

PHONICS PROGRESSION



*Love, Care, Share...
Love learning as friends;
Care for our community as
neighbours;
Share our faith in Jesus as disciples.*

Phonics

PHONICS STATEMENT OF INTENT

Phonics and spelling sessions are integral to our curriculum and are taught daily in EYFS, Year 1, and Year 2. We use the 'Supersonic Phonic Friends' Phonics Program to guide these sessions.

How Phonics Sessions are Structured

During their phonics sessions, children engage in a variety of activities designed to help them recognise and articulate phonemes (sounds) and learn to write graphemes (letters or combinations of letters). Our approach combines highly structured, adult-led phonics sessions with interactive activities to ensure an engaging and effective learning experience.

Key Components

- **Recognising and Articulating Phonemes:** Children learn to identify and pronounce individual sounds in words.
- **Learning and Writing Graphemes:** Children are taught to write the letters or combinations of letters that represent each sound.
- **Structured Sessions:** Phonics instruction is delivered in a systematic manner, ensuring that each child builds a strong foundation in reading and spelling.
- **Interactive Activities:** These are incorporated to make learning fun and to reinforce the concepts taught in structured sessions.

Importance of Phonics

The skills acquired in phonics sessions are essential tools for children. They help children decode words for reading and encode words for spelling. This foundation is crucial for developing literacy skills that will support their ongoing education.

Inclusive and Targeted Instruction

Wherever possible, children are taught as a whole class to ensure that all children are exposed to the appropriate level of phonics instruction for their age group. In some cases, some pupils are taught in smaller groups by trained staff. Additionally, booster sessions and targeted interventions are used to

support and challenge individual students as needed. This approach ensures that all children, regardless of their starting point, can make progress in their phonics learning.

Continuation into Key Stage 2

For children in Key Stage 2 who need continued phonics support, instruction is tailored to match their age and stage of development. Resources and activities are selected with sensitivity to ensure they are appropriate and effective for older children. International New Arrivals receive phonics teaching as part of their intervention so that they are able to access the curriculum as quickly as possible.

By maintaining a robust and adaptable phonics program, we aim to provide all our students with the foundational skills necessary for reading and writing success.

Firm Foundations in Phonics 1

General Sound Discrimination & Phonological Awareness		The Strands
Aspect 1	Environmental Sounds	<ul style="list-style-type: none">• Tuning into sounds (auditory discrimination)• Listening & remembering sounds (auditory memory & sequencing)• Talking about sounds (developing vocabulary & language comprehension)
Aspect 2	Instrumental Sounds	
Aspect 3	Body Percussion	
Phonological Awareness		
Aspect 4	Rhythm & Rhyme	
Aspect 5	Alliteration	
Aspect 6	Voice Sounds	
Aspect 7	Oral Blending & Segmenting	

Reception

Securing the Basics 2- Listen, Recognise, Build, Read & Write

Securing the Basics 2 CVC		Tricky Words
Group 1	s a t p	-
Group 2	i n d m	I in
Group 3	g o c k	the to
Group 4	ck e u r	go no
Group 5	h b f l	has his as
Group 6	ll ff ss	of into

Reception

Securing the Basics 3- Recognise, Build, Read & Write

Securing the Basics 3 CVC		Tricky Words
Group 1	j v w x	her was you
Group 2	y z zz qu	he she we me be
Group 3	ch sh th ng	they my by
Group 4	ai ee igh oa	are all
Group 5	oo oo ar or	some come
Group 6	ur ow oi er	so do
Group 7	ure ear air	little out

Year 1

Securing the Basics 4- Recognise, Build, Read & Write

Adjacent Consonants

Moving from 3 sounds (CVC) to 4+ (CVCC, CCVC, CCVCC, CCCVCC)

Securing the Basics 4 Adjacent Consonants		Tricky Words
Group 1	CVCC	were what like have
Group 2	CVCC & Polysyllabic	there here said one
Group 3	CCVC	house when our your
Group 4	CCVC & Polysyllabic	love school
Group 5	CCVCC CCCVCC & Polysyllabic	then them that this

