

Phonics Progression at Little Melton Primary School

Phonics at Little Melton is taught following the DfE Letters and Sounds Phonics Programme. All of our phonics lessons follow the *Revisit - Teach - Practise - Apply* sequence of learning.

Letters and Sounds consists of six phases:

Phase 1

This phase predominantly focuses on learning within the Communication and Language area of the EYFS. This area includes:

1. Listening and Attention
2. Understanding
3. Speaking

Although many children will have experienced activities and learning within Phase 1 at their pre-school or nursery setting, we continue Phase 1 during the first half term of the autumn term.

Phase 1 covers the following aspects:

- Environmental Sounds
- Instrumental Sounds
- Body Percussion
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

Phase 2

Phase 2 is introduced at different points within the autumn term each academic year, dependent on the children's needs and their baseline assessments. The class teacher makes a baseline phonics assessment of Phase 2 sounds on entry, in addition to the EYFS baseline. This provides information about each child and their starting points which, in turn, informs planning and learning.

In Phase 2, letters and their sounds are taught. We introduce the capital letters as well as the lowercase letters, although only the formation for lowercase letters is taught at this stage. Children are consequently able to write their lowercase letters from an early stage but are able to recognise uppercase letters ready for reading. The Cued Articulation actions are used alongside the teaching of these sounds to support children with Speech, Language and Communication Needs with pronunciation.

In reception, we teach two sounds per week. This steady pace of learning enables children to become very familiar with their sounds and provides opportunities for planned lessons/activities, which consolidate every sound. Towards the end of Phase 2, one tricky word per week is also introduced. We teach the reading and spelling of this word at the same time, and hence one word per week is suitable.

By the end of Phase 2, children will be able to blend and segment VC and CVC words.

Sequence of learning: *(Please note this is an intended sequence of learning. Although the order will remain unchanged, sounds or tricky words may be taught at an earlier or later date dependent on the needs of the children)*

	Phonemes	Corresponding reading book provision:	Sequence of Tricky Word Teaching	
Week 1	s, a	Ph 2 Set 1-2		I
Week 2	t, p	Ph 2 Set 1-2		The
Week 3	i, n	Ph 2 Set 1-2		To
Week 4	m, d	Ph 2 Set 1-2		No
Week 5	g, o	Ph 2 Set 3		Go
Week 6	c, k, ck	Ph 2 Set 3 (ck = Set 4)		Into
Week 7	e, u	Ph 2 Set 4		
Week 8	r, h	Ph 2 Set 4, Ph 2 Set 5		
Week 9	b, f	Ph 2 Set 5		
Week 10	l, ll, ss, ff	Ph 2 Set 5		

Phase 3

In Year Reception, children move into Phase 3. Phase 3 introduces 25 new graphemes and 14 more tricky words.

The end of Phase 3 is generally taught within the first few weeks of Year One. This provides revision opportunities for children to recap the sounds taught throughout Phase 3.

In Year One, we teach two or three sounds per week. We dedicate time to enable children to become more confident and secure when reading the focus sound in a variety of words as well as being given opportunities to spell words that use the given sound too. This mix of decoding and encoding within a lesson provides children with the skills and confidence to use these sounds in their writing.

Sequence of learning: *(Please note this is an intended sequence of learning. Although the order will remain unchanged, sounds or tricky words may be taught at an earlier or later date dependent on the needs of the children)*

	Phonemes	Tricky words	Corresponding reading book provision:
Week 1	j, v	he, she	Ph 3 Set 6
Week 2	w, x	we, me	Ph 3 Set 6
Week 3	y, z, zz, qu	was, no	Ph 3 Set 7
Week 4	ch, sh	go, my	Ph 3 Set 8
Week 5	th, ng	you, they	Ph 3 Set 8
Week 6	ai, ee	her, all	Ph 3 Set 9
Week 7	igh, oa	are	Ph 3 Set 9
Week 8	oo (long), oo (short), ar	consolidation of tricky words taught	Ph 3 Set 9
Week 9	or, ur		Ph 3 Set 10
Week 10	ow, oi		Ph 3 Set 10
Week 11	ear, air		Ph 3 Set 11
Week 12	ure, er		Ph 3 Set 11

By the end of Phase 3, children will be able to blend phonemes to read CVC words and segment CVC words and be able to read simple two-syllable words and captions. They will know letter names.

Phase 4

Phase 4 is introduced towards the end of Year Reception. Within Phase 4 children are taught to blend and read words containing adjacent consonants along with being able to segment and spell words containing adjacent consonants. The phonemes taught in Phase 2 and 3 are consolidated throughout this phase.

