

# **Highbank Primary and Nursery School**

## **Progression Map**

### **Phonics**



At Highbank we follow the *Read, Write Inc* accredited phonics programme. This starts in the Nursery and the expectation is that children no longer need to access specific phonics teaching from the Spring Term of Year 2.

#### **Nursery**

In the Nursery, early phonics skills are immersed in the learning environment daily. Focus phonics sessions are taught 3 times a week; introducing some Set 1 sounds with an emphasis on repetition and sound discrimination. The supporting character 'Fred' is introduced from the very beginning and *Fred Talk* and *Fred games* are a key part of regular adult focus sessions. There is a big emphasis on stories, storytelling, new vocabulary and developing a real love of reading together.

#### **Reception – Y2**

All children take part in daily 45 minute phonics sessions and are grouped homogeneously so that they are taught according to their reading ability rather than their age. Throughout the programme, children rapidly learn sounds and the letter, or groups of letters, that represent them. This knowledge is consolidated every day within the sessions and high frequency words are taught and practiced frequently. Books are closely matched to children's knowledge of phonics and children are taught to read accurately and fluently with good comprehension. Children are assessed every half term and regrouped according. Those children that are identified as not on track are targeted for additional 1:1 tutoring sessions with a trained practitioner.

#### **Staff CPD**

All teaching staff have been trained in the RWI programme. In addition, staff take part in regular short bursts of CPD to ensure knowledge and skills are current. Members of the MLT drop into sessions regularly and coach the staff, as well as identifying any development needs for the staff.

Our aim is to:

- Ensure teaching staff know how to teach even the most struggling reader – including older children
- Ensure pupils 'keep up' rather than 'catch up' through regular assessments and frequent, targeted tutoring
- Ensure all Year 1 children can reach the expected standard of the Phonics screening check
- Ensure all children develop reading fluency so they can read with comprehension
- Ensure that all teaching staff are well trained and skilled in the delivery of phonics

## Progression of Phonic Knowledge:

<b>Sounds and Storybooks</b>	
<b>Set 1 Sounds</b>	Consonant and vowel sounds represented by one letter: <b>m, a, s, d, t, l, ,n, p, g, ,o, c, k, ,u, b, f, e, l, h, r, j, v, y, w, z, x,</b> and consonant sounds represented by two letters: <b>th, sh, ch, ng, nk, qu (“special friends”)</b>
<b>Set 2 Sounds</b>	Vowel sounds represented by two/three letters: <b>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</b>
<b>Set 3 Sounds</b>	Alternative ways of spelling the Set 2 sounds: <b>ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew</b> And some new sounds and word endings: <b>ire, ear, ure, tion, tious</b>
Start reading the <b>Sound Blending books</b> when the child can...	Read all the single-letter Set 1 sounds speedily, can sound blend, and is learning the Set 1 ‘special friends’
Start reading <b>Red Ditty Books</b> if the child can...	Read all the Set 1 sounds, can read some word cards
Start reading <b>Green and Purple Storybooks</b> if the child can...	Read all the Set 1 sounds, can read phonics words cards (to 1.7) and is learning Set 2 sounds
Start reading the <b>Pink and Orange Storybooks</b> if the child can...	Read all the Set 2 sounds and is learning to read the Set 3 sounds
Start reading the <b>Yellow</b> storybooks if the child can...	Read all the Set 2 sounds and is learning to read the Set 3 sounds
Start reading the <b>Blue and Grey Storybooks</b> if the child can...	Read all the Set 3 sounds.

**Age-Related Expectations of Progress:**

	<b>YR children can:</b>	<b>Y1 children can:</b>	<b>Y2 children can:</b>
End of Autumn 1	Read single letter <b>Set 1</b> sounds	Read <b>Purple Storybooks</b> ; Read some <b>Set 2</b> sounds	Read <b>Blue Storybooks</b> with increasing fluency and comprehension
End of Autumn Term	Read all <b>Set 1</b> Sounds; Blend sounds into words orally	Read <b>Pink Storybooks</b> ; Read all Set 2 sounds	Read <b>Grey Storybooks</b> with fluency and comprehension
End of Spring 1	Blend sounds to read words; Read short <b>Ditty Stories</b>	Read <b>Orange Storybooks</b> ; Read some Set 3 sounds	
End of Spring Term	Read <b>Red Storybooks</b>	Read <b>Yellow Storybooks</b>	
End of Summer 1	Read <b>Green Storybooks</b> ; Read some <b>Set 2</b> sounds	Read <b>Yellow Storybooks</b> ; Read all of Set 3 sounds	
End of Summer Term	Read <b>Green or Purple Storybooks</b>	Read <b>Blue Storybooks</b>	