



Phonics: Progression Mapped by Unit

Our School Vision

But those who hope in the Lord will renew their strength.
They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.
Isaiah 40:31

Rationale

- ✚ Promote high aspiration
- ✚ Promote opportunities for cultural capital
- ✚ Create a vocabulary-rich curriculum

Intent

As a church school we acknowledge that all of our pupils are significant to God. We therefore value each child's unique personality and aim to develop their character, talents and abilities to the fullest in His name. Our Phonics curriculum is an intrinsic part of this, unlocking the potential of each child, so that they can flourish.

At Holy Trinity Primary School, we value reading as a key life skill and are dedicated to enabling our children to become lifelong readers. Before children can start "reading to learn" in the upper year groups, they need to begin by "learning to read": therefore we focus on decoding through segmenting and blending as the prime approach to decoding print. As a result, the systematic teaching of Phonics has a high priority throughout Foundation Stage and Year 1. We also value and encourage reading for enjoyment but recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

We believe that all children should progress through the Phonics phases with fluency and confidence and thus place high importance on high quality teaching and resources. Phonics and reading are essential tools to access the whole curriculum, to engage and make sense of knowledge and to explore, question and respond to the world. A strong Phonics basis enables us to ensure our children flourish as readers and therefore develop socially, emotionally, intellectually and culturally.

Implementation

Through the systematic teaching of Phonics using Letters and Sounds as a basis, children are taught the essential skills needed for reading. All the Phonics lessons have been planned by the Phonics leader, with curriculum coverage, cumulative knowledge building and consistency across year groups in mind. Teaching and learning activities are interesting and engaging but firmly focused on intensifying the learning associated with the Phonic goal. Lessons are supported by a vast range of high quality resources, including carefully chosen and closely matched decodable books (see below) plus comprehensive visual resources available to all staff and groups of children.

Phonics is taught daily to all children in Reception and Year 1, in small targeted groups. These sessions are delivered by all Reception and Year 1 staff, who receive weekly monitoring and coaching to uphold high standards across all the Phonics lessons. Extra Phonics sessions are provided to those children in Year 2 who have not passed the Phonics screening in Year 1, and interventions are delivered using the same planning for those children who are working below expected levels.

In Reception Autumn 1, the children focus on Phase 1 Phonics, participating in activities that practise skills in rhyme, rhythm, onset and rime, listening and responding to sound. From Autumn 2 to the end of Year 1, staff work through the GPCs (grapheme-phoneme correspondences) systematically, from Phase 2 to Phase 5, and children are grouped according to the assessment of their proficiency. Children are summatively assessed regularly (at least once per half term) by either the Phonics leader or their class teacher to ensure effective teaching, learning and groupings. The lowest attaining 20% of children are always taught by their class teacher or a member of the leadership team, to ensure rapid progress and high quality formative assessment. These children may also receive extra Phonics tuition to address gaps in knowledge or to help work on segmenting or blending skills.

Phonics lessons follow the Revisit/Review – Teach – Practise – Apply – Assess sequence:

Review: All or specific GPCs from the previous phase are revisited.

Teach: The new GPC is taught – how it is pronounced, written and how the letters that make up the grapheme are formed. In the earlier phases, a mnemonic of the phoneme and the letter formation is also introduced.

Practise (word work): The children practise orally blending, reading and writing individual words which contain the new GPC.

Apply (sentence work): The children practise reading and writing sentences which focus on words which contain the new GPC.

Assess: The member of staff marks the work as the children progress through the lesson so they can address misconceptions in the moment. The children also practise reading 'alien' words – nonsense words which contain recently learned GPCs, so they can focus on segmenting and blending and not on comprehension.

One lesson per week is dedicated to learning the names of the letters of the alphabet, and the learning of common exception, or tricky, words. These words include correspondences that are unusual and those that will be taught later in the programme (such as 'you' and 'me'). These lessons teach children to read and then spell the most common exception words, noting the part of a word that makes it an exception word. These words are introduced gradually.

Children in Reception, Year 1 (and those in Year 2 receiving extra Phonics teaching) also have a daily STAR (Supported Targeted Adult Reading) reading session, where they read Phonically decodable books in a small group with an adult. These books include only phonemes which exactly match their current Phonic learning, plus all sounds learned cumulatively up to this point. These books were carefully chosen from the Oxford University Press for their exact sequential match to the Letters and Sounds guidance. Children read two books per week; one Monday-Tuesday, one Wednesday-Thursday, with Fridays dedicated to consolidation, comprehension and challenge. Decodable books are also sent home to parents, again with the exact match to their current Phonic attainment.

