



"If a child memorises 10 words, they only know 10 words.

But if a child learns 10 sounds, the child will be able to read 350 three sound words, 4320 four sound words and 21,650 five sound words."

Martin Kozloff

Our Phonics sequence of progression has been adopted from 'The Phonics Queen' (Natasha Tuite) and ensures that teachers have high expectations for coverage enabling all pupils the opportunity to achieve age-related expectations. Quality first teaching means that the sequence is rigorous, challenging and embeds GPC knowledge whilst teaching children how to apply this to independent reading and writing. Rehearsing the application of known GPC's is at the core of our teaching sessions ensuring that all children make progress in every session.

| Year Group | Expectations for Coverage | Progression |
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| Nursery | <p><u>Phase 1</u></p> <p>All aspects should be experienced by all children to lay the best, most secure foundations. Aspects 1-6 can be delivered in any order. The children should experience them all in many different ways. They can be differentiated to challenge the most able of children and should not be overlooked at something 'less important' than Phases 2-5. Aspect 7 is something that, once introduced, can continue to be delivered alongside Aspects 1-6 as well as Phase 2 teaching in Reception year.</p> <p>NB. If a child has not mastered Aspect 4 and are unable to Rhyme, this should not hold them back from starting Phase 2 in Reception, but it should continue as something the children need to experience in their playful situations, stories and singing.</p> | <p>Aspect 1: General sound discrimination – environmental sounds</p> <p>Aspect 2: General sound discrimination – instrumental sounds</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p> |
| Reception (With Phase 1 skills running throughout the year) | <p><u>Phase 2</u></p> <p>As soon as the children are able to recognise the first set of GPC's they can begin to rehearse and apply their oral blending and segmenting skills to reading and writing.</p> <p>Children need to have lots of modelling of letter formation and how to blend words using 'pure sounds.'</p> | <p>Set 1: s a t p i</p> <p>Set 2: n m d g</p> <p>Set 3: o c k ck</p> <p>Set 4: e u r h</p> <p>Set 5: b f, ff l, ll ss</p> |
| | <p><u>Phase 3</u></p> | <p>Set 1: j v w x</p> <p>Set 2: y z, zz qu</p> <p>Set 3: ch (chair) sh (shark) th (thumb) th (feather) ng (king)</p> <p>Set 4: ai (snail) ee (tree) igh (light) oa (boat)</p> <p>Set 5: oo (moon) oo (book) ar (car) or (fork) ur (fur)</p> <p>Set 6: ow (cow) oi (coin) ear (ear) air (hair) ure (cure) er (teacher)</p> |
| | <p><u>Phase 4</u></p> <p>Revise all previous phonemes learned so far whilst learning new skills and applying them to reading and writing in a more challenging way.</p> | <ul style="list-style-type: none"> • Reading and writing CVCC and CCVC words (e.g. just, lamp, chest, pram, drum, fresh) • Reading and writing words containing digraphs (e.g. brown, snail, ladder, charm) |

