

## Chiltern Primary School Phonics Progression Map

'Together, over time, we are proud to learn to make a difference, to ourselves and others':

Our Curriculum Vision:

- Our Chiltern community celebrates differences and diversity within a safe and nurturing environment.
- A curriculum, which engages and enriches.
- Has ambition for all moving from novice to Expert.

What does this look like within Phonics?

- *Diversity*. To explore and understand each other's cultures, experiences and points of view
- *Enrichment*. To provide a language rich environment to support learning and a love of reading.
- *Ambitious*. To become enthusiastic and reflective readers through fully decodable texts.

### Phonic Skills for ALL Children at Chiltern.

ALL children will leave Chiltern Primary School with *three main skills*;

**Accuracy** (decoding) *Ambitious*

**Fluency** (speed and confidence) *Enrichment and Ambitious*

EYFS Development Matters	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>orally blend sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?'</li> <li>develop their phoneme-grapheme correspondence. <ul style="list-style-type: none"> <li>hear simple words can be segmented into sounds and blended together to make words.</li> </ul> </li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>use phonic knowledge to decode regular words and read them aloud accurately.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, recognising alternative sounds for graphemes.</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>

## Intent

We offer a structured sequence of quality lessons, helping children to fully cover the skills required to meet the aims of the National Curriculum and to encourage excellence. The content, following the systematic synthetic Letters and Sounds programme, prepares children for learning to read by, developing their phonic knowledge and skills. Through weaving in prior learning, the phonic curriculum at Chiltern will provide lots of opportunities to engage with books that fire their imagination and interest, motivating and exciting them to learn phonics and become competent readers. The phonic curriculum complements and enhances all other subjects, particularly making the development into fluent reading and writing easier. Studying phonics will make a difference to the children's learning across the whole of the Curriculum and will prepare them for life as a reader beyond Chiltern.

## Implementation

Each discrete phonics lesson consists of the revisiting of prior knowledge and vocabulary, direct teaching of a new grapheme/phoneme, practice of new learning and application to help embed what has been taught. Each lesson is followed with a daily read from books that are phonically appropriate to support and develop their reading skills. Through the systematic approach, based on prior learning, new sounds, words and grammar are taught daily. Our multisensory approach to phonics teaching is intended to capture pupils' interests, sustain motivation and reinforce learning. In EYFS/KS1 the focus is on daily phonic lessons, building on prior knowledge, progressing through the different phases and as pupils grow in confidence and experience, introducing alternative ways of representing the same sound. In KS2, the focus is on understanding what they read rather than on decoding individual words. However, for those pupils whose decoding skills are not yet secure, interventions and targeted phonic teaching will take place daily.

Commented [JR1]: Pupils'

## Impact

At Chiltern, we want to ensure that all children have a wide access to a range of fully decodable books. We seek to ensure that reading is seen as part of their lives for work, learning and play and that the skills we have mapped out prepare them for the next stages in their education. As a result, we want all of our children to be confident in their phonic knowledge, to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts.

In short, we want all pupils at Chiltern to develop a love of reading.

Quality first phonic teaching and high expectations enable our children to become confident, fluent readers and increasingly accurate spellers. Children at Chiltern will respond speedily with the correct sound to graphemes for all taught phonemes, and also recognise alternative sounds for graphemes. They will be confident blending sounds in unfamiliar words. Children will read aloud books that are initially consistent with their developing knowledge, progressing to become independent readers. Their secure knowledge of phonics will ensure our children not only hold the keys to the rest of the wider curriculum but also raise self-esteem.

In short, we want all pupils at Chiltern to be able to read fluently, with confidence and comprehension in any subject.

EYFS	KS1	LKS2
<p>Children begin to tune into speech sounds and explore the sounds in words. Children develop the ability to segment and blend words orally, before moving onto blending and segmenting with letters.</p> <p><b>Word Reading Development Matters</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>▪ I know how to read individual letters by saying the sounds for them.</li> <li>▪ I know how to blend sounds into words, so that I can read short words made up of known letter-sound correspondences.</li> <li>▪ I know how to read some letter groups that each represent one sound and say sounds for them.</li> <li>▪ I know how to say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>▪ I know how to read words consistent with my phonic knowledge by sound-blending.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ <b>I know the key vocabulary:</b> Phoneme, grapheme, digraph, tri-graph, blending, segmenting, 'tricky' words, high frequency words.</li> </ul>	<p>Children will consolidate their knowledge and will read and spell words which have adjacent consonants. Children will then broaden their knowledge of graphemes and phonemes for spelling. They will learn new graphemes and alternative pronunciations for graphemes they already know. Children will develop their ability to read words automatically, decoding them silently and quickly, or decoding aloud.</p> <p><b>Reading National Curriculum</b></p> <p>Children can:</p> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>▪ I know how to use letter sounds to work out and read new words.</li> <li>▪ I know how to say a sound for more than 40 letters or groups of letters.</li> <li>▪ I know how to say quickly the sound of all the letters and letter groups.</li> <li>▪ I know how to read new words correctly by blending the letter and letter group sounds I have been taught.</li> <li>▪ I know how to read words of more than one syllable using sounds I have been taught.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>▪ I know how to use sounds I know to decode words</li> </ul>	<p>Children should be confident in phonics by LKS2 however some children may experience difficulty in reading because they have missed or misunderstood a crucial phase of systematic phonics teaching. For some children, there may be specific items of knowledge that require only a few weeks of short, focused sessions. However, other children may not have crucial concepts in place. Some may have a combination of the two and will require a term or more of consolidation.</p>

automatically and my reading is fluent.

- I know how to read and blend all sounds I have been taught.
- I know that there are alternative sounds for letters or groups of letters
- I know how to read words of two or more syllables that contain sounds I have been taught.

**Vocabulary**

- **I know the key vocabulary:** Two-syllables, alternative spelling, alternative pronunciation, vowel, consonant, verb, present tense, past tense, suffix, root,