Impact

We believe that the impact of using our personalised Phonics curriculum and progression through the phases will ensure that our children have a good grasp of phonological knowledge and understanding. Through the teaching of systematic Phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their comprehension as they move through the school, and begin "reading to learn". Attainment in Phonics is measured by the Year 1 Phonics Screening Check and subsequently by the statutory Reading assessments at the end of Key Stage 1. These results are measured against the Phonics and Reading attainment of children nationally. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Staff have high expectations and work closely to develop a firm basis for reading development. Phonics delivery and impact is monitored and assessed weekly by the Phonics leader, ensuring a consistent approach.

Phonics results 2020 (Autumn Year 2 due to Covid-19): **92%**, compared to 82% nationally in 2019

Strength for Today, Bright Hope for Tomorrow

Progression by unit

Phase 1 – Finish by end of Autumn 2 Reception

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Aspect 1: Environmental Sounds 1	Aspect 2: Instrumental Sounds 1	Aspect 3: Body Percussion 1	Aspect 4: Rhythm and Rhyme 1	Aspect 5: Alliteration 1
Week 2	Aspect 6: Voice Sounds 1	Aspect 7: Oral Blending and Segmenting 1	Aspect 1: Environmental Sounds 2	Aspect 2: Instrumental Sounds 2	Aspect 3: Body Percussion 2
Week 3	Aspect 4: Rhythm and Rhyme 2	Aspect 5: Alliteration 2	Aspect 6: Voice Sounds 2	Aspect 7: Oral Blending and Segmenting 2	Aspect 1: Environmental Sounds 3
Week 4	Aspect 2: Instrumental Sounds 3	Aspect 3: Body Percussion 3	Aspect 4: Rhythm and Rhyme 3	Aspect 5: Alliteration 3	Aspect 6: Voice Sounds 3
Week 5	Aspect 7: Oral Blending and Segmenting 3	Aspect 1: Environmental Sounds 4	Aspect 2: Instrumental Sounds 4	Aspect 3: Body Percussion 4	Aspect 4: Rhythm and Rhyme 4
Week 6	Aspect 5: Alliteration 4	Aspect 6: Voice Sounds 4	Aspect 7: Oral Blending and Segmenting 4	Aspect 1: Environmental Sounds 5	Aspect 2: Instrumental Sounds 5
Week 7	Aspect 3: Body Percussion 5	Aspect 4: Rhythm and Rhyme 5	Aspect 5: Alliteration 5	Aspect 6: Voice Sounds 5	Aspect 7: Oral Blending and Segmenting 5

Phase 2 – finish by end of Spring 1 Reception

<u>Set 1</u>	1. /s/ as in snake	2. /a/ as in apple	3. /t/ as in tower	4. /p/ as in pirate	5. /s/ /a/ /t/ /p/ review Taps
<u>Set 2</u>	6. /i/ as in insect	7. /n/ as in net In	8. /m/ as in mountain Man	9. /d/ as in dinosaur Din	10. High frequency words 'is', 'it', 'in', 'at'
<u>Set 3</u>	11. /g/ as in girl Dog	12. /o/ as in orange	13. /c/ as in caterpillar Cat	14. /k/ as in kangaroo	15. High frequency word 'and'
<u>Set 4</u>	16. /ck/ Kick	17. /e/ as in egg Pen	18. /u/ as in umbrella Up	19. /r/ as in robot Red	20. Tricky words 'to', 'the'
<u>Set 5</u>	21. /h/ as in horse Hen	22. /b/ as in boot Bop	23. /f/ as in flower (and /ff/) Fred	24. /l/ as in leg (and /ll/ and /ss/) Lips	25. Tricky words 'no', 'go', 'I'
	26. Set 1 review + to, the, no, go, I	27. Set 2 review + to, the, no, go, I	28. Set 3 review + to, the, no, go, I	29. Set 4 review + to, the, no, go, I Hill	30. Set 5 review + to, the, no, go, I

Phase 3 – finish by end of Spring 2 Reception

<u>Set 6</u>	1. /j/ as in jack-in-the-box	2. /v/ as in vulture Van	3. /w/ as in worm Wig	4. /x/ as in exercise Web	5. Tricky words 'l', 'the' and 'to'
<u>Set 7</u>	6. /y/ as in yak	7. /z/ as in zip and /zz/ Zap	8. /qu/ as in queen Quick	9. Tricky words 'he' and 'she'	

Consonant digraphs

<u>Wk 1</u>	10. /ch/ as in atchoo	11. /sh/ as in shush Champ	12. /th/ (unvoiced) as in thank you	13. /th/ (voiced) as in this	14. /ng/ as in strong Song
<u>Wk 2</u>	15. Tricky words 'we', 'me' and 'be'	16. Set 6 review	17. Set 7 review	18. Consonant digraph review	