Sequence of learning: *(Please note this is an intended sequence of learning. Although the order will remain unchanged, sounds or tricky words may be taught at an earlier or later date dependent on the needs of the children)*

	Focus	Corresponding reading book provision:
Week 1	CVCC words e.g. bank, sand	Ph 4 Set 12
Week 2	CCVC words e.g. trip, shop, trail	Ph 4 Set 12
Week 3	CCVCC words e.g. string	Ph 4 Set 12
Week 4	CCCVC words e.g. street CCCVC e.g. spring	Ph 4 Set 12

Phase 5a

We introduce Phase 5 in Year One. Children are assessed at the beginning of Year One to ensure any gaps for Phase 2 and 3 are plugged early on in the autumn term. This includes additional intervention where necessary, with early sessions used as consolidation and recapping of any commonly forgotten sounds from Phase 3.

We carefully select and constantly evaluate the various resources we use to support our teaching of Phase 5 including Phonics Play (recap sounds, online games, word sorting etc), Espresso videos to teach the sounds and Twinkl resources e.g. phoneme spotters. All children have their own whiteboard, pen, rubber, and Phase 2, 3 and 5 sounds cards to use in a Phonics Folder. We play word games, bingo, Quickspell, write down graphemes, read and write simple sentences, sound hunts around the classroom/outside and many more different activities to support the *Revisit - Teach - Practise - Apply* sequence of learning.

Sequence of learning: *(Please note this is an intended sequence of learning. Although the order will remain unchanged, sounds or tricky words may be taught at an earlier or later date dependent on the needs of the children)*

	Phonemes	Tricky words	Corresponding reading book provision
Week 1	wh, ph, zh	oh, there	Ph 5 Set 13
Week 2	ay, a-e	people	Ph 5 Set 14
Week 3	ea, e-e, ey	Mr, Mrs	Ph 5 Set 15
Week 4	ie, i-e	looked, called	Ph 5 Set 16
Week 5	oe, o-e, ow	asked	Ph 5 Set 17

Week 6	ew, ue, u-e	said, so	Ph 5 Set 18
Week 7	aw, au	have, like	Ph 5 Set 19
Week 8	ir, er (recap)	some, come	Ph 5 Set 20
Week 9	ou, oy	were	Ph 5 Set 21
Week 10	Consolidation	their	Ph 5 Set 13-21

Phase 5b - alternative pronunciations

In Phase 5b children are taught the alternative pronunciations for the different phonemes.

Sequence of learning: *(Please note this is an intended sequence of learning. Although the order will remain unchanged, sounds or tricky words may be taught at an earlier or later date dependent on the needs of the children)*

	Phonemes	Alternative pronunciations	Tricky words	Corresponding reading book provision*
Week 1	a, g ea, y	> hat, apron, grass, what > gas, ginger > eat, bread > yes, why, gym, happy	little, one, do, when	Ph 5 Set 14 Ph 5 Set 15
Week 2	ie, i o, ou, ow	> wild, tin > pie, chief > hot, so, gold > loud, shoulder, could > cow, bowl	what, out, water, where	Ph 5 Set 16 Ph 5 Set 17 Ph 5 Set 21
Week 3	u, er c, ch	> plug, music > letter, germ > cat, ice > church, school, chef	who, again, thought, work	Ph 5 Set 18
Week 4	Consolidation		through, mouse	Ph 5 Set 14-21

*Children can access these books for further practice if required.

Phase 5c - alternative graphemes for spelling

In Phase 5c, children are taught the alternative graphemes for the phonemes to support reading development. Children continue to consolidate their sounds, acquiring the extra graphemes required to be able to decode unfamiliar words they come across.

Sequence of learning: *(Please note this is an intended sequence of learning. Although the order will remain unchanged, sounds or tricky words may be taught at an earlier or later date dependent on the needs of the children)*

	Alternative graphemes	Tricky words	Corresponding reading book provision
Week 1	ai: ay, eigh, a-e, a ee: ea, e-e, eigh	many, laughed, because, any	Ph 5 Set 14 Ph 5 Set 15

