



Kingsmoor Primary School

Phonics Progression

At Kingsmoor Primary School, we follow the 'Read Write Inc' phonics scheme.

Each of the 44 phonemes in the English language has corresponding letters to represent them.

We aim to enable your child to;

Learn to recognise the 44 sounds and their corresponding letter(s).

Learn to read words using sound blending.

Learn to write the letter(s) which represent the 44 sounds.

Learn to write words by saying the sounds.

The sounds are arranged into 3 sets, known as 'Speed Sounds'.

You will notice that some sounds are made using single letters, others comprise 2 or more letters. When introducing children to a sound, emphasise, that where the sound has multiple letters, we still only say just one sound. 2 letters but makes one sound. 3 letters but makes one sound.

Glossary of key terms-

- **Phoneme-** it's a single sound that can be made by one or more letters - e.g. s, k, z, oo, ph, igh
- **Grapheme-** a written letter or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck
- **Consonant-** most letters of the alphabet are consonants, except for the **vowels:** a,e,i,o,u.
- **Blend-** this is when you say the individual sounds that make up a word and then merge or blend them together to say the word as used when reading.
- **Segment-** the opposite of blending as it means splitting a word up into individual sounds when spelling and writing e.g. c-a-t
- **CVC Words-** this is an abbreviation used for consonant-vowel-consonant words. It describes the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).
 - Other similar abbreviations include:
 - VC (Vowel Consonant) words e.g. on, is, it.
 - CCVC (Consonant, Consonant, Vowel, Consonant) words e.g. trap and black.
 - CVCC (Consonant, Vowel, Consonant, Consonant) words e.g. milk and fast.
- **Digraph-** this describes two letters which together make one sound e.g. ee, oa, ea, ch, ay.

There are different types of digraph:

 - Vowel digraph: a digraph in which at least one of the letters is a vowel: boat or day.
 - Consonant digraph: two consonants which can go together: shop or thin.
 - Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.
- **Trigraph-** this is when three letters go together to make one sound e.g. ear, air, igh, dge, tch.
- **Common exception word/tricky words-** they're the words that are difficult to sound out e.g. said, the, because which don't follow phonics rules.

At Kingsmoor Primary School, we are aware that children progress at different rates and groupings will be dependent on termly RWI assessments. Some children will need to revisit the sound set they are working at for further consolidation and can be placed in the same group after assessing.

Below is an example of where a child, depending on age and ability, will be at in their phonics progression.

Early Years Foundation Stage	Early Years Foundation Stage	Early Years Foundation Stage
<ul style="list-style-type: none"> • Explore and experiment with sounds, words and texts. • Link sounds with letters in own name and familiar words. • Learn that text is read from left to right, top to bottom. • Tell stories from pictures. • Enjoy a range of books and stories. 	<p>Phonics</p> <ul style="list-style-type: none"> • Learn, hear, say and identify Set 1 sounds and simple digraphs in order; • m a s d t • i n p g o • c k u b f e l k • sh r j v y w • th z ch q x ng nk • As each group is learnt, teach blending and segmenting with CVC words. • Explore and experiment with sounds, words and texts. 	<p>Ditties</p> <p>Teach/Review Set 1 sounds</p> <ul style="list-style-type: none"> • Link sounds to letters, naming and sounding letters of the alphabet. • Hear and say sounds in words in the order in which they occur. • Blend CVC words and recognise common digraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. • Explore and experiment with sounds, words and texts.
<p>Home reading level: Picture books with no words (lilac book band books) to concentrate on early reading skills</p>	<p>Home reading level: RWI Word time</p>	<p>Home reading level: RWI Red Ditties</p>

<p>Early Years Foundation Stage</p> <p>Red Level Books</p> <p>Review Set 1 sounds. Teach Set 2 sounds- ay, ee, igh, ow, oo, oo.</p> <p>Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Link sounds to letters, naming and sounding letters of the alphabet. • Hear and say sounds in words in the order in which they occur. • Blend CVC and CCVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. • Explore and experiment with sounds, words and texts. • Begin to know that some words, common exception words (tricky words), cannot be read using phonic knowledge. • Recognise and join in with predictable phrases. 	<p>Early Years Foundation Stage</p> <p>Green Level Books</p> <p>Review set 1 diagraphs. Teach/review Set 2 sounds- ay, ee, igh, ow, oo, oo</p> <p>Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Link sounds to letters, naming and sounding letters of the alphabet. • Hear and say sounds in words in the order in which they occur. • Blend CVC and CCVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. • Explore and experiment with sounds, words and texts. • Read automatically common exception words (tricky words) as they are introduced in the texts. • Read a variety of texts including nonfiction. 	<p>Early Years Foundation Stage</p> <p>Purple Level Books</p> <p>Teach/review Set 2 sounds- ar, or, air, ir, ou, oy</p> <p>Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Blend CVC words and recognise common diagraphs. • Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words. • Use phonics to read unknown or difficult words • Recognise all common diagraphs taught. • Read automatically common exception words (tricky words) as they are introduced in the texts. • Read a variety of texts including nonfiction.
<p>Home reading level: RWI Red Ditties</p>	<p>Home reading level: RWI Green</p>	<p>Home reading level: RWI Purple</p>