Year 1

The Higher Level of Phonics 5c & 5b - Recognise, Build, Read & Write

Choose to Use

The Higher Levels Choose to Use Spellings			Tricky Words
Group 1	Choose to Use Two	ai & ay	their
		ee & ea	people
		igh & ie	Mr
		oa & oe	Mrs
		oo & ue	
Group 2	Choose to Use – Split Digraph	ai, ay & a_e	oh
		ee, ea & e_e	these
		igh, ie & i_e	friend
		oa, oe & o_e	asked
		oo, ue & u_e	
Group 3	Choose to Use Two	oi & oy	where
		ur & ir	today
		ow & ou	once
		or & aw	
		w & wh	
Group 4	Choose to Use Two & Three	air & are	could
		n & kn	should
		r & wr	would
		f & ff & ph	called
		or, aw, & au	
Group 5	Choose to Use Three & Four	n, kn & gn	looked
		or, aw, au & ore	son
		ee, ea, e_e & ey	says
		ee, ea, e_e, ey & y	want
		oo, ue, u_e & ew	

Group 6	Choose to Use	air, are & ear	after half only with
		ur, ir & or	
		ch & tch	
		j & dge	
		ur, ir, or & er	

Switch It Spell Sounds

The Higher Levels Switch it Spell Sounds			Tricky Words
Group 1 Switch It	i	sixth & wild	does, goes, tall, call, small, laughed
	o	frog & old	
	c	crisp & cement	
	g	growl & gem	
Group 2 Switch It	u	underpants & tuba	why, over, above, live, please
	ow	clown & yellow	
	ie	pie & chief	
	ea	dream & bread	
Group 3 Switch It	a	apple & angel	water, because, break, work
	a	apple, angel & watch	
	ou	mouse & mouldy	
	o	frog, old & monk	
Group 4 Switch It	ue	glue & rescue	who, any, many, move, eye
	u_e	flute & cute	
	ew	screw & stew	

Group 5 Switch It	Y	Yellow & cry	who, any, many, move, eye
	y	yellow, cry & crystal	
	ch	children & chef	
	ch	children, chef & chorus	
	ou	mouse, mouldy & soup	

Spelling Patterns & Rules – Year 1

Patterns & Rules		Common Exception Words
Adding s & es to words (plural of nouns & the third person singular of verbs)	cats, dogs, rocks churches, beaches, watches	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr Mrs, parents, Christmas
Adding the endings -ing, -ed to verbs where no change is needed to the root word	yelling, cooking, glowing washed, shouted, quacked	
Adding -er & -est to adjectives where no change is needed to the root word	brighter, younger, neater softer, sharper, greener	
Adding the prefix -un	unzip, untidy, unlucky	

Compound words	playground, snowman, raincoat	
Spelling Patterns & Rules – Year 2		
Patterns & Rules		Common Exception Words
Adding -es to nouns & verbs ending in -y	ladies, babies, countries	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr Mrs, parents, Christmas
Adding -ed, -ing, -er & -est to a root word ending in -y with a consonant before it	studying, drying, flying carried, hurried, married cheekier, dirtier, sunnier craziest, thirstiest, angriest	
Adding the endings -ing, -ed, -er, est & -y to words ending in -e with a consonant before it	baked, cycled, phoned loving, joking, glueing juicy, shiny, lazy cuter, braver, wider largest, wisest, finest	
Adding -ing, -ed, -er, -est & -y to words of one syllable ending in a single consonant letter after a single vowel letter	yapped, clapped, shopped running, wrapping, gripping sunny, funny, snappy sadder, dimmer, winner, swimmer	

The suffixes -less, -ness, -ment, -ful & -ly	homeless, fearless, speechless sadness, kindness, madness payment, assessment, enjoyment playful, joyful, helpful kindly, brightly, bravely	
The /l/ or /əl/ sound spelt -le at the end of words	table, apple, bottle, little	
The /l/ or /əl/ sound spelt -el at the end of words	easel, jewel, travel, tunnel	
The /l/ or /əl/ sound spelt -al at the end of words	pedal, medical, animal, arrival	
Words ending -il	pencil, fossil, nostril, pupil	

The /dʒ/ sound spelt as 'ge & 'dge' at the end of words, & sometimes spelt as g elsewhere in words before e, i & y j/dge/ge	badge, hedge, bridge	
The /ɔ:/ sound spelt a before l & ll /a/ as in /or/	talk, ball, call, tall	
The /ɔ:/ sound spelt ar after w /ar/ as in /or/	swarm, warm, reward, award	
The /z/ sound spelt s /s/ as in /zh/	treasure, television, casual	
Words ending in -tion	fiction, motion, national, section	

Contractions	can't, didn't, hasn't, couldn't, it's	
The possessive apostrophe (singular nouns)	Harry's, farmer's, the man's, the table's	
Homophones & near-homophones	there/their/they're here/hear quite/quiet see/sea bare/bear one/won sun/son to/two/too be/bee blue/blew night/knight	