Week 2	i: y igh: y, i-e, ie, i	different, eyes, oh, their, people	Ph 5 Set 16
Week 3	oa: ow, o, o-e, oe ow: ou	water, where, who, again	Ph 5 Set 17 Ph 5 Set 21
Week 4	oo: ew, ue, u-e	some, come, were, here	Ph 5 Set 18
Week 5	ar: al, ear, a or: aw, au, augh, al	thought, through, mouse, work	Ph 5 Set 19 & 20
Week 6	ur: er, ear, ir oi: oy	many, laughed, because, different	Ph 5 Set 20 Ph 5 Set 21
Week 7	v: ve(ending in v) f: ph, ff, ough	any, eyes, once, friends	-
Week 8	air: ear, ere, are ear: eer, ere	please, little, one, do	Ph 5 Set 22
Week 9	c: k, ck, ch s: ce, se, sc, ss, c	when, what, out, Mr, Mrs	Ph 5 Set 23 Ph 5 Set 24
Week 10	j: ge, gi, gy, dge n: kn, gn, nn	their, people, looked, called	Ph 5 Set 25 Ph 5 Set 26
Week 11	m: mb, mm r: wr, rr	before, door, saw, morning	Ph 5 Set 26
Week 12	sh: ss, ss(ion), c(ial), ch o: o: a (after w) e: ea	could, should, would	Ph 5 Set 27

Phase 5d - further objectives from NC (2014) to cover

Children are taught these extra objectives at the end of Year One, only once Phase 5 a-c is complete and children are confident at using their sounds and alternative graphemes to segment and blend.

Week 1	-s or -es to pluralise nouns or verbs	
Week 2	-er suffix (no change to root word)	contractions e.g. it is > it's
Week 3	-est suffix (no change to root word)	-ing suffix (no change to root word)
Week 4	Verbs with -er on end	-ed suffix

Throughout Year One, children are exposed to words using the graphemes and phonemes that they have been taught. These words will be real and nonsense, with the intention being that children will be able to decode either type of words with the same level of success. This ensures that children are comfortable with the 'look' of nonsense words in preparation for the Phonics Screening Check held in June.

Phase 6

Generally children move into Phase 6 when they reach Year Two. Children in Year Two learn the common spelling patterns that are detailed in the National Curriculum (Spelling Appendix).

We are trialling the use of the Vocabulary Ninja spelling programme to support spelling in Year Two, Three and Four in 2020-21.

The English Subject Narrative and Skills Progression documents provide additional detail.

Reading Progression at Little Melton Primary School

Book organisation:

Our Reading resources for EYFS and KS1 children include several schemes. This provides choice for our children and a broad range of text types. Our stock of reading books has been recently renewed, and we are continuing to invest money in new books. We have purchased a large number of Bug Club books which are fully decodable. These are supplemented by books from Oxford Reading Tree, Big Cat Collins and Songbirds.

Children start their reading journey in Year Reception with Pre-Readers (wordless books) alongside packs and games to engage them. These packs help develop the skills of hearing initial sounds in words, recognition of single sound letters, blending sounds together and reading captions. As children are taught the new sounds in class, they can then take these packs home to practise these skills further and share their learning. There are packs within each of the Phase 2 Sets 1-5 boxes to support children. These packs are detailed below:

Packs	Skills developed	Phase
Lilac Pre-reader Books	<ul style="list-style-type: none">● Focus on developing vocabulary and story language● Focus on Phase 1 aspects with written prompts for parental guidance● Fiction and non-fiction texts	Phase 1
Initial Sound Alphabet Packs (Arranged into L&S sound sets)	<ul style="list-style-type: none">● Develops the skill of hearing initial sounds in words● Supports recognition of single sound letters● Develops vocabulary● Oxford Reading Tree Sound Set books are also used alongside these packs	Phase 2
CVC Jigsaw Packs (Arranged into L&S sound sets)	<ul style="list-style-type: none">● Supports a child's first experiences of blending sounds together through a 'game' type activity (jigsaw)● Introduces reading from left to right● Develops vocabulary	Phase 2
CVC Matching Packs (Arranged into L&S sound sets)	<ul style="list-style-type: none">● Develops CVC blending● Can be used in different ways e.g. 'Snap' style game or hiding games	Phase 2
CVC Caption Packs (Arranged progressively alongside L&S sequence of teaching)	<ul style="list-style-type: none">● Introduces a small phrase to be read but without the complication of a whole sentence● No uppercase letters are introduced at this stage. Focus should remain on developing multiple word reading i.e. recognising and understanding spaces between words	Phase 2 Phase 3 (may be used during transition)

	<ul style="list-style-type: none"> ● Memory and comprehension more prominent at this stage as children are taught to recall the whole phrase they have read, and comprehend which picture this corresponds to ● Latter packs include Phase 2 Tricky Words 	from Pink to Red)
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Books are organised into phases and sets. The boxes run from pre-reader books (wordless books), Phase 2 Sets 1-5, Phase 3 Sets 6-11, Phase 4 Set 12, Phase 5 Sets 13-27. These phases and set numbers refer to the order of the different sounds taught to the children, and the phase each child is at reflects where they have currently reached in their reading journey. This means our reading books are closely tailored to the reading capabilities of the children.

