**Phonics Progression Map**

**Lockington CE VC Primary School**

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| **Level Expected at the End of EYFS** | |
| The Early Learning Goals that link most closely to Letters and Sounds and the National Curriculum have been selected. | |
| **Literacy (Reading)**   * Reads and understands simple sentences. * Uses phonic knowledge to decode regular words and read them aloud accurately. * Read some common irregular words. * Demonstrate understanding when talking with others about what they have read. | **Literacy (Writing)**   * Use their phonic knowledge to write words in ways, which match their spoken sounds. * Writes some irregular common words. * Writes simple sentences, which can be read by themselves and others. * Some words are spelt correctly and others are phonetically plausible. |

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| **Key Stage 1 National Curriculum Expectations Year 1** | |
| **Word Reading - Recognition**   * Apply phonic knowledge and skills as the route to decode words. * Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. * Read other words of more than one syllable that contain taught GPCs. * Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s). * Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. * Re-read these books to build up their fluency and confidence in word reading. | **Writing – Transcription**   * Write words containing each of the 40+ phonemes already taught. * Spell common exception words. * Spell the days of the week. * Name the letters of the alphabet. * Naming the letters of the alphabet in order. * Using letter names to distinguish between alternative spellings of the same sound. * Add prefixes and suffixes using: * the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs; * the prefix un-; * -ing, -ed, -er and -est where no change is needed in the spelling of root words,   e.g. helping, helped, helper, eating, quicker, quickest.   * Apply simple spelling rules and guidance, as listed in English Appendix 1. * Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. |

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| **Key Stage 1 National Curriculum Expectations Year 2** | |
| **Reading – Recognition**   * Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. * Read accurately words of two or more syllables that contain the same graphemes as above. * Read words containing common suffixes. * Read further common exception words, noting unusual   correspondences between spelling and sound and where these occur in the word.   * Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. * Re-read these books to build up their fluency and confidence in word reading. | **Writing – Transcription**   * Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. * Spelling learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. * Spell common exception words. * Spell more words with contracted forms. * Spelling using the possessive apostrophe (singular), for example, the girl’s book. * Distinguish between homophones and near-homophones. * Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. * Apply spelling rules and guidance, as listed in English Appendix 1. * Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |

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| **Intent** |
| At Lockington Primary School, we strive to teach children to read effectively and quickly, using the Essential Letters and Sounds DFE accredited scheme, which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Our structure of teaching letter sounds is derived from the Essential Letters and Sounds scheme which outlines phase 2, 3, 4 and 5 phonic levels, each with new phonemes to be learnt and increasing with difficulty as you progress from level 2 to 5. We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children’s self-esteem, resilience and future life chances. Using the Essential Letters and Sounds scheme we teach children to:  • read easily, fluently and with good understanding  • develop the habit of reading widely and often, for both pleasure and information  • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.  We follow our own planning for phase 1 and phase 6. |
| **Implementation** |
| At Lockington Primary School, we believe that reading and writing is an essential life skill, and we are dedicated to enabling our children to become enthused, engaged and successful lifelong readers and writers. To support this, we implement the following:   * Daily Phonics sessions, whereby the children learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing; * Whole Reading sessions whereby the children are exposed to high-quality texts that they can demonstrate their understanding and thinking behind these, which in turn, inspires the children’s own writing ability.   Both classes are equipped with a wide range of reading books to meet the needs of all children in the classroom which also engage and challenge keen readers.  In practice, children learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words. We follow the Essential Letters and Sounds scheme of sound teaching as mentioned above. We start teaching children in Reception phase 2, which introduces the children to 23 new phonemes. During this phase, the children will learn to recognise, form and use these sounds in simple consonant-vowel-consonant (CVC) words to begin to read and write simple words and captions. Daily workbook activities ensure they start reading stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Once secure, the children move on to the next level whereby they will learn new sounds, improve their reading fluency and develop a greater writing ability. Throughout Nursery, Reception, Year 1 and Year 2 children are taught in small and focussed groups to target their specific needs for phonics, alongside children of the same ability. Teachers and Teaching Assistants regularly assess the children in their group daily so that all planning meets the needs of the children in that group, therefore ensuring all children are confident before moving onto a new phonics level. Pupils take home a decodable book that consists of the sounds they have learnt that week and they have that book for a week so they experience early reading success and gain confidence that they are readers, as well as consolidating the learning that takes place in school. |
| **Impact** |
| Through the teaching of systematic phonics, our aim is for children to become fluent and enthusiastic readers and writers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading and writing is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading and writing attainment of children nationally. Attainment in phonics is measured by half termly assessments using the Essential Letters and Sounds assessment tracker and by the Phonics Screening Test at the end of Year 1. |