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| | | <ul style="list-style-type: none"> • Reading compound words (e.g. football, handstand, chopstick, lightbulb) • Reading polysyllabic (more than one syllable) e.g. faster, parking, hospital • Reading CCVCC (e.g. ground, stings, twist) • Writing words on a line, remembering when to use a descender and an ascender. • Writing short sentences using a mixture of CVCC, CCVC, compound, words with more than one syllable and sight words. e.g. The fast chap ran under the carpark • Regular misconceptions: Children regularly hear these adjacent consonants incorrectly... jrum instead of drum jrop instead of drop sboon instead of spoon sbot instead of spot chree instead of tree chrap instead of trap sdop instead of stop sdick instead of stick |
| | <u>Phase 5a (introduction if cohort are ready)</u> | <p>Set 1: ay (play) ou (house) ie (tie) ea (beach)</p> <p>Set 2: oy (toy) ir (shirt) ue (glue) aw (saw)</p> <p>Set 3: wh (wheel) ph (dolphin) ew (screw) oe (toe)</p> <p>Set 4: au (sauce) ey (key)</p> |
| Year 1 | <u>Phase 5a (after brief Phase 3 and Phase 4 recap)</u> | <p>Set 1: ay (play) ou (house) ie (tie) ea (beach)</p> <p>Set 2: oy (toy) ir (shirt) ue (glue) aw (saw)</p> <p>Set 3: wh (wheel) ph (dolphin) ew (screw) oe (toe) u (*extra intro u as in unicorn)</p> <p>Set 4: au (sauce) ey (key)</p> <p>Set 5: a-e (cake) e-e (athlete) i-e (kite) o-e (note) u-e (cube)</p> |
| | <u>Phase 5b</u> | <p>Set 1: i (tiger) o (open) c (city) g (giant)</p> <p>Set 2: u (unicorn) ow (snow) ie (chief) ea (bread)</p> <p>Set 3: er (fern) e (me) a (baby) a (swan) y (fly) y (gym) y (pony)</p> <p>Set 4: ch (school) ch (chef) ey (grey)</p> |
| | <u>Phase 5c</u> | <p>Set 1: t (picture) tch (catch) wr (wrap) ere (here) ear (learn) or (worm)</p> <p>Set 2: dge (judge) st (listen) ere (there) ear (pear) are (bare) oul (could) u push</p> <p>Set 3: mb (lamb) se (please) a (father) al (half)</p> <p>Set 4: kn (knit) gn (gnat) o (some) al (all) our (four) augh (caught)</p> |
| Year 2-6 | <p>In Year 2, Phase 3 and 4 consolidation in Autumn 1 of Year 2 followed by Phase 5 consolidation. Pupils having passed the statutory Phonics screening in Year 1 are taught spelling rules and patterns (using Jane Considine spelling program- <i>Transforming the Teaching of Spelling</i>).</p> <p>In Year 3-6 the teaching of spelling rules and patterns are taught (using Jane Considine- as mentioned above). Phonics interventions are provided where needed,</p> | <p>Phase 5a- as above, followed by consolidation of Phase 5a at end of Autumn Term 2</p> <p>Phase 5b- as above, followed by consolidation of Phase 5b at end of Spring Term 1.</p> <p>Phase 5c- as above, followed by consolidation of Phase 5c at end of Summer Term 1.</p> <p>During Summer Term 2, consolidation across all phases (dependent on needs of pupils).</p> |

Our Aim for Teaching Progression...

All suggestions for progression will be carefully considered in line with the cohort's needs and stage of development, using professional judgement and discussion with the Phonics Lead. Teaching Phoneme and Grapheme Correspondences (GPC's) is only a small element to the teaching of phonics. A huge emphasis is placed on the application of known GPC's to reading and writing. Every phonics session must include; Recap and Rehearse, Learn, Apply to Reading, Apply to Writing, Challenge and CEW/HFW words, along with opportunities to read nonsense words in every lesson to allow children to develop confidence when attempting unknown words.

All sessions must be fast-paced, rigorous, challenging and no longer than 20/25 minutes.

Assessment should be completed (where possible) outside of the phonics sessions to enable every session to be a teaching, learning and rehearsal of application of skills, following the Phonics assessment calendar. Ongoing teacher assessment (involving observation as the children apply their knowledge to reading and writing) will always be the most effective way to ensure children are given the opportunities they need to develop into independent, confident and successful readers and writers. For pupils in the lowest 20% of the cohort, class teachers and the Phonics Lead will ensure that targeted interventions and additional support is in place to best suit their needs, alongside discussions with the SENDCo if required.

Teaching:

- All children must be actively encouraged to 'ask the question,' to embed the knowledge of the various GPC's and to develop an understanding of spelling rules and patterns.
- All children must be taught to form their letters using the handwriting rhymes/stories.
- All children must be encouraged to use sound buttons for reading and blending where necessary, and when appropriate to use sound nods to encourage children to develop silent blending strategies.
- All children must be encouraged to use 'sound fingers' to count the phonemes when first learning to write using new GPC's or when rehearsing writing.
- All children must be encouraged to position their writing on the line, thinking about ascenders and descenders (whether on a whiteboard or in an exercise book).