Once children are fluent decoders, they are ready to move on to the next supportive step in their reading development. The 'Accelerated Reader' scheme provides children with books that closely match their ability with additional optimal stretch to further their reading skills. At the beginning of a new term, children complete an assessment to establish a 'Zone of Proximal Development' score. Children select their reading books within this zone e.g. 2.4-3.4. After reading an AR book, children take a comprehension quiz to assess recall, inference, vocabulary and other key reading skills.

Home reading and engagement with parents:

Books are stickered with either 'Decodable Read' or 'Supported Read'. To qualify as 'Decodable Read', the books must have 90% of words that are completely decodable, with exceptions being any high frequency words or character names. We recognise that children need to be taught the sounds, and then have lots of practise with decoding these sounds within words and they need to be able to do this with books that enable them to do this, rather than providing them with multiple words they have not been taught how to decode yet.

The 'Supported Read' books are labelled to indicate that within this book there are likely to be some words that are not yet able to be read independently by all children and therefore they might need adult support. Often these words are likely to be 'topic words' e.g. vocabulary that is specific to the topic of the book. (Some books do helpfully have these words listed on the inside front or back cover). We feel it is important that children are still exposed to words beyond their decoding ability however to both broaden their vocabulary and stimulate their interests, as well as providing a degree of healthy challenge. This label then just clarifies that some words are more challenging so children will likely need help when reading them.

This additional stickering of the books is to support parents when their children read at home. It gives them a clear indication about whether children should be able to read the words on their own, or require a bit more close support. Parents are informed at the beginning of each academic year about how the books have been set up and the differing stickers they may have. They are encouraged to speak to their child's teacher should there be any difficulties or concerns with the child's reading progress.

Reading in school:

In Reception, every child reads with a teacher or teaching assistant at least once per week.

Children in Year One and above read with a teacher or teaching assistant as part of Guided Reading once a week. When possible, children read individually to a teacher or teaching assistant too.

Home reading resources/books are changed daily in both the EYFS and KS1 class.

In KS2 children enjoy accessing a very wide range of different fiction and non-fiction books. Children can choose an AR book to read, and then they complete a quiz once they have finished reading.

The school has a well-stocked library to encourage reading for pleasure. Classes are encouraged to visit regularly and enjoy the different books available.

Teachers read regularly to their class. There is strong enthusiasm for reading across the school; children and adults alike share a love of reading alongside various initiatives to encourage reading e.g. reading feet, Housepoints for 100% quiz results and sharing loved books from home to name a few examples. The school has links with the Norfolk Library Service and encourages children to participate in their summer reading challenges. Teachers are adept at weaving high-quality texts into their teaching; books are used very widely across the curriculum to enable knowledge acquisition as well as to nurture imagination and creativity.

Supporting children who need further provision

Our half-termly phonics assessments enable us to closely monitor our children's progress. These are conducted on a 1:1 basis with a teacher or teaching assistant. We look for upward trends in our phonics data and any children who do not show this pattern receive extra support through a variety of methods. These are detailed below:

- Children in the lowest 20% of readers in each class are identified at the beginning of the academic year by each class teacher. These children are prioritised for daily reading and intervention to ensure progress is made and children are supported as closely as possible. Each term this list of children is assessed and adapted as necessary.
- Phonics is taught every morning. We can organise children into groups that are appropriate for their needs. Children in Year Three who still require systematic, synthetic phonics teaching can therefore also be involved, and likewise, Year One children can revisit Phases 2 and 3 with the Reception class if appropriate*. Year One children who are not quite secure on their Phase 3 sounds work in a small group with a teaching assistant, with an intense focus on developing their Phase 3 sounds knowledge. **NB - due to Covid-19, mixing of children across class bubbles has not been possible; instead teachers in those class bubbles ensure children are supported as best as possible through differentiation and adult support.*
- Parental Support - We run a Phonics and Reading Workshop in the first half term in autumn which is open to all parents of children from Reception to Year Two. This provides parents and families with key information on how we approach phonics at our school, as well as tips and suggestions for supporting their child at home. This information is then available to them on our school website.
- Children who are not receiving support regularly with their reading at home are prioritised at school so they read 1:1 with an adult. We monitor the regularity of this closely via the children's Reading Bookmarks (EYFS and KS1) or School Diaries (KS2), where parents record home reading. EYFS and KS1 use Class Dojo to communicate with parents regarding any reading concerns or questions. KS2 teachers communicate with parents via school email.
- Children who do not pass the Year One Phonics Screening Check retake this test in Year Two. Throughout their time in Year Two they will revisit the sounds taught in Year One and consolidate this learning with the Year One class. They also receive intervention on specific sounds as necessary.