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| **Level 1 – Divided into 7 aspects, each aspect has 3 strands** | |
| **Aspect 1** | **General sound discrimination – 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** | **General sound discrimination – 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, and shake the tambourine quietly. |
| **Aspect 3** | **General sound discrimination – 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. |
| **Strands** | * Tuning into sounds (auditory discrimination) * Listening and remembering sounds (auditory memory and sequencing) * Talking about sounds (developing vocabulary and language comprehension) |

**Organisation of progression in Reception Autumn 1: Phase 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| /s/ <s>  /a/ <a>  /t/ <t>  /p/ <p> | /i/ <i>  /n/ <n>  /m/ <m>  /d/ <d> | /g/ <g>  /o/ <o>  /c/ <c> <k> | /k/ <ck>  /e/ <e>  /u/ <u>  /r/ <r> | /s/ <ss>  Assess and  review week  R:1 | /h/ <h>  /b/ <b>  /f/ <f> <ff>  /l/ <l> <ll> |
|  | I, the, no | put, of, is | to, go, into | pull | as, his |

**Organisation of progression in Reception Autumn 2: Phase 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| /j/ <j>  /v/ <v>  /w/ <w>  /ks/ <x> | /y/ <y>  /z/ <z> <zz>  /kw/ <qu>  /ch/ <ch> | /sh/ <sh>  /th/ <th>  (voiced and  unvoiced)  /ng/ <ng>  /nk/ <nk> | /ai/ <ai>  /ee/ <ee>  /igh/ <igh>  /oa/ <oa> | –es (where there is no change to the root word) Assess and review week R:2 | Review week R:3 |
| he, she, buses | we, me, be | push | was, her |  | my, you |

Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.

**Organisation of progression in Reception in Spring 1: Phase 3-4**

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| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Review week R:4 /oo/ (book) | /ar/ <ar>  /ur/ <ur>  /oo/ <oo>  (food)  /or/ <or> | /ow/ <ow>  /oi/ <oi>  /ear/ <ear>  /air/ <air> | /ure/ <ure>  /er/ <er>  /oa/ <ow> | Assess and  review week  R:5 | Review week  R:6 |
|  | they, all, are |  | ball, tall | when, what |  |

**Organisation of progression in Reception in Spring 2: Phase 3-4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Review week  R:7 | Review week  R:8 | Review week  R:9 | Review week  R:10 | Assess and  review week  R:11 | Review week  R:12 |
| said, so, have | were, out, like | some, come,  there | little, one, do | children, love |  |

**Organisation of progression in Reception in Summer 1: Phase 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Phase 4:1  CVCC  –ed /ed/ | Phase 4:2  CCVC  –ed /t/ | Phase 4:3  CCVCC  –ed /d/ | Phase 4:4  CCCVC | Assess and  review week  R:13 | Phase 4:5  CCCVCC  –er –est |

**Organisation of progression in Reception in Summer 2: Phase 5 Introduction**

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| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| /ai/ <ay>  /ow/ <ou>  /igh/ <ie>  /ee/ <ea>  –le | /oi/ <oy>  /ur/ <ir>  /(y)oo/ <ue>  /or/ <aw> | /w/ <wh>  /f/ <ph>  /(y)oo/ <ew>  /oa/ <oe> | /or/ <au>  /ee/ <ey>  /ai/ <a–e>  /ee/ <e–e> | Assess and  review week  R:14 | /igh/ <i–e>  /oa/ <o–e>  /(y)oo/ <u–e>  /s/ <c> |
| oh, their | people, Mr,  Mrs | your, ask,  should | would, could,  asked | house, mouse,  water | want, very |

