



# St Clement's and St. John's CE Infant School

## Phonics Progression Map

### Rationale:

- The school uses Read Write Inc (RWI) as its phonics programme, as this programme was developed predominantly in schools with high EAL numbers.
- RWI was selected as our synthetic phonics programme due to its focus on repetition, fluency and consolidation which benefits all learners and is particularly supportive of EAL children learning English.
- Books selected to take home for children to read correspond to the RWI programme. RWI home reading books are used when children are independently blending to read. Until this stage, children are given Lilac Book Band Books to encourage positive book behaviours and development of oracy skills through discussion of picture books.
- This phonics progression map has been informed by prior Early Excellence generated EYFS baselines. Previous baselines have indicated that a significant proportion of pupils beginning FS2 (Reception) are below typical age-related attainment in skills such as: recognition and generation of alliterative sounds, correct articulation of voice sounds and accurate oral blending and oral segmentation.
- The Letters and Sounds Phase 1 Teaching Document has informed our view of Steps A-D in this progression map, as the RWI process begins with recognition of Grapheme Phoneme Correspondence (GPC).
- In addition to this document there is a spelling progression document, where children will learn and fully consolidate their phonics skills for the purpose of spelling and the learning of the spelling content as listed in the English National Curriculum 2014.
- Home reading books (RWI Book Bag Books) are sent home once the sound set is secure. Therefore, home reading books are consolidatory and aim to improve children's confidence and fluency.

Step	Year Group	Anticipated Timescale	RWI Stage	Reading		Teaching Content/Skills	Home Reading Books	Assessment Expectation	Nonsense words	Terminology
				Sounds and handwriting	Words for reading and spelling					
<b>A</b>	Expected coverage pre Reception (FS2) entry to St Clement's school.					Ongoing focus on ALL aspects within taught phonics sessions and as part of daily provision. <ol style="list-style-type: none"> <li>1. Identify and describe different sounds and noises in the environment, e.g. long, short, high, low, loud, quiet.</li> <li>2. Experience and develop awareness of sounds with instruments and noise makers.</li> <li>3. Develop awareness of sounds and rhythms using body percussion.</li> <li>4. Articulate words correctly in rhythm.</li> <li>5. Listen to sounds and know which are the same and different (beginning or end).</li> <li>6. Articulate sounds using correct mouth movement.</li> <li>7. Oral blending (of 3 sound words) and segmenting.</li> </ol>	<b>Whilst St. Clement's does not have a pre-school with a FS1 (Nursery) curriculum, baseline assessments of children on entry, demonstrate that there are often gaps in Phase 1 Letters and Sounds equivalent learning.</b>  <b>Therefore these areas have been added to the progression map to ensure that children are correctly assessed and gaps in phonemic awareness are closed swiftly on arrival to school.</b>  <b>The RWI Handbook specifies that all 4 skills (oral blending, oral segmenting, blending and segmenting to read) are reinforced through the given lesson format. Therefore once RWI has begun, Letters and Sounds is no longer required.</b>			
<b>B</b>										
<b>C</b>										
<b>D</b>	FS2	Autumn 3 weeks				<ol style="list-style-type: none"> <li>5. Listen to sounds and knowing which are the same and different (beginning or end).</li> <li>6. Articulate sounds using correct mouth movement.</li> <li>7. Oral blending (of 3 sound words) and segmenting.</li> </ol>	<u>Book band</u> <u>Colour set</u> Lilac	Chn able to talk about sounds they can hear and make.  Blend orally when given phonemes.  Orally segment words into phonemes.		Adjectives to describe sounds e.g. hard, soft, loud, long, short, quiet, far-away, close.

