

Phonics Progression at St Edward's Primary School

At St Edward's, children are taught to read and write through a systematic synthetic phonics (SSP) approach. We closely follow the Letters and Sounds programme to Phase 5, using Jolly Phonics as the approach to teaching the sounds and Collins Big Cat fully decodable books for the application of phonics in reading. The School is currently investigating accredited SSP schemes in order to move to one in 2022.

Tricky Words are taught in each phase alongside the common exception words from the National Curriculum. These are also used in the Big Cat Books.

Foundation Stage	
Phase 1: activities are incorporated into phonics lessons	
Phase 2: Autumn Term 1	
Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase (tricky words).	<p>Letter progression Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>Tricky Words: the, to, go, no</p>
Phase 3: Autumn Term 2 and Spring Term	
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter.	<p>Letter progression Set 6: j, v, w, x Set 7: y, z, zz, qu</p> <p>Consonant digraphs: ch, sh, th, ng,</p> <p>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Tricky Words: the, to, he, she, my, was, we, me, be, to, they, all</p>
Phase 4: Summer term	
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.	<p>Examples of adjacent consonants: cl, tw, sk, mp, lp</p> <p>Tricky Words: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.</p>
Phase 5: Throughout <u>Year 1</u>	
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three.	<p>Alternative GPCs: ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul),</p> <p>Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule).</p>

Spelling objectives from National curriculum for Year 1 are also taught

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Year 2

- Follow the requirements of the National Curriculum for spelling (using No Nonsense Spellings) and grammar
- For those children who did not achieve the phonics screen at the end of Year One, an intensive support programme is put in place in order that they catch up

Our Early Years' children follow a series of phonically decodable books matched to their phonics learning and these books are supplemented with other banded books, matched to their reading ability where needed.

During Key Stage One, once children reach a certain level of development, they transfer onto the Accelerated Reading programme which tracks their progress through an online quiz system.

In Key Stage Two reading is mostly taught through whole class lessons where the many different skills of comprehending texts are systematically taught. Where needed, for children who have been identified as having SEND and continue to struggle to decode, a structured reading programme, including phonics support where needed is planned.