



St Mary's CVA Progression map - Phonics and Early Reading

Intent

At St Mary's we understand the importance of daily phonics and how this links into and supports early reading and writing.

Our aim is for the children to become independent readers by putting the taught phonics skills into practice.

By putting these steps into practice within the early years, this will support their fluency, prosody, expression and intonation when reading.

Implementation

Phonics

At St Mary's Horsforth, we follow Floppy's Phonics and have daily high-quality phonic sessions.

We learn two sounds a week covering all areas to embed phonic knowledge, reading and spelling:

- The 'pure' phoneme sound
- The grapheme code
- Terminology
- Spelling patterns
- Sight reading 'tricky words' & spelling
- Decodable HFW
- Blending and Segmenting
- Letter formation

A child's communication and language skills are a vital cog in being able to implement a rich and successful phonics and early reading programme.

Staff at St Mary's, understand that progress within phonics and early reading is greatly enhanced by adult engagement with the children. This is through high-quality dialogue delivered through back-and-forth interactions so that they can continue to develop their vocabulary and their understanding / meaning of words and their spoken language.

Supporting children to develop their listening skills, will help them to hear and articulate the sound patterns within words when blending / segmenting.

We ensure regular training of new and existing staff so there is fidelity to Floppy Phonics, as well as supporting the transition of children through the Key Stages so knowledge can be applied into KS2 reading and writing.

Synthetic phonics is utilised across the curriculum making sure that children understand that phonics is not a stand-alone subject, and that it feeds into everything they do from reading and writing in English to foundation subjects.



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Below are progression maps for EYFS, Year 1 and Year 2, to layout the program and sequence of teaching of synthetic phonics at St Mary's and how we incorporate CEW and spelling patterns across the National Curriculum.

Applying phonic knowledge and assessment:

To ensure the children can apply their phonic knowledge within reading and writing, we use the Floppy Phonics activity workbooks as part of everyday teaching of phonics, for Reception, Y1 and Y2 children. This ensures the fidelity to the scheme of work and supports the children to foster the correct language, support decoding skills and embed spelling patterns. This allows them to integrate their phonic knowledge easily into reading materials and assist the progression within their writing.

The workbooks are completed on day two of the teaching sequence and follows a pre-scripted pattern so the children can start to access the pages independently:

- First they recap the phoneme being taught.
- Next the children have to blend decodable words.
- Complete handwriting and formation practice of the grapheme.
- Then they draw a picture that starts with the phoneme.
- Identify where the phoneme can be heard within the word (i.e. beginning, middle, end).
- When the children are ready, the extension tasks allow them to write a sentence containing a word with the grapheme in.
- Lastly they read two sentences – that are fully decodable, then draw a corresponding picture so they can show their comprehension of what they have read.

We complete regular phonic assessment checks throughout the year, to evaluate a child's understanding of letter-sound relationships and their ability to decode words. These assessments enable teachers to identify areas where a pupil may need extra support in their reading and phonics skills, allowing for targeted and tailored instruction to improve their overall literacy development. This is undertaken using the Floppy Phonics assessment booklets and is either completed at the end of a phonic level, term or at the class teachers discretion.

Reading

Home/School books:

Children will normally take home three books a week:

1. The first book will be a phonetically decodable book and in line with their phonic knowledge and learning at school, this is to embed their knowledge and skills to enhance their reading as well as their writing, as it will support spelling.

We read a book three times to ensure the children have the fundamental knowledge and the skills to implement their phonics to support their decoding of the text:

- On the first read, we are looking at how to **decode the text** – being able to spot the graphemes within the word and break it down.



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- On the second read through, they focus on the **fluency/prosody** (patterns of rhythm and sound used in poetry) /**expression/ tone & intonation**.
 - And lastly on the third read, the focus is about their **comprehension skills** – this means they will gain understanding and interpretation of what they have read, be able to accurately understand written text, make connections between what they read and what they already know and think deeply about what they have read and explain it to someone else.
2. The second and third books will be from the Oxford Reading Tree scheme. These books will be at the correct level for a child to nurture a love of reading and to read partly independently and partly with support, but again this book will be read three times following the 3 steps above.

Guided reading

We develop decoding skills, fluency, prosody, expression and comprehension through the teaching of guided reading on a regular basis. Class teachers and teaching assistants work with small groups of children on a weekly basis using the below sequence. They access books that are at the correct reading level for them to be challenged.

Objectives

- Set a learning objective for the session
- Link to the word reading and comprehension strands taken from the National Curriculum/Guided reading record.

