



St. Antony's Catholic Primary School



Early Reading

Phonics Progression Map

Intent:	Implementation	Impact
<p>At St. Antony's Catholic Primary School, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and underpins all other areas of learning so the ensure we have a holistic approach to the teaching of reading, we ensure the following:</p> <ul style="list-style-type: none"> - Children in KS1 take part in daily reading lessons, where they are exposed to a range of different texts and can demonstrate their understanding and thinking behind these - We are very lucky to have a wide range of reading books in our school. All children in KS1 choose a reading book to take home and this reading book is changed weekly - Children are read to each day and this is a Class Novel that the Reading Lead recommends to the class - Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day - Children have the opportunity to take part in 'Reading Buddies', in which children mix with other children in their class and share a book together - Children who are not yet 'Free readers', will work throughout school reading scheme (Bug Club) – these are levelled books which match the children's current reading age. We expect family at home to read these books with their 	<p>Teachers are provided with three planning days per year, in addition to their PPA, to plan their reading and phonics curriculum. As part of this planning process, teachers need to plan the following:</p> <ul style="list-style-type: none"> - Reading lessons, using a wide range of different texts and extracts - Question stems which are used to inform questions based on the class text - A mixed set of questions, one from each content domain, as appropriate to the guided reading text - A list of unknown vocabulary or concepts that appears in the class text - In addition to this, teachers must plan time for children to be assessed using the Rising Stars PUMA Reading Test - Teachers must assess children regularly against the Reading Key Performance Indicators. These regular assessments inform planning and allow teachers to identify any gaps in learning - Teachers also complete regular Read Write Inc. assessments and plot onto a tracking grid, which ensures children are grouped appropriately in phonics 	<ul style="list-style-type: none"> - Children become competent and confident reader - Children's reading fosters vocabulary development, improves their quality of writing and ability to effectively use words and phrases to impact the reader - Fluency skills are developed and consolidated progressively across the school - Children develop a love for reading and it becomes a lifelong skill used for education and enjoyment - Children leave the school literate and prepared for the next level of their education

<p>child daily and make comments in their child's reading record.</p> <p>By the time children leave KS1 at St. Antony's, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books</p> <p>At St. Antony's, we use a synthetic phonics programme called 'Read Write Inc.' produced by Ruth Miskin. Read Write Inc. is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different sets, learning and developing their phonics sounds and knowledge.</p>										
Nursery										
	Reception									
	Year 1									
	Year 2									
		Phase 3	Phase 4	Phase 5	Phase 6					
<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p>	<p>Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and</p>					

<p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>At St. Antony's we begin to teach the children to read and write the sounds by keep the teaching of Phonics very simple. Before learning to read words, the children need to say the sound that is represented by each letter, or group of letters.</p> <p>In Nursery, we only teach the first set of sounds (Speed Sounds) and this comprises 25 single – letter sounds: m a s d t l n p g o c k u b f e l h r j v y w z x and six two-letter sounds: sh th ch q u ng nk. These two-letter sounds are called digraphs and in Read Write Inc they are referred to as 'Special Friends'.</p> <p>Once the children have learnt the first set of Speed Sounds, we begin to teach the children how to put the sounds they have learned together to read words</p>	<p>taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.</p>	<p>children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.</p>	<p>children's knowledge and skills of blending and segmenting words with adjacent consonants.</p>	<p>containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practices the skills of blending and segmenting using all GPCs taught.</p>	<p>recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.</p>
<p>Letter Progression</p>					
<p>m, a ,s ,d, t, l, n, p, g ,o c ,k ,u, b ,f e ,l, h, sh ,r, j, v ,y, w ,th, z, ch ,q ,x ,ng, nk</p>	<p>m, a, s, d,t, l, n, p, g, o c, k, u, b, f e ,l, h, sh ,r, j, v ,y, w, th, z, ch ,q, x ,ng ,nk</p>	<p>ay, ee ,igh, ow, oo, oo ar, or, air, ir, ou, oy</p>	<p>Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high frequency words.</p>	<p>Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). Learn new phonemes: /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl),</p>	<p>Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). Learn new phonemes: /zh/ (treasure), ay (day), ou (out), ie (tie),</p>

				<p>ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul),</p> <p>Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule)</p> <p>Teach alternative pronunciations for graphemes (p136): i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou.</p>	<p>ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul),</p> <p>Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule).</p> <p>Teach alternative pronunciations for graphemes i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou.</p>
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