

Unstone Schools Federation – Phonics Progression Document

Phonics Progression

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 Unstone Schools Federation, 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 Unstone Schools Federation 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.

Unstone Schools Federation – Phonics Progression Document

Early Years	Early Years	Early Years
• 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.	Phonics • Learn, hear, say and identify Set 1 sounds and simple diagraphs 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.	Ditties Teach/Review Set 1 sounds • 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 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.
Home reading level: Listening activities, Reading for Pleasure School Library Books	Home reading level: RWI Word time	Home reading level: RWI Ditties

Unstone Schools Federation – Phonics Progression Document

Early Years	Early Years	Year 1
Red Level Books Review Set 1 sounds Teach Set 2 sounds ay, ee, igh, ow, oo, oo Initial consonant blends sp, fl, sl, cr, dr Word endings ss, ll, ck, ve Read real and nonsense words containing sounds learnt • 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, cannot be read using phonic knowledge. • Recognise and join in with predictable phrases.	Green Level Books Review set 1 diagraphs Teach/review Set 2 sounds ay, ee, igh, ow, oo, oo Word endings ff, tch Read real and nonsense words containing sounds learnt • 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 as they are introduced in the texts. • Read a variety of texts including nonfiction.	Purple Level Books Teach/review Set 2 sounds 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 • 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 as they are introduced in the texts. • Read a variety of texts including nonfiction.
Home reading level: RWI Ditties	Home reading level: RWI Green	Home reading level: RWI Purple

Unstone Schools Federation – Phonics Progression Document

Year 1	Year 1	Year 1
Pink Level Books 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 • Recognise all common diagraphs 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.	Orange Level Books 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 • Recognise less common diagraphs 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.	Yellow Level Books 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 • Recognise less common diagraphs 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.
Home reading level: RWI Pink	Home reading level: RWI Orange	Home Reading Level: RWI Yellow

Unstone Schools Federation – Phonics Progression Document

Year 1	Year 2	Year 2
Yellow/ Blue Books Review set 2 sounds Review set 3 sounds taught Teachset 3 sounds ew, ire, ear, ure, tious, tion Read real and nonsense words containing sounds learnt • 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.	Blue/Grey Books Review set 2 sounds Review set 3 sounds Read real and nonsense words containing sounds learnt • 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.	English Review set 2 sounds Review set 3 sounds Read real and nonsense words containing sounds learnt • 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: Library Book

Unstone Schools Federation – Phonics Progression Document

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. These are called Book Bag Books and are 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.