Book Introduction

- The main idea during the introduction is to familiarise the children to the story, text type/genre, unfamiliar words and writing style.
This would cover:
 - ✓ Introducing the book title
 - ✓ Discussing the genre of the book — how do you know?
 - ✓ Reading the blurb
 - ✓ Walk through of the book/part of the book asking questions to draw attention to key words, illustrations, features etc.
 - ✓ Modelling reading strategies and behaviours
 - ✓ A recap of the story if it is an ongoing series of sessions, depending on the length of the book.
 - ✓ Making links with previous experience or other texts.
 - ✓ Discuss pictures, diagrams, labels etc.
 - ✓ Pose a question for the children to find out, giving a purpose to the reading. The question/s will be linked to the comprehension of the text.
 - ✓ Identify new or unfamiliar words by the teacher modelling the reading strategy
- Give the children a back up activity prior to starting independent reading linked to the learning objective. This would be an activity for those children who finish the independent reading first. Whiteboards to be used for this if required. E.g. Identify your favourite part of the book and why. Find all the words using the 'ew' spelling patten.

Strategy check



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- Ask or remind the children of the strategies they would use if they can't read a word.
 - ✓ using phonic knowledge
 - ✓ reading to the end of the sentence
 - ✓ use the pictures
 - ✓ split the word up e.g. suffixes and prefixes
 - ✓ words within a word.
- Restate the learning objective.

Independent reading

- **The children all read at the same time independently in quiet voices. Not one at a time.**
- The teacher tunes in or goes round listening to each child ensuring they are using reading strategies independently.
- The teacher may intervene to ask a question or focus on a teaching point that is linked to the objective but keep these to a minimum so as not to interfere with fluency or meaning.
- In longer texts, ask children to read pages 1-3 thinking about a specific question, then repeat. By asking a question, it focuses the reading.
- Praise those who covered or did part of the back up activity
- Discuss answers to the questions posed during the book introduction.
- This would be the time to ask questions that would:
 - ✓ develop their inference and deduction skills
 - ✓ comment on writer's use of language
 - ✓ comment on the structure and organisation of the text
 - ✓ When accepting responses ask for evidence from the text building on their skimming and scanning skills.

Response to the Text

- Question to allow for dialogue around the text, overall effect of the text on the reader, exploring personal preferences.
- In spring term in Year 1 and in Year 2, use examples of SATs type questions linked to the text for practise.
- In listening to children's responses,. intervene where necessary to encourage discussion.
- Clarify teaching points and reinforce the learning objective
- Provide opportunities at this stage to record responses on whiteboards if appropriate which will give children the experience of writing their responses

Reception progression map (this can vary depending on cohorts and children's needs).

Date	Level	Number of graphemes taught	CEWs
End of Au1	Level 1 – X6 sound books in the environment	X8 single sounds	I, the, to, go

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	Level 1+ - graphemes s, a, t, p, i, n, m, d,		
End of Au2	Level 1+ - graphemes g, o, c, k, ck, e, u, h, b, f, ff, l, ll, le, ss	X9 single sounds X5 digraphs	no, into he, she, we, me,
End of Sp1	Level 2 – graphemes j, v, w, x, y, z, zz, qu, ch, sh, th, ng,	X6 single sounds X6 digraphs	be, was, you, are, all, they, they, my, her
End of Sp2	Level 3 - graphemes wh, dge, ve, cks, tch, nk, ai, ee, igh, oa, oo (short), oo (long),	X8 digraphs X4 trigraphs	they, my, her when, said, like, have, so, do, come, some, what, there, were,
End of Su1	Level 3 – graphemes ar, or, ur, ow, oi, ear, air, er (middle), er (end),	X7 digraphs X2 trigraphs	when, said, like, have, so, do, come, some, what, there, were,
End of Su2	Level 3 – graphemes ue, ue, ure, ture - review and revisit - end of year assessment	X2 digraphs X1 trigraph X1 quadgraph	when, said, like, have, so, do, come, some, what, there, were,

All tricky words are constantly revisited throughout the year. All CEWs will be introduced and exposed to every child.

Year 1 progression map (this can vary depending on cohorts and children's needs).