Step	Year Group	Anticipated Timescale	RWI Stage	Reading		Teaching Content/Skills	Home Reading Books	Assessment Expectation	Nonsense words	Terminology
				Sounds and handwriting	Words for reading and spelling					
E	FS2	Autumn 3 Weeks  (2 weeks new sound teaching 1 week consolidation)	Set 1 Sounds	<u>Teach New:</u> m,a,s,d,t		<u>Oral Blending</u> Mad, mum, mad, sad, jam	<u>RWI Book Bag Books</u> Sound Blending Books	Blend orally when given phonemes: m,a,s,d,t i,n,p,g,o		Sound buttons  Fred Fingers for spelling.  Sound Wall Frieze
			Word time 1.1	<u>Teach New:</u> i,n,p,g,o  <u>Review:</u> m,a,s,d,t	mat, at, mad, sad, dad, sat  <i>Blending with magnetic letters only</i>	<u>Oral Blending</u> sad, sat, dad, doll, cot, got, in, sit, on, and, pin, pop  <u>Supported Blending</u> mat, at, mad, sad, dad, sat				
F	FS2	Autumn 3 Weeks  (2 weeks new sound teaching 1 week consolidation)	Set 1 Sounds Word time 1.2	<u>Teach New:</u> c,k,u,b  <u>Review:</u> m,a,s,d,t i,n,p,g,o	in, on, it, an, and, pin, pat, got, dog, sit tip, pan, gap dig, top  <i>Spelling with magnetic letters only</i>	<u>Oral Blending</u> on, not, cat, cot, kit, back, mud, cup, bin, bad  <u>Supported Blending</u> in, on, it, an, and, pin, pat, got, dog, sit tip, pan, gap dig, top	<u>RWI Book Bag Books</u> Sound Blending Books	Repeating back phonemes and blending together for reading.  Children join in with saying all sounds and blending together to make word.		Special friends    Simple Speed Sounds Chart
			Set 1 Sounds Word time 1.3	<u>Teach New:</u> f,e,l,h  <u>Review:</u> m,a,s,d,t i,n,p,g,o c,k,u,b	bed, met, get, bin, cat, cot, can, kit, mud, up, cup, bad  <i>Spelling with magnetic letters only</i>	<u>Oral Blending</u> fun, fat, met, get, lip, let, hen, hit  <u>Supported Blending</u> bed, met, get, bin, cat, cot, can, kit, mud, up, cup, bad				
G	FS2	Autumn 4 Weeks (2 weeks new sound teaching 2 weeks consolidation)  Spring 2 Weeks (2 weeks consolidation)	Set 1 Sounds Word Time 1.4	<u>Teach New:</u> sh, r, j, v, y  <u>Review:</u> m,a,s,d,t i,n,p,g,o c,k,u,b f,e,l,h	fan, fun, fat, lip, log, let, had, hit, hen, ship, shop, fish  <i>Spelling with magnetic letters then writing</i>	<u>Oral Blending</u> ship, shop, fish, red, run, jet, job, vet, van, yak, yes  <u>Supported Blending</u> fan, fun, fat, lip, log, let, had, hit, hen, ship, shop, fish	<u>RWI Book Bag Books</u> Red Ditty Book Bag Books  <u>RWI Books</u> Ditties PCM 1-10	Independently blending sounds taught in reading and green words.		Green words in ditties

