

## Phonics Progression

	<b>Development Matters (adopter framework)</b>	<b>RWI</b>	<b>Speed Sounds</b>
<b>Nursery</b>	<p><b>Communication and Language</b>  <b>Birth to three – babies, toddlers and young children</b></p> <ul style="list-style-type: none"> <li>-Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</li> <li>-Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</li> <li>-Watch someone's face as they talk.</li> <li>-Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>-Enjoy singing, music and toys that make sounds.</li> <li>-Listen and respond to a simple instruction.</li> </ul> <p><b>3 &amp; 4 – year olds</b></p> <ul style="list-style-type: none"> <li>-Sing a large repertoire of songs.</li> <li>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <p><b>Literacy</b></p>	<p>In the last term of Nursery, children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books'.</p>	<p><b>Set 1</b>  m,a,s,d,g,o,c,k,l,h,sh,r,u,  b,f,e,t,l,n,p,j,v,y,w,z,q,x</p>

	-Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.		
<b>Reception</b>	<p><b>Communication and Language</b>  <b>Children in reception</b>          -Listen carefully to rhymes and songs, paying attention to how they sound.          -Learn rhymes, poems and songs.</p> <p><b>Literacy</b>          -Read individual letters by saying the sounds for them.          -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences          -Read some letter groups that each represent one sound and say sounds for them          -Read a few common exception words matched to the school's phonic programme.          -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.          -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Autumn Term:</b>  <b>Set 1 Speed sounds – word time</b>          A) Teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words.          B) Children know most single letter sounds and now need to learn to blend orally.          C) Children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'.  <b>Ditties</b>          Children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Continue to teach and review Set 1          In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day.</p> <p><b>Spring Term:</b>  <b>Red</b></p>	<p><b>Set 1</b>          m,a,s,d,g,o,c,k,l,h,sh,r,u,          b,f,e,t,l,n,p,j,v,y,w,z,q,x</p> <p><b>Set 1</b> sounds with the focus on the Special Friends <b>sh ch th qu ng nk qu</b></p>

		<p>The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds.</p> <p><b>Green</b></p> <p>The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Reviewing Set 1 Sounds and vocabulary containing 4+ sounds. The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily.</p> <p>-They read the story three times with the focus on building intonation and fluency.</p> <p><b><u>Summer Term</u></b></p> <p><b>Pink</b></p> <p>The children are able to read ay ee igh ow oo oo speedily. They are able to Fred Talk real and alien words and also</p>	<p><b>Set 2 – ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</b></p>
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		read a range of real words speedily (no Fred Talk)	
Year 1		<p><b><u>Autumn Term:</u></b>  <b>Orange/ Yellow</b>  The children are able to read <i>ar or air ir ou oy</i> speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)  Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage.</p> <p><b><u>Spring Term:</u></b>  <b>Blue</b>  The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk)  The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds.  The Story Book Lesson <u>extends to five days</u>. The children are able to read <i>a-e ea i-e o-e u-e oi</i> speedily and alien words containing other Set 3 Sounds.  They can read a text at 70+ words per minute The Speed Sound Lesson reviews Set 2 and 3 Sounds</p> <p><b><u>Summer Term:</u></b>  <b>Grey</b></p>	<p><b>Set 3</b> -ea, oi, a-e, i-e, o-e, u-e, aw, are, ur,er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious</p>

		The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds They can read a text at 80+ words per minute	
Year 2		Those children who are working below blue books will continue on the program with additional 1:1 support.	

**Fred talk:** Fred is a toy frog and he can *only* say the sounds in a word and needs help to read the word. Fred will say the sounds and children will work out the word. For example, Fred will say the sounds **c-a-t**, and children will say the word *cat*. This is Fred Talk: sounding out the word.

**Special Friends:** two letters that make one sound

Each sound has a rhyme to help the children remember the sounds. The sounds are taught in a specific order, shown below, starting at the top from left to right. The children begin by learning the sound each individual letter of the alphabet makes. They then move on to learning how combinations of 2 or 3 letters can make one sound.

### Set 1 sounds

m mmmmmountain	a a-a-a apple	s Ssssssnake	d d-d-d- dinosaur	t t-t-t-tower
i i-i-i-insect	n Nnnnet	p p-p-p-pirate	g g-g-g-girl	k k-k-k-kangaroo
u u-u-u-umbrella	b b-b-boot	f ffflower	e e-e-egg	l llleg
H h-h-horse	Sh sh says the horse	r rrrobot	J j-j-jack in a box	V vvvulture
y y-y-yak	w w-w-worm	th th thank you	z zzzip	ch ch-ch-choo
qu qu-qu-queen	x xxx exercise	nk nk I think I stink	ng ng thing on a string	

### Red Words at Set 1

Red words are what we call words the children cannot sound out as they do not follow the phonics language patterns. Their letters make uncommon sounds. The only way to learn these words is from memory, so they need lots of practise! These words are taught alongside new sounds, once the children can read some simple 3 sound words e.g. c-a-t.

These are the red words children should know while working at the set 1 sound level.

I	the	my	you	said
your	are	be	of	no
what	all	was	we	so

to	me	call	her	there
want	go	old	he	she

### Set 2 sounds

These are sounds which are made up of 2 or 3 letters This is a list of the set 2 sounds and the matching phrases:

ay: may I play
ee: what can you see?
igh: fly high
ow: blow the snow
oo: poo at the zoo
oo: look at a book
ar: start the car
or: shut the door
air: that's not fair
ir: whirl and twirl
ou: shout it out
oy: toy for a boy

### Set 3 sounds

ea: cup of tea
oi: spoil the boy
a-e: make a cake
i-e: nice smile
o-e: phone home
u-e: huge brute
aw: yawn at dawn
are: care and share
ur: nurse with a purse
er: better letter
ow: brown cow
ai: snail in the rain
oa: goat in a boat
ew: chew the stew
ire: fire fire
ear: hear with your ear
ure: sure its pure
tion:
tious/cious

**Red Words at Set 2/3**

some	does	tall	come	watch	who	were	brother	any
there	where	too	small	love	many	here	once	buy
worse	thought	talk	could	anyone	would	great	son	water
should	they	half	going	over	laugh	because	can't	one
people	another	through	baby	told	even	mother	brother	why
friend	eye	only	key					