level 2 pupils should be able to:

have experienced a wealth of listening activities including songs, stories and rhymes;

be able to distinguish between speech sounds and many will be able to blend and segment words

#### **Aspect 1 Environmental Sounds**

Notice sounds around them. - Recognise that different objects make different sounds. - Start to identify and name sounds. - Talk about environmental sounds, describing and comparing them

#### **Aspect 2 Instrumental Sounds**

Explore instrumental sounds. - Build awareness of how to use instruments to make sounds. - Start to identify the sounds of familiar instruments, naming them. - Build awareness of how you act upon an instrument affects the sound it makes. - Talk about instrumental sounds, describing and comparing them. - Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.

#### **Aspect 3 Body Percussion**

Explore the sounds their bodies can make. - Join in and copy actions of familiar songs. - Join in and copy body percussion patterns and sequences. - Build awareness of how they can change body percussion sounds. - Create their own sequences of body percussions. - Join in with longer sequences of body percussion. - Describe body percussion.

Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.

#### **Aspect 4 Rhythm and Rhyme**

-Join in with songs and rhymes. - Recognise familiar rhythms and rhymes. - Recognise that words rhyme. - Copy and keep a simple beat. - Join in and copy breaking words into syllables with a beat. - Play with rhyme. Make up their own rhyming words. - Complete sentences with their own rhymes orally. - Break words down into syllables with a beat. - Create their own beat.

#### **Aspect 5 Alliteration**

Explore initial sounds of words. - Select objects with a given initial sound from a choice of two. - Identify initial sounds of words. - Match to objects with the same initial sound. - Play with alliteration.

#### **Aspect 6 Voice Sounds**

Explore different mouth movements and sounds. - Copy different voice sounds and mouth movements. - Recognise different voice sounds. - Make a variety of different voice sounds, including animal sounds. - Say speech sounds clearly. - Talk about voice sounds. - Describe and compare voice sounds. - Create their own ideas for voices of characters/ imitating voices.

#### **Aspect 7 Oral Blending and Segmenting**

Identify the initial sounds of words. - Build awareness that words can be broken up into sounds. - Choose the correct object when hearing the word broken into single sounds. - Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. - Segment CVC and VC words into their individual sounds. - Start to blend the sounds of longer words. - Identify how many sounds are in a CVC or VC word.



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Phase/Level	Focus	Tricky words
<b>Level 2</b> By the end of level 2 pupils should be able to: <ul style="list-style-type: none"><li>give the phoneme when shown any Level 2 grapheme;</li><li>find any Level 2 grapheme, from a display, when given the phoneme;</li><li>orally blend and segment CVC words;</li><li>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;</li></ul>	<ol style="list-style-type: none"><li>s, a, t, p</li><li>i, n, m, d</li><li>g, o, c, k</li><li>ck, e, u, r</li><li>h, b, f, l</li><li>ff, ll, ss, s saying /z/</li><li>Level 2 Revision</li></ol>	to, the no, go, I
<b>Level 3</b> By the end of level 3 <ul style="list-style-type: none"><li>give the phoneme when shown all or most Level 2 and Level 3 graphemes;</li><li>find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;</li><li>blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);</li><li>segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);</li><li>read and spell some two-syllable words using Level 2 and Level 3 graphemes;</li><li>read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;</li><li>spell the tricky words - the, to, I, no, go;</li><li>write each letter correctly when following a model.</li></ul>	<ol style="list-style-type: none"><li>j, v, w, x</li><li>y, z, zz, qu, ch</li><li>sh, th, th, ng</li><li>ai, ee, igh, oa</li><li>oo, oo, ar, or</li><li>ur, ow, oi, ear</li><li>air, ure, er</li><li>Recap sounds from Weeks 1-4</li><li>Recap sounds from Weeks 5-7</li><li>Trigraphs &amp; Consonant Digraphs</li><li>Graphemes and Vowel Digraphs</li><li>Level 3 Revision</li></ol>	<b>Read:</b> Revise L2 tricky words he, she we, me, be was my you they here all, are  <b>Spell:</b> the, to, no, go, I



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### Level 4

By the end of level 4 pupils should be able to:

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants; be able to segment and spell words containing adjacent consonants; be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what;
- be to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here;
- write each letter, usually correctly.

