



Phonics Progression Map

Progression of skills and knowledge				
Nursery	Reception	Year 1	Year 2	KS2
<p>We follow Read Write Inc and children will have access to a rich and varied pre phonics curriculum. Knowledgeable practitioners encourage children to explore and apply their pre phonic knowledge and skills. At the end of Nursery children will be ready for the smooth transition to Reception</p> <p>RWI: Talk-a-lot, read-a-lot The main focus is reading stories and rhymes to children and developing their language.</p> <p>We plan nursery rhymes and stories we sing and read over and over again – using the same actions and special emphasis every time.</p> <p>We Role play together Use 'ten top tips for reading stories' and share with parents.</p>	<p>We follow Read Write Inc and by the Summer Term all children will be reading at least a Green Storybook. They will read at least 6 Set 2 sounds, a total of 41 sounds.</p> <p>Children will be assessed using the Development Matters: Literacy (4 to 5 year olds)</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic 	<p>We follow Read Write Inc and by the Summer Term all children will be reading at least a Blue Storybook. They will know at least all of Set 3 sounds including the additional graphemes, a total of 75 sounds.</p> <p>Children in Year 1 will complete the Phonics Screening Check in June.</p>	<p>By the Summer Term all children will be accessing the RWI Comprehension and Spelling programmes.</p> <p>Some children in Year 2 are also required to take the screening check either because they did not take it in Year 1 or because their Year 1 score did not meet the required standard.</p>	<p>Children identified as having gaps in their phonic knowledge and understanding, including children who did not meet the expected standard in the Phonics Screening Check at the end of Year 2 are entitled to continued phonics teaching to address gaps and secure learning. As children move into Key Stage 2, children are reassessed in the first few weeks of the Autumn term to determine what support is required in order to target intervention appropriately. Interventions may be organised into small groups or one to one, depending on need.</p> <p>Reading books are also closely monitored to ensure that the books the children are</p>

<p>We plan talk throughout the day to ensure children talk as much as possible.</p> <p>We teach grammar and vocabulary by building sentences orally throughout the day.</p> <p>The term before a child starts reception we start teaching Phonics:</p> <p>We start teaching Set 1 sounds</p> <p>Once the children can read all the single letter Set 1 sounds speedily we teach them to blend.</p> <p>Letter formation: We teach children to form the letters in the air during the Speeds Sounds lessons.</p> <p>We teach them the correct pencil grip and sitting position from the very beginning.</p> <p>Children will be assessed using the Development Matters:</p> <p>Literacy (3 to 4 Year Olds)</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same 	<p>programme.</p> <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 			<p>accessing are matched to their phonic knowledge and understanding, allowing them to practise skills and embed learning. Teachers and TAs working with these children are aware of phonic ability when hearing readers and continued encouragement of use of phonic skills when necessary e.g. decoding longer or unfamiliar words, alongside developing fluency and comprehension skills.</p>
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<p>initial sound, such as money and mother.</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. <p>Starting to work within Literacy (4 to 5 year olds)</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known 				
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<p>letter–sound correspondences and, where necessary, a few exception words.</p> <ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 				
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