Vowel digraphs

<u>Wk 1</u>	19. /ai/ as in rain Train	20. /ee/ as in 'see' Beep	21. /igh/ as in high Tightrope	22. /oa/ as in boat Toad	23. Tricky words 'no', 'go' and 'was'
<u>Wk 2</u>	24. /oo/ as in moon	25. /oo/ as in book Moon	26. /ar/ as in start the car Card	27. /or/ as in fork/	28. Tricky words 'my' and 'you'
<u>Wk 3</u>	29. /ur/ as in purse	30. /ow/ as in cow How Now Brown Cow	31. /oi/ as in spoil The End	32. /ear/ as in hear	33. Tricky words 'they' and 'her'
<u>Wk 4</u>	34. /air/ as in air	35. /ure/ as in 'pure'	36. /er/ as in letter Fair	37. Tricky words 'all' and 'are'	38. Review of VDs and tricky words
<u>Wk 5</u>	39. Review of VDs and tricky words	40. Review of VDs and tricky words	41. Review of VDs and tricky words	NB: Tricky words so far: 'to', 'the', 'no', 'go', 'l', 'he', 'she', 'we', 'me', 'be', 'was', 'my', 'you', 'they', 'her', 'all' and 'are'	

Phase 4 – finish by end of Autumn 2 Year 1

CVCC words

<u>Wk 1</u>	1. --nt Ants	2. --nd Sing	3. --ft	4. --st Four	5. Tricky words 'said' and 'so'
<u>Wk 2</u>	6. --nk	7. --xt, --ct, --pt	8. --mp	9. --lf, --lp	10. --lt, --lk
<u>Wk 3</u>	11. Tricky words 'have' and 'like'				

CCVC words

<u>Wk 3</u>		12. sp--	13. st-- Best	14. fr--	15. tr--
<u>Wk 4</u>	16. Tricky words 'some' and 'come'	17. gr--	18. cr--	19. sw--, tw--	20. sn--, sm--, sc--
<u>Wk 5</u>	21. fl--, cl--, pl-- Clap	22. Tricky words 'were' and 'there'			

Adjacent consonants (CCVCC, CCCVC and CCCVCC words)

<u>Wk 5</u>			23. Lesson 1	24. Lesson 2 Prank	25. Lesson 3
<u>Wk 6</u>	26. Lesson 4	27. Tricky words 'little' and 'one'			

Polysyllabic words

<u>Wk 6</u>			28. Lesson 1 (root words)	29. Lesson 2 (suffixes)	30. Lesson 3 (compound words) Plusman
<u>Wk 7</u>	31. Lesson 4 (all)	32. Tricky words 'do', 'when', 'what'			

Phase 5

New graphemes - Finish by end of Spring 2 Year 1

<u>Wk 1</u>	1. /ay/ as in play	2. /ou/ as in shout Cowboy	3. /ie/ as in tie	4. /ea/ as in tea Sleep	5. Tricky words recap 'no', 'go', 'I', 'the', 'to'
<u>Wk 2</u>	6. /ow/ as in blow the snow	7. /oy/ as in boy	8. /ir/ as in bird Birthday girl	9. /aw/ as in yawn	10. Tricky words recap 'he', 'she', 'we', 'be', 'me'
<u>Wk 3</u>	11. /ue/ as in blue	12. /ue/ as in cue	13. /wh/ as in when	14. /wh/ as in who	15. Tricky words recap 'my', 'you', 'they', 'her'
<u>Wk 4</u>	16. /ph/ as in photo Alphabet	17. /ew/ as in chew Espresso ue/ew	18. /ew/ as in stew	19. /oe/ as in toe	20. Tricky words recap 'was', 'all', 'are'
<u>Wk 5</u>	21. /au/ as in launch Outlaw	22. /ey/ as in monkey	23. /a-e/ as in make a cake Name	24. /e-e/ as in these Sleep	25. Tricky words teach reading 'oh' and 'their' / Teach spelling 'said' and 'so'
<u>Wk 6</u>	26. /i-e/ as in smile Mine	27. /o-e/ as in home Home	28. /u-e/ as in June Blue	29. /u-e/ as in huge	30. Tricky words teach reading 'people' / Teach spelling 'have' and 'like'
<u>Wk 7</u>	31. /ire/ as in fire	32. Phase 5 new graphemes review	33. Phase 5 new graphemes review	34. Phase 5 new graphemes review	35. Phase 5 new graphemes review