Step	Year Group	Anticipated Timescale	RWI Stage	Reading		Teaching Content/Skills	Home Reading Books	Assessment Expectation	Nonsense words	Terminology
				Sounds and handwriting	Words for reading and spelling					
H	FS2	Spring 3 Weeks  (3 weeks new sound teaching)	Set 1 Sounds Word Time 1.5	<u>Teach New:</u> w, th, z, ch, qu, x, ng, nk, ck, <u>ss</u> , <u>ll</u> , <u>ff</u>  <u>Review:</u> m,a,s,d,t i,n,p,g,o c,k,u,b f,e,l,h sh. r, j, v, y	red, run, rat, job, jet, jam, vet, yap, yes, yet, yum, web, win, wish, wet, <u>sock</u> , <u>boss</u> , <u>toss</u> , <u>will</u> , <u>fill</u> , <u>riff</u> , <u>puff</u>  <i>Spellings all written</i>	<u>Oral Blending</u> win, wish, thin, thick, zip, zig, chop, choc, queen, quit, fox, box, thing, sing, think, sink, wink, stink  <u>Independent Blending</u> red, run, rat, job, jet, jam, vet, yap, yes, yet, yum, web, win, wish, wet, sock	<u>RWI Books</u> Ditties PCM 11-20  <u>RWI Book Bag Books</u> Red Ditty Book Bag Books	23+ Set 1 Single-letter sounds are read, but cannot blend orally with fluency.		Red words in ditties (“it’s hard to Fred a red.”).  Underline special friends in spelling when writing.
I	FS2	Spring 3 Weeks  (3 weeks consolidation)	Set 1 Sounds Word Time 1.6	<u>Review:</u> m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh. r, j, v, y, w, th, z, ch, qu, x, ng, nk, <u>ck</u>	thin, thick, this, zag, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, thing, wing  <i>Spellings all written.</i>	<u>Oral Blending:</u> think, sink, wink, stink  <u>Independent Blending:</u> Nonsense words 1.6	<u>RWI Books</u> Ditties PCM 21-49  <u>RWI Book Bag Books</u> Red Ditty Book Bag Books	To read all Set 1 sounds (including digraphs) speedily with little hesitation.  Can ‘Fred in head’ all of: fas, gip, guk, rab	Teach/ Assess WT1.6 ib, ip, sem, lan, jep, sheb, vack, res, zep, ched, zox, quob	‘Fred in your head’ (Look at the sounds, blend internally, say the word).
J	FS2	Spring 6 Weeks  (3 weeks new multi-syllabic teaching; 3 weeks consolidation)	Set 1 Sounds Word Time 1.7	<u>Teach New:</u> Multi-syllabic words  <u>Review</u> ‘Set 1’ sounds. m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh. r, j, v, y, w, th, z, ch, qu, x, ng, nk, ck	Reading words with 3 sounds, 4 sounds and 5 sounds.  <i>Spellings all written, range of 3, 4 and 5 sounds.</i>	<u>Independent Blending</u>  <u>3 sounds:</u> bell, well, fell, huff, mess, back, thing, think, wink  <u>4 sounds:</u> blob, blip, brat, drop, drip, clip, from, frog, flag, flop, grin, gran, pram, prop, slip, slid, skip, skin, spit, spot, stop, trap, trip, best, test, bend, jump, hand, send, dress, fluff, black, stink  <u>5 sounds:</u> strop, stamp, stand, pocket, packet, ticket, rocket, puppet, bucket, carrot, rabbit, cannot, kitten, kitchen, comic, seven, given, robin, lemon, ribbon, button, jacket	<u>RWI Green</u>  <u>RWI Book Bag Books</u> Set 1 Green	‘Fred in head’ 6/7 of: up, can, got, sit, man get not.  To use known sounds to blend together in nonsense words	WT 1.6 and WT 1.7  thim, lazz, jalp. polig, spust, scrock, smath, blish	

Step	Year Group	Anticipated Timescale	RWI Stage	Reading		Teaching Content/Skills	Home Reading Books	Assessment Expectation	Nonsense words	Terminology
				Sounds and handwriting	Words for reading and spelling					
K	FS2	Summer 10 weeks  (5 weeks new sound teaching 5 weeks consolidation)	Set 2 Sounds	<u>Week 1</u> <u>Teach New:</u> ay, ee, igh, ow,  <u>Review:</u> sh, ch, ss, th, qu, ng, nk	spray, play day, see, three, been, high, night, light, blow, snow, low  <i>Spellings all written.</i>		<u>RWI</u> Green Books/ Purple Books  <u>RWI Book Bag Books</u> Set 1 Green or Set 2 Purple	Can ' <u>Fred in head</u> ' 6/7 of: with, off, thin, will, his, them, that  To read known 'special friends' in words independently.  To decode and blend new/unknown words with special friends	tay shay, steen, sclee, quigh, glight, pright, sprow, throw, nellow, drood, sploot, choove, nipsthood, swook, jaygood, chart, stard, plart, sorm, thorch, forg, sair, zair, plair, wirp, fir, yirp, doud, frou, t, yound, foy, stoy, toyal	
				<u>Week 2,3</u> <u>Teach New:</u> oo, oo, ar, or, ph  <u>Review:</u> ay, ee, igh, ow, sh, ch, ss, th, qu, ng, nk	too, zoo, moon, took, look, cook, car, hard, sharp, sort, fork, snort  <i>Spellings all written.</i>					
				<u>Week 4-5</u> <u>Teach New:</u> air, ir, ou, oy  <u>Review:</u> ph, oo, oo, ar, or, ay, ee, igh, ow, sh, ch, ss, th, qu, ng, nk	fair, stair, chair, girl, twirl, dirt, out, found, round, toy, enjoy, boy  <i>Spellings all written.</i>					

