

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

Grade 1

Phonics Progression Map

Teacher Guide

2025-2026



Introduction

This guide helps teachers implement the Grade 1 phonics progression consistently across the year. It explains weekly teaching focuses, strategies, assessment checkpoints, and intervention guidance.

This guide supports teachers in integrating the phonics sequence from the Progression Map into their weekly Comprehensive Curriculum Guide (CCG) planning. It ensures systematic phonics teaching (sound-letter knowledge, blending, high-frequency words, etc) runs alongside the CCG's thematic units, vocabulary, grammar, and competency skills. This guide will also help teachers in implementing handwriting skills in daily lessons using the notebooks distributed across schools.

Note: This Grade 1 Phonics Progression Map will officially begin Week 1 on Monday, 22nd September 2025. All subsequent weeks should follow the progression map in sequence from this start date. Teachers are expected to align their lesson delivery, activities, and assessments with the week-by-week outline beginning from this date.

Grade 1 Phonics Progression Map

1. Overview of Phonics Progression Map by Term

High-Frequency Words

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	End of Term 1 Assessment
	a, at, as	in, it, is, I, an	and, am, dad	to, into, go, no, the	get, dog, can, got, on, not, cat	up, mum, put, had, oh, him, his, big, has	he, she, me, we, be, of	if, off, you, my, they, for	will, all, went, was, from, help	
Term 2	ch sh th(v) th ng	oo	ar	oo (u)	ow	ee	ur	ai	or	End of Term 2 Assessment
	too, her, with, are, yes	then, them, that, this, said	and, am, dad	look, now, down	look, now, down	see, going, just, have	see, going, just, have	it's, do, so	it's, do, so	
Term 3	oa	er	igh	air	oi	End of Term 3 Assessment	Assessment actions	Assessment actions	Assessment actions	Assessment actions
	too, her, with, are, yes	then, them, that, this, said	and, am, dad	look, now, down	look, now, down		'Fill the Gaps' using data to re-teach concepts	'Fill the Gaps' using data to re-teach concepts	'Fill the Gaps' using data to re-teach concepts	'Fill the Gaps' using data to re-teach concepts

2. How to Use Both Documents Together (CCG and Phonics Progression Map)

- Phonics Progression Map tells you which sounds and high-frequency words to teach each week.
- CCG provides themes, vocabulary, grammar focus, SSLOs and competency skills for each week.
- Integration: Each lesson plan should:
 - Start with the phonics focus sounds and high-frequency words (15-20 minutes each lesson).
 - Embed those sounds/words into the CCG themes (e.g., “My School,” “All About Me”).

3. Example of Weekly Integration (Term 1, Week 1)

- Phonics Progression Map: Sounds **s, a, t, p**; words **a, at, as**.
- CCG Theme: My School – First School Days.
- Vocabulary: hello, bye, teacher, name, school.
- Grammar: “I am...”; “My name is...”
- Integration in Planning:
 - Always begin with a 3-5 minute phonics starter.
 - Then, explicitly teach the sound for the day (15-20 minutes). Read and write the sound and include practical activities. Dedicate at least 5 minutes for the students to practise writing the sound/s in their notebooks. Ensure students follow the correct handwriting steps using the 4-line rules. Correct and provide feedback during this time.
 - Move to the CCG planned lesson for the remaining time.

- You will reinforce the use of sounds through classroom vocabulary when applicable (“school,” “am,” “teacher,” “pen”).
- Build simple sentences with HFWs orally and theme vocabulary: “I am at school.”
- Practise role play using the week’s phonics and words.

4. Suggested Planning (for each week)

Step 1: Link to CCG SSLOs

- Decide which SSLOs you will be covering in your lesson.

Phonological awareness SSLOs include:

- 1.LR.PA.4 Blend and segment phonemes in simple words.
- 1.LR.PA.6 Identify spoken words that begin with the same sound.

Phonics

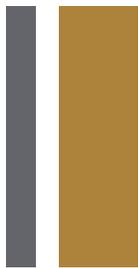
- 1.LR.P.1 Produce letter sounds when shown corresponding letters.
- 1.LR.P.3 Decode one syllable words with short vowel sounds.

High Frequency Words

- 1.LR.HFW.2 Incorporate high frequency words in oral sentences.

Step 2: Phonics Focus 15-20 minutes a day

- Introduce the sounds from the progression map.
- Blend/segment CVC words using target phonemes.

- 
- Teach the week's HFWs.
 - Practise handwriting.

Step 3: Link to CCG Theme

- Use phonics sounds and HFWs in theme vocabulary (from the CCG scope and sequence).

Step 4: Assessment Checks

- Monitor recognition of new sounds, blending ability, and use of HFWs.
- Link assessment tasks to both phonics (decoding, writing sounds) and CCG outcomes (using vocabulary in context).

5. Expectations for Teachers

- Plan daily phonics sessions (15–20 minutes in every lesson) following the progression map.
- Integrate sounds and HFWs into theme-based reading, writing, and oral language tasks from the CCG.
- Ensure that assessments check both phonics mastery and CCG learning outcomes.

What could a lesson look like?

Week 1 Monday:

Starter: (2 minute)

- Song or chant

Present: (6 minutes)

- Introduce the sound **s**. Use visuals, gestures and physical movement. For example, make an **s** with your hand in the air and say **sss**.
- Show pictures of nouns that start with **s** like snake, spider, spoon, sand, sun, sock.
- Read a short story and ask students to listen for words that start with **s**.

Practise and apply: (6 minutes)

- Display pictures and asks students to identify the ones that begin with **s**. Then ask them to identify the ones that end in **s**.

Production: (6 minutes)

- Practise writing.
- Teacher correctly models on the board using the 4-line method. Students copy on whiteboards and notebooks.

Remainder lesson: Dive into your CCG lesson plan for the day.

Week 1 Tuesday:

Starter: (3 minutes)

- Review the **s** sound by showing images of items that start and end with **s**. Ask students to identify which ones start and end with **s**.

Present: (5 minutes)

- Introduce the **a** sound. Ask students to use two fingers to walk across the back of their hands like ants and say **aaa**. Students gesture the **a** letter in the air with their hands.
- Show pictures of nouns that begin with **a** like apple, ant, alligator.
- Teach HFW **a**. Tell students that **a** is special because it can be a sound and a word. Put it in a sentence like "This is **a** dog."

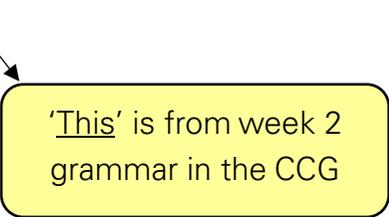
Practise and apply: (6 minutes)

- Give each group pictures and ask them to place the ones that start with **a** in a box.

Production: (5 minutes)

- Practise handwriting.
- Teacher correctly models on the board using the 4-line method. Students copy on whiteboards and notebooks.

Remainder lesson: Dive into your CCG lesson plan for the day.



'This' is from week 2
grammar in the CCG

Week 1 Wednesday and Thursday: Continue planning as above. Once the sounds have been explicitly taught, begin teaching blending of those sounds.

Week 1 Friday: Blending lesson

- Recap the sounds covered (s, a, t, p).
- Use the scaffolding blending method to read CVC words (at, sat, pat, tap).
- Practise handwriting the CVC words in notebooks.