

# Phonics Progression at St Leo's and Southmead Catholic Primary

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

Phoneme = sound.

Grapheme = letter(s) that represent a sound.

At St Leo's and Southmead Catholic Primary, we teach children to convert a letter or group of letters into sounds that can be blended together to make a word. To teach phonics, we follow the 'Read Write Inc' phonics scheme.

**The flashcards to accompany 'Read Write Inc' are an extremely useful tool when doing phonics activities with your child.** These can be purchased from many bookstores and online.

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.

**At St Leo's and Southmead Catholic Primary 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	Early Years	Early Years
<ul style="list-style-type: none"> <li>• Explore and experiment with sounds, words and texts.</li> <li>• Link sounds with letters in own name and familiar words.</li> <li>• Learn that text is read from left to right, top to bottom.</li> <li>• Tell stories from pictures.</li> <li>• Enjoy a range of books and stories.</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Learn, hear, say and identify Set 1 sounds and simple diagraphs in order;</li> <li>• m a s d t</li> <li>• i n p g o</li> <li>• c k u b f e l k</li> <li>• sh r j v y w</li> <li>• th z ch q x ng nk</li> <li>• As each group is learnt teach blending and segmenting with CVC words.</li> <li>• Explore and experiment with sounds, words and texts.</li> </ul>	<p><b>Ditties</b></p> <p><b>Teach/Review Set 1 sounds</b></p> <ul style="list-style-type: none"> <li>• Link sounds to letters, naming and sounding letters of the alphabet.</li> <li>• Hear and say sounds in words in the order in which they occur.</li> <li>• Blend CVC words and recognise common diagraphs.</li> <li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words.</li> <li>• Explore and experiment with sounds, words and texts.</li> </ul>
<p>Home reading level: Listening activities, Reading for Pleasure School Library Books</p>	<p>Home reading level: RWI Word time</p>	<p>Home reading level: RWI Ditties</p>

<p><b>Early Years</b>  <b>Red Level Books</b>  <b>Review Set 1 sounds Teach</b>  <b>Set 2 sounds ay,</b>  <b>ee, igh, ow, oo, oo Initial consonant</b>  <b>blends</b> sp, fl, sl, cr, dr  Word endings  ss, ll, ck, ve  Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Link sounds to letters, naming and sounding letters of the alphabet.</li> <li>• Hear and say sounds in words in the order in which they occur.</li> <li>• Blend CVC and CCVC words and recognise common diagraphs.</li> <li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words.</li> <li>• Explore and experiment with sounds, words and texts.</li> <li>• Begin to know that some words, common exception words, cannot be read using phonic knowledge.</li> <li>• Recognise and join in with predictable phrases.</li> </ul>	<p><b>Early Years</b>  <b>Green Level Books</b>  <b>Review set 1 diagraphs</b>  <b>Teach/review Set 2</b>  <b>sounds</b> ay, ee, igh, ow, oo,  oo Word endings  ff, tch  Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Link sounds to letters, naming and sounding letters of the alphabet.</li> <li>• Hear and say sounds in words in the order in which they occur.</li> <li>• Blend CVC and CCVC words and recognise common diagraphs.</li> <li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words.</li> <li>• Explore and experiment with sounds, words and texts.</li> <li>• Read automatically common exception words as they are introduced in the texts.</li> <li>• Read a variety of texts including nonfiction.</li> </ul>	<p><b>Early Years</b>  <b>Purple Level Books</b>  <b>Teach/review Set 2 sounds</b> ar,  or, air, ir, ou, oy  double consonants  tt, ll, ff, ss, zz initial blends tr,  st, bl, sw, bl, fr, spl  Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Blend CVC words and recognise common diagraphs.</li> <li>• Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words.</li> <li>• Use phonics to read unknown or difficult words</li> <li>• Recognise all common diagraphs taught.</li> <li>• Read automatically common exception words as they are introduced in the texts.</li> <li>• Read a variety of texts including nonfiction.</li> </ul>
<p>Home reading level: RWI Ditties</p>	<p>Home reading level: RWI Green</p>	<p>Home reading level: RWI Purple</p>

<p><b>Year 1</b>  <b>Pink Level Books</b>  Review set 2 sounds  Teach set 3 sounds ea, oi, a-e, i-e, o-e, u-e  Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise all common digraphs and trigraphs taught.</li> <li>• Read automatically high frequency words</li> <li>• Use syntax and context to self-correct when reading for accuracy and meaning</li> <li>• Read longer words including two- and three-syllable words</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Begin to not need to blend words out loud, 'blend in your head'.</li> <li>• Read and understand contractions, use of apostrophe and common suffixes. Link what is read to own experiences, Discuss word meanings.</li> <li>• Recognise and join in with predictable phrases.</li> </ul>	<p><b>Year 1</b>  <b>Orange Level Books</b>  Review set 2 sounds  Review set 3 sounds taught  Teach set 3 sounds au, ie, e-e, ue, ce, aw  Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise less common digraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Increasing confidence and speed in blending 'in your head' silently.</li> <li>• Read and understand contractions.</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> </ul>	<p><b>Year 1</b>  <b>Yellow Level Books</b>  Review set 2 sounds  Review set 3 sounds taught  Teach set 3 sounds are, ur, er, ow, ai, oa  Read real and nonsense words containing sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise less common digraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Confidence and speed in recognising and reading words, blending silently unknown words.</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Discuss significance of tittle and events.</li> <li>• Make inference on basis of what is being said and done.</li> </ul>
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Home reading level: RWI Pink	Home reading level: RWI Orange	Home Reading Level: RWI Yellow
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<p><b>Year 1</b>  <b>Yellow/ Blue Books</b> 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"> <li>• Recognise less common diagraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Confidence and speed in recognising and reading words, blending silently unknown words.</li> <li>• Read a variety of texts including poems and non-fiction.</li> <li>• Participate in discussion about what is read, take turns in speaking and listening.</li> <li>• Explain own understanding of what is read.</li> </ul>	<p><b>Year 1</b>  <b>Blue/Grey Books</b>  Review set 2 sounds  Review set 3 sounds  Read real and nonsense words containing  sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise less common diagraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Confidence and speed in recognising and reading words, blending silently unknown words.</li> <li>• Read a wide variety of texts including poems and non-fiction.</li> <li>• Discuss word meanings, linking new meanings to those already known.</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul>	<p><b>Year 2</b>  <b>English</b>  Review set 2 sounds  Review set 3 sounds  Read real and nonsense words containing  sounds learnt</p> <ul style="list-style-type: none"> <li>• Recognise less common diagraphs and trigraphs, explore word families.</li> <li>• Routinely apply phonic knowledge for reading unknown and difficult words.</li> <li>• Use syntax, context and word structure when reading for meaning.</li> <li>• Use knowledge of word structure to support reading, including polysyllabic words.</li> <li>• Confidence and speed in recognising and reading words, blending silently unknown words.</li> <li>• Read complete fiction and non-fiction texts from a range of classic and contemporary leading children's authors and poets.</li> </ul>
<p>Home Reading Level: RWI Blue</p>	<p>Home Reading Level: RWI Blue/Grey</p>	<p>Home Reading Level: Library Book</p>

## Supporting Phonics at Home

- Try to spend at *least 5 minutes a day* doing 'sounds' activities.
- 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!

## RWI 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 Book Bag Reading Book** and is designed to develop fluency and accuracy of reading.

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.

### 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