Date	Level	Number of graphemes taught	CEWs
End of Au1	<u>Level 3 – graphemes:</u> (Revisit – for spelling patterns and extended sentence writing qu, ch, sh, th, ng, wh, dge, ve, cks, tch, nk, ai, ee, igh, oa, oo (short), oo (long), ar, or, ur, ow, oi, ear air, er (middle), er (end), ue, ure, ture	X6 single sounds X6 digraphs X9 digraphs X2 trigraphs	the a do to was of no said says are I go Assessment
End of Au2	<u>Level 4 – graphemes</u> ai – / ay / oi – / oy / ee – / ea / igh – / ie / oa – / ow / ue - / ew / oo – / ew / ow – / ou / ur – / ir / or – / aw /	X4 digraphs X2 trigraphs	is his has you your they be he me she we Assessment
End of Sp1	<u>Level 4 – graphemes</u> ear – / eer /		today by so do

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	air – /are/ s – /ce/ e – /ea/ u – /o/ /ed/ (d) /ed/ – (t) ai – ay a - /a-e/		come some my here there where were love Assessment
End of Sp2	<u>Level 4 – graphemes</u> ee – /y/ ie – /ea/ igh – /y/ ie – /i-e/ oa – /ow/ /oe/ – /o-e/		one once ask friend school put push pull full house our Assessment
End of Su1	<u>Level 3 & 4 – code:</u> ff - /ph/ ai - /a_e/ ee - /a_e/ igh - /i_e/ oa - /o_e/ ue - /u_e/ Recap / Review / Apply – to support fluency within reading and the spelling of phonetically plausible words.		Recap and revisit to support reading and spelling. Assessment
End of Su2	<u>Level 3 & 4 – code:</u> Recap / Review / Apply– to support fluency within reading and the spelling of phonetically plausible words.		Recap and revisit to support reading and spelling. Assessment

Year 2 progression map (this can vary depending on cohorts and children's needs).

Date	Level	National Curriculum spelling patterns	CEWs
End of Au1	ai, ay, eigh, ey , a-e, a, -ae, -ea ee, y, e, ey , -ie, ea, e-e, igh, y, i , -ie, i-e oa, ow, o , -oe, o-e, -ough, -eau -se, -ce, s, -ss	The /de/ sound spelt as /ge/ and /dge/ at the end of words, and sometimes spelt as g elsewhere in words before /e/, /i/ and /y/.	door floor poor because find kind mind behind child children wild



"Happy together in God's family,
we love, grow and learn."

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	ce, ci, cy sc, st		
End of Au2	e, -ea j, ge, gi, gy, -ge, -dge -le, -el, -al, -il u, ue, ew, u-e, eu oo, u-e, -o, -ou, -ue, -ew, -ui, u	The /s/ sound spelt c before e, i and y Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Taught in SPAG lessons: Homophones and near-homophones Contractions	climb most only both old cold gold hold told every everybody Christmas
End of Sp1	<u>Level 5 more</u> oi, oy ow, ou, -ough or, -our aw, au, -al, war ur, ir, er, ear, wor, -re, -our u, o, -ou, -ough ar, al, a -s, -si,-ge w, wh, -u f, ff, ph, -gh Recap / review	Adding –er and –est to adjectives where no change is needed to the root word Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it The suffixes –ment, –ness, –ful , –less and –ly Taught in SPAG lessons: The possessive apostrophe (singular nouns)	even great break steak pretty beautiful after fast last past father
End of Sp2	Grapheme ch Phoneme – ch, sh, k Grapheme – ie	Words ending in –tion	class grass pass

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	<p>Phoneme – igh, ee</p> <p>Grapheme- ow Phoneme – ou, oa Grapheme – a Phoneme – a, o, ai</p> <p>Ch, -tch, -ture sh, ch</p> <p>-ti, -ci, -ssi, -sci g, gu, -gue, gh</p> <p>eer, ear, -ere, -ier air, -are, -ear, -ere</p>		<p>plant path bath hour move prove improve sure</p>
End of Su1	<p>n, kn, -nn, gn r, wr, -rr, rh</p> <p>m, -mb, -mn, -mm</p> <p>k, -ck, c ch, qu, que</p> <p>Or, -ore, -our, -oor, -oar -aw, -al, au</p> <p>-augh, ough</p> <p>Recap / Review / Apply– to support fluency within reading and the spelling of phonetically plausible words.</p>	Recap / Review	<p>sugar eye could should would who whole any many clothes</p>
End of Su2	<p>Recap / Review / Apply– to support fluency within reading and the spelling of phonetically plausible words.</p>	Recap / review	<p>busy people water again half money Mr Mrs parents</p>

Impact

All children will have detailed knowledge and skills on how to apply the correct phoneme or grapheme within their reading and writing and are ready for their next stage of their education.

All children will achieve the best possible outcomes from the knowledge they have gained from daily phonic teachings.



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Teaching of phonics is embedded in their long-term memory so they can apply these skills with ease to their reading and writing to enable them to be confident, independent and resilient learners.

That children have a love of reading.