Reception

| | Sept – Nov - Children taught in daily Phase Groups before Phonics Training took place. From 14 Nov 2022- ALL Classes teach whole class phonics which includes recap of previous phases. Keep up sessions and Catch- up sessions for those behind From September 2023- Continued approach of using 'The Phonics Queen' (as above) | | |
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| | Progression Map for 2023- 24 | | |
| | Phase and Focus GPC's with the expectation of weekly recap and consolidation sessions | | |
| Week | Autumn Term | Spring Term | Summer Term |
| 1 | Phase 1 – Listening and Voice Sounds | Phase 2 – recap and consolidation | Phase 2 and 3 – consolidation |
| 2 | Phase 1 – Rhyme and Alliteration | Phase 3 – j, v, w, x | Phase 3 – recap any difficulties and focus on 2-syllable words |
| 3 | Phase 1 – Oral blending and segmenting | Phase 3 – y, z, zz, qu | Phase 3 – recap any difficulties and focus on 2-syllable words |
| 4 | Phase 1 – All aspects | Phase 3 – ch, sh, th, ng | Phase 4 – ending adjacent consonants e.g. st, nd, lk, mp, nt |
| 5 | Phase 1 – All aspects | Phase 3 – ai, ee | Phase 4 – beginning adjacent consonants e.g. br, sp, cl, pr |
| 6 | Phase 2 – s, a, t, p WHOLE CLASS PHONICS | Phase 3 – igh, oa | Phase 4 – polysyllabic words e.g. farmyard, laptop, wigwam |
| 7 | Phase 2 – i, n, m, d- | Phase 3 – oo, oo | Phase 4 – Common misconceptions e.g. st, dr, sp, tr |
| 8 | Phase 2 – g, o, c, k – <i>Introduce the BIG QUESTION</i> | Phase 3 – ar, or | Phase 4 – Consolidation and recap of any difficulties |
| 9 | Phase 2 – ck, e, u, r | Phase 3 – ur, ow | Phase 5a – introduction: ay, ou, ie, ea, oy |
| 10 | Phase 2 – h, b, f, ff | Phase 3 – oi, er | Phase 5a – ir, ue, aw, wh, ph |
| 11 | Phase 2 – l, ll, ss – <i>Introduce CEW</i> | Phase 3 – ear, air, | Phase 5a – ew, oe, u, au, ey |
| 12 | Phase 2 – recap and consolidation | Phase 2 and 3 – consolidation plus ure | Phase 3-5 recap and consolidation |

Year 1

| Week | Phase and Focus GPC's with the expectation of weekly recap and consolidation sessions | | |
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| | Autumn Term | Spring Term | Summer Term |
| 1 | Phase 3 recap <i>Keep Up Begins</i> | Phase 5b - <i>Set 3</i> : er (fern) e (me) a (baby) a (swan) | Consolidate Phase 5 |
| 2 | Phase 3 and Phase 4 recap | Phase 5b - <i>Set 3</i> : y (fly) y (gym) y (pony) | |
| 3 | Phase 4 recap including misconceptions and polysyllabic words | Phase 5b - <i>Set 4</i> : ch (school) ch (chef) ey (grey) | |
| 4 | Phase 5a – ay, ou, ie, ea, oy | Phase 5b - recap | |
| 5 | Phase 5a – ir, ue, aw, wh, ph | Address errors/misconceptions/difficulties so far | To use the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs |
| 6 | Phase 5a – ew, oe, u, au, ey | Consolidate use of Phase 5a and Phase 5b | |
| 7 | Phase 5a – a-e, e-e, i-e <i>Catch Up begins</i> | Phase 5c - <i>Set 1</i> : t (picture) tch (catch) wr (wrap) ere (here) ear (learn) or (worm) | To use -ing, -er, and -est where no change is needed in the spelling of root words |
| 8 | Phase 5a – o-e, u-e | Phase 5c - <i>Set 2</i> : dge (fudge) st (listen) oul (could) u (push) | |
| 9 | Phase 5a - consolidation | Phase 5c - <i>Set 2</i> : ere (there) ear (pear) are (bare) | Applying Phase 2-5 GPCs and CEW taught so far |
| 10 | Phase 5a - consolidation | Phase 5c - <i>Set 3</i> : mb (lamb) se (please) a (father) al (half) | |
| 11 | Phase 5b - <i>Set 1</i> : i (liger) o (open) c (city) g (giant) | Phase 5c - <i>Set 4</i> : kn (knit) gn (gnat) o (some) | Consolidation of all GPC knowledge using letter names to spell. <i>(Focus on most likely positions of spelling choices within words)</i> |
| 12 | Phase 5b - <i>Set 2</i> : recap u (unicorn) ow (snow) ie (chief) ea (bread) | Phase 5c - <i>Set 4</i> : al (all) our (four) augh (caught) | |

