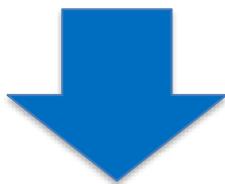


# Phonics progression at High Hazels

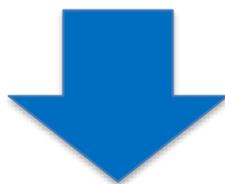
FS1

- Children are given opportunities to develop familiarity with stories, nursery rhymes, poems and songs.
- Children learn and orally rehearse repeated patterns of rhymes and songs.
- Children hear exaggerated patterns in words and phrases – with discrete sounds, rhyme and alliteration.
- Adults immerse children into stories and build their experiences through provision and activities.
- Closed and open questions are used to plan talk opportunities.
- Role play is used when children know their favourite stories well.
- Adults build sentences orally and use 'My Turn, Your Turn' to demonstrate their spoken language.
- Children are exposed to the phonemes in Summer 2. Children rehearse orally and use fine motor skills for making the sound's shape e.g. using their air pencil.
- Children begin to learn the Read, Write, Inc Vocabulary ready for FS2.



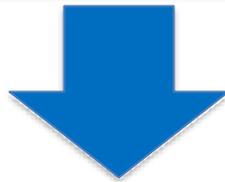
FS2

- In September children begin accessing RWI sessions in line with the 'Making Strong Starts in Reception' RWI Handbook.
- Children have a daily 20 minute Read, Write Inc Phonics lesson which builds over the year.
- Children are taught a new sound daily.
- Children are taught to name, recognise and read the new sound in a pack of pre-taught sounds.
- Children begin to blend and segment words containing their taught sounds.
- Children read 1.1. - 1.7. words to consolidate phonics knowledge.
- Children read RWI texts (sound sheets, Ditty sheets or RWI books) to build reading fluency.
- Daily flashcards are used to build up reading fluency.
- Exposure to common exception words.
- Children have a daily RWI Reading session once assessed and grouped into Phonics groups.
- Children are assessed regularly and grouped based on their phonics knowledge and fluency.
- Daily story time.



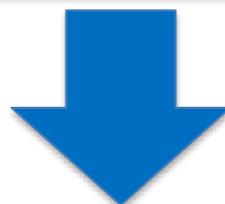
Y1

- 20-minute phonics session following RWI. Children are introduced to a new sound, review previously taught sounds and apply their new phonics knowledge into green words and alien words. They learn to spell these words using Fred Fingers.
- 20-minutes daily Read, Write, Inc Reading session with an appropriate phonics book which has been assessed at their early reading level.
- Children recognise RWI terminology such as 'diagraph', 'trigraph', 'special friends'...
- Apply phonics knowledge into high quality texts in English lessons.
- Daily flash cards are used to review sounds and words.
- Exposure to common exception words (red words)
- 20 minute speed sound lessons in an afternoon.
- Phonics and Early Reading interventions.
- Daily story time.
- Children complete a statutory Phonics Screening check.



Y2

- Children are assessed and baselined entering Y2.
- Children have a 20-minute Read, Write, Inc Phonics session every morning delivered at their phonetical level.
- Most children enter whole class reading by the end of the Autumn term with texts catered to their age-appropriate level.
- Some children continue with their Read, Write, Inc Reading lesson to consolidate their Phonics knowledge.
- Children RWI terminology such as 'diagraph', 'trigraph', 'special friends'...
- Daily flash cards are used to review sounds and words.
- Exposure to common exception words (red words)
- 20-minute age related (Set 3) whole class phonics in an afternoon. Children that are working at a lower level join Y1 speed sound groups.
- Phonics and Early Reading interventions where needed.
- Daily story time.
- Children who did not pass the statutory screening check and reassessed in Y2.



KS2

- Children who join our school in KS2 are assessed on their arrival. Children who require phonics are provided with daily phonics lessons.
- Children who are still on the phonics scheme leaving Y2 will continue with phonics with regular assessment to inform the best way to support each child.
- Children are taught Read, Write, In Phonics in small, focused groups which focus on learning pure sounds, recognising the written phonemes and blending and segmenting with these sounds.
- Children are always immersed into a rich language environment with pure sounds, highquality language and high-quality texts.
- Speech and language interventions are delivered to support children's oracy and development of language.