**Organisation of progression in Year 1 in Autumn 1: Phase 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Assess and  review week  Y1:1 | Review week  Y1:2 | Revise:  /ai/ <ay>  /ow/ <ou>  /igh/ <ie>  /ee/ <ea> | Revise:  /oi/ <oy>  /ur/ <ir>  /(y)oo/ <ue>  /or/ <aw> | Assess and  review week  Y1:3 | Revise:  /w/ <wh>  /f/ <ph>  /(y)oo/ <ew>  /oa/ <oe> |

**Organisation of progression in Year 1 in Autumn 2: Phase 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Revise:  /or/ <au>  /ee/ <ey>  /ai/ <a–e>  /ee/ <e–e> | Revise:  /igh/ <i–e>  /oa/ <o–e>  /(y)oo/ <u–e>  /s/ <c> | /ee/ <y>  /or/ <al>  (walk)  Review week  Y1:4 | Review week  Y1:5 | Assess and  review week  Y1:6 | Review week  Y1:7 |
| please, once | any, many,  again | who, whole | where, two |  |  |

**Organisation of progression in Year 1 in Spring 1: Phase 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Review week  Y1:8 | /ai/ <a>  (acorn)  /ai/ <ey>  (they)  /ai/ <ea>  (great)  /ai/ <eigh>  (weight)  /ar/ <a>  (father)  /ee/ <e> (he)  /igh/ <i> (find)  /igh/ <y> (by) | /oa/ <o> (go)  /o/ <a> (was)  /oo/ <u>  (push)  /y/+/oo/ <u>  (music)  /c/ <ch>  (school)  /sh/ <ch>  (chef)  /e/ <ea>  (head) | /ur/ <or>  (world)  /ur/ <ear>  (learn)  /oo/ <ou>  (soup)  /oa/+/l/ <oul>  (shoulder)  /ee/ <ie>  (brief)  /v/ <ve> (have)  /i/ <y> (gym) | Assess and  review week  Y1:9 | /air/ <are>  (care)  /air/ <ere>  (there)  /air/ <ear>  (pear)  /ch/ <tch>  (catch) |
|  |  | here, sugar,  friend | because |  |  |

**Organisation of progression in Year 1 in Spring 2: Phase 5**

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| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| /u/ <o>  (brother)  Review week  Y1:10 | /j/ <g> (gem)  /j/ <ge>(fringe)  /j/ <dge>  (bridge)  /s/ <st>  (listen) | /s/ <ce>  (fence)  /s/ <se>  (house)  /n/ <gn> (sign)  /n/ <kn>  (knee)  /r/ <wr> (wrap)  /m/ <mb>  (lamb) | /z/ <se>  (cheese)  /z/ <ze>  (freeze)  /ear/ <eer>  (cheer)  /ear/ <ere>  (here)  /sh/ <ti>  (patient)  /sh/ <ti> –tion  (station) | Assess and  review week  Y1:11 | /ar/ <al> (half)  /or/ <augh>  (caught)  /sh/ <ss>  (session)  /zh/ <si>  (vision)  /sh/ <ti>  –tious  (scrumptious)  /sh/ <ci>  (delicious)  –ous,  –ion, –ian |

**Organisation of progression in Year 1 in Summer 1, Summer 2: all phases**

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| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs | | | | | |

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| **Phase 6** |
| Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness).  Teach spelling of long words.  Introduce & teach the past tense.  Learning & practising spelling.  Syllables.  Base words.  Analogy.  Mnemonics. |
| **Key words:** The next 200 high frequency words. |

References: Essential Letters and Sounds, Letters and Sounds, National Curriculum 2014.