** Crawley Ridge Infant School – Progression in Phonics**

**(Sequence and Structure)**

**FOR THE PROGRESSION GRID FOR PHONICS, PLEASE SEE PAGE 7 of the ELS Handbook.**

**Implementation**

Children’s knowledge of phonics is a vital part of their development in English. The phonics code forms the building blocks for reading and for spelling.

We follow the “Essential Letters and Sounds” (ELS) Phonics Programme (Introduced September 2021)

*Note (academic year 2021 – 22) - We had previously followed the DfE “Letters and Sounds” Programme, and the ELS Programme fits well with work done previously by children who are now in Year 1 and 2, so that they can continue to build their knowledge in a logical progression.*

Children’s earliest experiences in phonics begins with listening to sounds in the environment (the noise of a tap dripping, the sound of a train, a dog barking as well as voices. Children listen to stories, songs and poems, which may include rhythm, rhymes and alliteration. Children join in with key phrases and actions. These activities form Phase 1 in the ELS Programme.

Early in their Reception Year, children are introduced to Phase 2 sounds. ELS recommends the teaching of 4 new sounds per week.

Children learn to recognise graphemes and blend the sounds they make (phonemes) to read words. At the same time, they learn to write the graphemes which represent the phonemes they hear so that they can spell out words.

At each Phase children also learn “Harder to Read and Spell” (HRS)words. (In Year 1 and 2 these reflect many of the Common Exception Words (CEW) specified in Appendix 2 of the National Curriculum for Key Stage 1.

The “Essential Letters and Sounds” Handbook details how children progress through the scheme from Reception to the end of Year 1.

The aim of the programme is for children to “keep up, not catch up”! However, where a few children may fall behind (eg SEND) intervention sessions are arranged for speedy catch up. By the end of Year 1 children should have covered Phase 5, which includes alternative graphemes to represent known phonemes and alternative pronunciation of known graphemes.

**FOR THE PROGRESSION GRID FOR PHONICS, PLEASE SEE PAGE 7 of the ELS Handbook (Saved on One Drive)**

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|  | **Year R** | **Year 1** | **Year 2** |
|  | **The “Essential Letters and Sounds” Programme forms the basis of the teaching lof reading. Children move through the Phases in their Reception Year and Year 1 so that by the time they are in Year 2 they are able to tackle a range of more complex texts and they focus on developing more complex comprehension skills.** | | |
| Word-reading | Phase 1 – children listen to sounds in the environment and they develop their awareness of sounds all around them. They listen and join in with songs and poems which may include rhyme, rhythm and alliteration and which may be repeated multiple times.  Oral blending and segmenting (where children **hear** the sounds in words and blend them together.  Phase 2 – Early in their Reception Year, children are introduced to phonemes and their corresponding graphemes, following the ELS Programme. They listen to and repeat sounds and learn how these are represented as letters.  Once they know a range of basic graphemes, they learn to blend them together to read CVC words.  Phase 3 - They develop their skills, progressing through the ELS programme, so that by the end of their Reception Year, they know all Phase 2 and 3 graphemes and can blend ccvc and cvcc words.  In addition, they learn to read a range of “Harder to Read & Spell” words (words which are not easily decodable)  Phase 4 - In the summer term children practice blending (& segmenting for spelling) and they begin to learn new Phase 5 graphemes in the second half of summer term. | At the start of Year 1, children should know the Phase 2 and Phase 3 phonemes and one grapheme to represent each and be proficient in blending the phonemes they have been taught (Phase 4).  They will also know some new phonemes from Phase 5.  They continue through Phase 5 in the Autumn and Spring Terms, including alternative graphemes for known phonemes and alternative phonemes for some graphemes.  The continue to learn a range of “tricky” words, according to the ELS scheme, which also reflects the list of Year 1 common exception words in the National Curriculum Appendix 1.  They read de-codable books which are closely matched to their ability in phonics, which they take home and they take part in whole class guided reading lessons with their teacher. | By the time children join Year 2 they are proficient in recognising all graphemes from Phase 2, 3 and 5 and in blending them to read words and sentences.  They develop fluency and pace through regular practice and are encouraged to take note of punctuation to “phrase” their reading, which in turn supports their overall understanding.  They develop their comprehension skills through discussion and questioning, looking at both literal meanings as well as inferred meanings.  They progress through the book bands, tackling more complex texts, ensuing a balance of fiction, non-fiction, poetry and playscripts.  Children learn to recognise on sight an increasing range of common exception words (NC Appendix 2)  They progress through the book bands, tackling more complex texts, ensuing a balance of fiction, non-fiction, poetry and playscripts. |
| Comprehension | Children are surrounded by print in the classroom (captions, labels, books etc).  Books are read to them, both as a stimulus for other learning as well as purely for pleasure. They are encouraged to join in with key phrases and to discuss the books that are read to them. | During whole class guided reading sessions, children will discuss texts with their teacher, who will ensure children’s understanding of what they read.  Children take decodable books home to practice, and again, adults who read with them should take time to discuss the pictures and text to ensure good understanding. | They develop their comprehension skills through discussion and questioning, looking at both literal meanings as well as inferred meanings.  Children in Year 2 will also have regular experience of written comprehension exercises. |
|  | **Children in all year groups are exposed to a huge range of texts throughout their time in school, through daily reading of a “Book of the Day”, reading from class libraries and regular visits to our school library. We have an outdoor library where children can enjoy looking at books outdoors during their playtimes too.** | | |
| Spelling | Writing graphemes and using GPCs (grapheme-phoneme correspondence) forms an integral part of the ELS programme. Children are also introduced to “Harder to Read & Spell” words (also known as Common Exception Words in the National Curriculum for KS1) in each Phase of the ELS programme. | | In Year 2, once children have embedded the ELS programme they begin to explore spelling rues and patterns (eg common word endings to denote present and past tense, common suffixes such as –less, -ment etc) We have adopted Jane Consodine’s Spelling programme, in line with our partner school, Crawley Ridge Junior School and this give pupils opportunities to consolidate further their knowledge of GPCs as well as hypothesising about and investigating spelling rules and patterns. |
| Key vocabulary | *Sound, letter, tricky word, phoneme, grapheme, digraph, pencil, write,* | *Grapheme, phoneme, digraph, trigraph, split digraph, alternative tricky word, common exception word, capital letter, full stop, question mark, noun, verb, adjective, word, sentence* | *Grapheme, phoneme, digraph, trigraph, split-digraph, common exception word, capital letter, full stop, question mark, exclamation mark, noun, verb, adjective, adverb, conjunction, noun phrase, simile, comma, word, sentence, statement, command, question, exclamation, paragraph* |