1. CVCC Words
2. CCVC Words
3. Adjacent Consonants
4. Polysyllabic Words
5. Three-Letter Adjacent Consonants

#### Read:

said, so  
have, like, come, some  
were, there, little, one  
do, when, out, what

#### Spell

he, be, we, she, me  
was, you  
they, are, all  
my, here



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### Level 5

By the end of level 5 pupils should be able to:

- give the phoneme when shown any grapheme that has been taught; for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable; read and spell phonically decodable two-syllable and three-syllable words;
- form each letter correctly;
- Use alternative ways of pronouncing and representing the long vowel phonemes.

1. 'ay' saying /ai/
2. 'oy' saying /oi/
3. 'ie' saying /igh/
4. 'ea' saying /ee/
5. 'a\_e' saying /ai/
6. 'i\_e' saying /igh/ 'o\_e' saying /oa/
7. 'u\_e' 'e\_e'
8. 'ou' saying /ow/
9. long vowel sounds (apricot, kind, human, gold, hotel)
10. 'ch' saying /c/ 'ch' saying /sh/
11. 'ir' saying /er/
12. 'ue' saying /yoo/ and /oo/
13. 'ew' saying /yoo/ and /oo/
14. 'y' saying /ee/
15. 'aw' and 'au' saying /or/
16. 'ow' and 'oe' saying /oa/
17. 'wh' saying /w/
18. 'c' saying /s/ 'g' saying /j/
19. 'ph' saying /f/
20. 'ea' saying /e/
21. 'ie' saying /ee/
22. suffix -ed
23. suffix -s and -es
24. suffix -er and -est
25. 'tch' saying /ch/
26. adding -ing and -er to verbs
27. 'are' and 'ear' saying /air/
28. Unspoken e
29. 'ore' saying /or/
30. prefix un-

### Reading

could should  
would want  
oh their  
Mr Mrs  
love your  
people looked  
called asked  
water where  
who why  
thought through  
work house  
many laughed  
because different  
any eye  
friend also  
once please  
live coming  
Monday Tuesday  
Wednesday brother  
more before  
January February  
April July  
horse mouse  
beautiful treasure  
door floor  
favourite bought  
autumn gone  
know colour  
other does  
talk two

### Spelling

said so  
have like  
some come  
were there  
little one  
do when  
what could  
should would  
want their  
Mr Mrs  
love your  
people looked  
asked called  
water where  
who why  
thought through  
work house  
many laughed  
because different  
any eye  
friend also  
once please  
live coming  
Monday Tuesday  
Wednesday brother  
more before  
January February  
April July  
scissors castle  
beautiful treasure



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### Level 6

By the end of level 5 pupils should be able to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others; spell most common exception words correctly.

1. 'y' saying /igh/
2. 'dge' and 'ge' saying /j/
3. adding -es to words ending in y
4. 'gn' saying /n/
5. 'kn' saying /n/
6. adding -ed, -ing to words ending in y
7. wr' saying /r/
8. 'le' saying /l/
9. adding -er, -est to words ending in y
10. 'el' saying /l/
11. 'al' and 'il' saying /l/
12. adding -ed, -er to words ending with e
13. 'eer' saying /ear/
14. ture
15. adding -est, -y to words ending with e
16. 'mb' saying /m/
17. 'a' and 'al' saying /or/
18. adding -ing, -ed to CVC, CCVC
19. 'o' saying /u/
20. 'ey' saying /ee/
21. adding -er, -est,
22. -y to CVC and CVCC words
23. Contractions
24. 'w ar' saying / w or/ 'w or' saying /w ur/
25. Suffixes -ment, -ness
26. 's' saying /zh/
27. 'w a' saying / wo/ and 'qu a' saying /quo/
28. tion
29. suffixes -ful, -less, -ly homophones/ near homophones
30. prefix dis-

### Spelling

busy clothes  
whole listen  
build earth  
delicious fruit  
learn search  
famous shoe  
pretty neighbour  
England tongue  
group after  
heart dangerous  
special enough  
aunt father  
prove improve  
hour move  
sure sugar  
half quarter  
straight touch  
caught daughter  
journey area  
heard early

### Grammar

capital letters and full stops  
proper nouns (names)  
plural nouns  
alphabetical order first/  
second letter second/  
subsequent letters  
verbs  
adverbs  
common nouns  
adjectives and expanded  
noun phrases  
commas in lists  
proper nouns  
regular past and present  
tense  
question marks and  
commands  
exclamations and statements  
coordinating conjunctions  
irregular past tense  
- alt words for said  
exclamation marks (  
adjectives and nouns  
contractions  
subordinating conjunctions  
improving sentences  
-verbs and adverbs  
possessive apostrophe  
improving sentences - when,  
if, because  
speech marks  
commas in speech



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