Alternative pronunciations - new ways to say a letter

<u>Wk1</u>	36. 'a' as in apron	37. 'a' as in wasp	38. 'a' as in path	39. Alternative pronunciations for 'a'	40. Tricky words teach reading 'Mr' and 'Mrs' / Teach spelling 'some' and 'come'
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<u>Wk2</u>	41. 'e' as in emu	42. 'i' as in find	43. 'o' as in open	44. 'u' as in music	45. Tricky words teach reading 'looked', 'called' and 'asked' / Teach spelling 'were' and 'there'
<u>Wk3</u>	46. 'u' as in push	47. Alternative pronunciations for 'u'	48. 'ow' as in cow and 'ow' as in snow including Homographs 'bow' and 'row'	49. 'ie' as in chief	50. Tricky words teach reading 'again', 'different' and 'any' / Teach spelling 'little' and 'one'
<u>Wk4</u>	51. 'ea' as in head including Homographs 'read' and 'read'	52. 'ou' as in soup	53. 'ou' as in shoulder	54. Tricky words teach reading and spelling 'could', 'would' and 'should'	55. Alternative pronunciations for 'ou'
<u>Wk5</u>	56. 'y' as in happy	57. 'y' as in sky	58. 'y' as in gym	59. Alternative pronunciations for 'y'	60. Tricky words teach reading 'water', 'work' and 'where' / Teach spelling 'because'
<u>Wk6</u>	61. 'ch' as in school	62. 'ch' as in chef	63. Alternative pronunciations for 'ch'	64. 'c' as in city	65. Tricky words teach reading 'very', 'please', 'friends' and 'who' / Teach spelling 'so' and 'do'
<u>Wk7</u>	66. 'g' as in giant	67. 'ey' as in grey	68. Tricky words teach reading 'thought', 'many' and 'once' / Teach spelling 'when' and 'what'		

Alternative spellings - same sound, different letters

<u>Wk1</u>	71. /ch/ spelt 'tch'	72.. /ch/ spelt 'ture'	73.. Alternative spellings for /ch/	74. /j/ spelt 'dge'	75.. Tricky words teach reading 'through', 'eyes' and 'after' / Teach spelling 'out'
<u>Wk2</u>	76. /m/ spelt 'mb'	77. /n/ spelt 'gn'	78. /n/ spelt 'kn'	79. Alternative spellings for /n/	80. Tricky words teach reading 'want', 'know' and 'school' / Teach spelling 'oh' and 'their'
<u>Wk3</u>	81. /r/ spelt 'wr'	82. /z/ spelt 's'	83. /z/ spelt 'se'	84. Alternative spellings for /z/	85. Tricky words teach reading 'going', 'can't' and 'only' / Teach spelling 'people'
<u>Wk4</u>	86. /oo/ spelt 'u'	87. /v/ spelt 've'	88. /sh/ spelt 's' as in sugar	89. /or/ spelt 'al'	90. Tricky words teach reading 'wanted', 'everyone' and 'our' / Teach spelling 'Mr' & 'Mrs'
<u>Wk5</u>	91. /or/ spelt 'our'	92. /or/ spelt 'augh'	93. Alternative spellings for /or/	94. /u/ spelt 'o'	95. Tricky words teach reading 'other', 'ill' and 'magic' / Teach spelling 'looked'

<u>Wk6</u>	96. /s/ spelt 'st'	97. /s/ spelt 'se'	98. Alternative spellings for /s/	99. /ear/ spelt 'eer'	100. Tricky words teach reading 'mouse', 'live', 'couldn't' / teach spelling 'called'
<u>Wk7</u>	101. /ear/ spelt 'ere'	102. Alternative spellings for /ear/	103. /ar/ spelt 'a'	104. /ar/ spelt 'al'	105. Tricky words teach reading 'l've', 'every' and 'let's' / Teach spelling 'asked'
<u>Wk8</u>	106. Alternative spellings for /ar/	107. /air/ spelt 'ere'	108. /air/ spelt 'ear'	109. /air/ spelt 'are'	110. Tricky words teach reading 'jumped', 'suddenly' and 'why' / Teach spelling fri
<u>Wk9</u>	111. Alternative spellings for /air/	112. /ur/ spelt 'or'	113. /ur/ spelt 'ear'	114. Alternative spellings for /ur/ including 'er' and 'ir'	115. Alternative spellings for /ai/ including 'ai', 'ay', 'ey', 'a-e'
<u>Wk10</u>	116. Alternative spellings for /ee/ including 'e-e', 'y' 'ea', 'e', 'ie' and 'ey'	117. Alternative spellings for /igh/ including 'i', 'ie', 'y' and 'i-e'	118. Alternative spellings for /oa/ inc 'oa', 'oe', 'ow', 'o-e' and 'o'	119. Alternative spellings for /oo/ including 'ue', 'ew' and 'u-e'	120. Alternative spellings for /(y)ue/ including 'u', 'ew' and 'u-e'

Glossary

/ai/ : phoneme (sound)

'ai' : grapheme (way of writing the sound)

Tricky words: Words which are not phonically decodable and have to be taught as whole words, e.g. the, was, as signified in red.

High frequency words: Words which are, on the whole, phonically decodable but are used in many sentences, e.g. and, but, in, it

Often, high frequency words are referred to as tricky words, although they may be phonically decodable in some cases, for ease of use when talking to the children, but in the later phases these HFW which are not 'tricky' as such, are signified in purple.