<p>Year 1</p> <p>Pink Level Books</p> <p>Review set 2 sounds. Teach set 3 sounds- ea, oi, a-e, i-e, o-e, u-e</p> <p>Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise all common digraphs and trigraphs taught. • Read automatically high frequency words • Use syntax and context to self-correct when reading for accuracy and meaning • Read longer words including two- and three-syllable words • Read a variety of texts including poems and non-fiction. • Begin to not need to blend words out loud, 'blend in your head'. • Read and understand contractions, use of apostrophe and common suffixes. Link what is read to own experiences. Discuss word meanings. • Recognise and join in with predictable phrases. 	<p>Year 1</p> <p>Orange Level Books</p> <p>Review set 2 sounds. Review set 3 sounds taught plus au, ie, e-e, ue, ce,</p> <p>Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common digraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Increasing confidence and speed in blending 'in your head' silently. • Read and understand contractions. • Read a variety of texts including poems and non-fiction. • Predict what might happen on the basis of what has been read so far. 	<p>Year 1</p> <p>Yellow Level Books</p> <p>Review set 2 sounds. Review set 3 sounds taught. Teach set 3 sounds- are, ur, er, ow, ai, oa</p> <p>Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common digraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Confidence and speed in recognising and reading words, blending silently unknown words. • Read a variety of texts including poems and non-fiction. • Discuss significance of title and events. • Make inference on basis of what is being said and done.
<p>Home reading level: RWI Pink</p>	<p>Home reading level: RWI Orange</p>	<p>Home Reading Level: RWI Yellow</p>

Year 1	Year 1	Year 2
<p>Yellow/ Blue Books Review set 2 sounds. Review set 3 sounds taught. Teach set 3 sounds- ew, ire, ear, ure, tious, tion Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common digraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Confidence and speed in recognising and reading words, blending silently unknown words. • Read a variety of texts including poems and non-fiction. • Participate in discussion about what is read, take turns in speaking and listening. • Explain own understanding of what is read. 	<p>Blue/Grey Books Review set 2 sounds. Review set 3 sounds. Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common digraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Confidence and speed in recognising and reading words, blending silently unknown words. • Read a wide variety of texts including poems and non-fiction. • Discuss word meanings, linking new meanings to those already known. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 	<p>English Review set 2 sounds. Review set 3 sounds. Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> • Recognise less common digraphs and trigraphs, explore word families. • Routinely apply phonic knowledge for reading unknown and difficult words. • Use syntax, context and word structure when reading for meaning. • Use knowledge of word structure to support reading, including polysyllabic words. • Confidence and speed in recognising and reading words, blending silently unknown words. • Read complete fiction and non-fiction texts from a range of classic and contemporary leading children’s authors and poets.
Home Reading Level: RWI Blue	Home Reading Level: RWI Blue/Grey	Home Reading Level: Continue to work through the school book band scheme.

Supporting Phonics at Home

- Try to read with your child at least 4 times per week.
- When blending words with your child, use only letter sounds, not letter names (alphabet) as this can be confusing for children learning to sound out words.
- Little and often is most effective.
- Point out letter sounds and words frequently; books, magazines, newspapers and signs etc, all provide the opportunity for sound recognition and put reading into context for your child.
- Allow your child to sound out and write words on the computer, using magnetic letter boards, chalk boards etc. Anything that interests them!

Home Reading Books

Children will bring home a RWI book linked closely to the sounds that they have been learning at school each week. This is called the **Phonics Reading Book** and is designed to develop fluency and accuracy of reading.

Throughout the school we also follow a book band scheme which allows your child to progress through increasing challenging texts as their reading ability develops. During class 1 and 2, your child may need some support reading some words in these books, however as their phonics knowledge and confidence improves, so will their independence.

Therefore, your child will be sent home with 2 books- their Phonics Reading Book and their book band book.

We hope this explains the ways in which we are teaching your child phonics and gives you ideas of ways in which you can support your child. However, if you any questions at all then please come and speak to your class teacher.

Useful websites for Parents

Please find a list of websites that you may find useful in helping you and your child learn about phonics. Games and fun activity websites are also included.

<http://jollylearning.co.uk/> - Games and information for parents

<http://www.phonicsplay.co.uk/> - many games to play

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/> - fun games for the children to play

<http://www.ictgames.com/literacy.html> - fun games for the children to play

<http://www.starfall.com/> - fun games for the children to play

<http://www.firstschoolyears.com/> - fun games for the children to play

BBC Bitesize - many games to play covering all areas of the curriculum