Year 2

| Week | Phase and Focus GPC's with the expectation of weekly recap and consolidation sessions | | |
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| | (Children who need phonics due to not passing statutory screening in Year 1, and some who passed screening and would benefit from continuous phonic support to aid writing and reading.) The remaining children in Year 2 will learn spelling rules. | | |
| | Autumn Term 2022 | Spring Term 2023 | Summer Term |
| | Children who need phonics | Children who need phonics | Children who need phonics |
| 1 | Phase 3 consolidation <i>Additional Individual Catch Up begins- AG to take pupils weekly on a Wednesday (until November)</i> <i>Keep Up sessions x3 per week for whole class begins</i> | Phase 5b- alternative pronunciations i, o, c, g, u | Phase 5c- alternative spelling air (ere), oo (could), oo (u), m (mb) |
| 2 | Phase 4- adjacent consonant blends (according to Phonic Queen) dr, sp, tr, st . Then others- nd | Phase 5b- alternative pronunciations ow, ie, ea, er, e | Phase 5c- alternative spelling z (se), ar (a), ar (al), n (kn) |
| 3 | Phase 4- adjacent consonant blends br, mp, nt, lk <i>Catch Up begins for pupils as per class intervention timetable</i> | Phase 5b- alternative pronunciations a (baby), a (swan), y (fly), y (gym), y (pony) | Phase 5c- alternative spelling n (gn), u (some), or (ore), or (our) |
| 4 | Teach polysyllabic words | Phase 5b- alternative pronunciations ch (school), ch (chef), ey (grey), recap 5a | Recap Phase 5c- (according to needs of cohort) |
| 5 | Phase 4- adjacent consonant blends bl, cr, sw, fl, fr | Recap Phase 5a- (according to needs of cohort) | Recap Phase 5c- (according to needs of cohort) |
| 6 | Phase 4- adjacent consonant blends gl, gr, pl, pr, | Recap Phase 5a- (according to needs of cohort) | Recap Phase 5c- (according to needs of cohort) |
| 7 | Phase 4- adjacent consonant blends sc, sn, sm, sp, sk | Recap Phase 5b- (according to needs of cohort) | Recap Phase 5c- (according to needs of cohort) |
| 8 | Phase 4- adjacent consonant blends spl, scr, shr and recap | Recap Phase 5b- (according to needs of cohort) | Recap Phase 5c- (according to needs of cohort) |
| 9 | Phase 5a- alternative pronunciations ay (ai), ow (ou), igh (ie), ee (ea), oi (oy) | Phase 5c- alternative spelling ch (t), ch (tch), r (wr), ear (ere), ur (ear) | Recap Phase 5a- (according to needs of cohort) |
| 10 | Phase 5a- alternative pronunciations ur, er (ir), oo (ue), or (aw), w (wh) | Phase 5c- alternative spelling ur (or), j (dge), s (st), air (ear) air (are) | Recap Phase 5b- (according to needs of cohort) |
| 11 | Phase 5a- alternative pronunciations f, ff (ph), oa (oe), or, aw (au), ee, ea (ey), oo, ue (ew) | | Recap Phases 3-5- (according to needs of cohort) |
| 12 | Phase 5a- alternative pronunciations ai, ay (a-e), ea, ey (e-e), igh, ie (i-e), oa, oe (o-e), oo, ew (u-e) | | |