**EYFS phonics teaching programme expected timescale of 35 weeks**

L	Year 1	Autumn 6 Weeks  (6 weeks consolidation)	Review Set 2 Sounds	<u>Teach:</u> <u>kn, wh, ph</u>  <u>Review:</u> air, ir, ou, oy ph, oo, oo, ar, or, ay, ee, igh, ow, sh, ch, ss, th, qu, ng, nk	knock, know, knight, wheel, whirl, when, alphabet, elephant  Review words and sounds taught so far in mixed sets.  <i>Spellings all written,            mixture of Set 1 and            Set 2 Sounds in            words.</i>	To independently decode and blend words to enable reading.  To independently recognise sounds in words to enable spelling using known phoneme/grapheme correspondence.	<u>RWI</u> Pink Books  <u>RWI Book Bag Books</u> Set 3 Pink	Can ' <u>Fred in head</u> ' 7/8 of: lots, black, long, this, them, went, that, stop  To speedily know and use all taught set 2 sounds in reading.	tay shay, steen, sclee, quigh, glight, pright, sprow, throw, nellow, drood, sploot, choove, nipsthood, swook, jaygood, chart, stard, plart, sorm, thorch, forg, sair, zair, plair, wirp, fir, yirp, doud, frou, t, yound, foy, stoy, toyal	Complex Speed Sound Chart
---	--------	--	---------------------	---	---	---	---	--	--	---------------------------

Step	Year Group	Anticipated Timescale	RWI Stage	Reading		Teaching Content/Skills	Home Reading Books	Assessment Expectation	Nonsense words	Terminology
				Sounds and handwriting	Words for reading and spelling					
M1	Year 1	Autumn 6 Weeks  (3 weeks new sound teaching 3 weeks consolidation)	Teach Set 3 Sounds	<u>Teach New:</u> ea, oi, a-e, i-e, o-e, u-e, e-e, aw  <u>Review:</u> air, ir, ou, oy ar, or, ph	clean, dream seat, join, voice, make cake date, smile, white, hide, home, hope, phone, tune, rude, saw, dawn, yawn, these, Pete, Steve  <i>Spellings and reading concentrating on split digraphs.</i>	To identify split digraph sounds within words.  To write words with split digraphs with support.	<u>RWI Orange Books</u>  <u>RWI Book Bag Books Set 4 Orange</u>	Can 'Fred in head' 7/8 of: rest, smell, soft, play, feel, stay, which, about  To read digraphs (special friends) and split digraphs. To read words using taught (known) sounds.	vean, theat, oin, poist, dake, quade, chipe, flide, voke, blone, pute, wule, zaw, fawnt	Special Friends who have been split up. Special Friends who are still holding hands. Split Digraph.
		Spring 6 Weeks  (3 weeks new sound teaching 3 weeks consolidation)		<u>Teach New:</u> are, ur, er, ow, ai, oa, ew, ue, ie, <u>Review:</u> ea, oi, a-e, i-e, o-e, u-e, aw air, ir, ou, oy ar, or, ph	share, care, dare, burn, turn, purse, never, better, after, how, cow, town, snail, tail, train, goat, chew, flew, grew. blue, glue, tie, pie,  <i>Spellings and reading concentrating on split digraphs.</i>	To write words with split digraphs independently, notating the split-digraph using sound buttons.		To be able to state the 'special friend' and then blend the word independently.	sare, brare, churse, purf, therve, flern, zown, gownt, chaid, naith, foat, pload, spewt, snew	
N	Year 1	12 weeks  (3 weeks new sound teaching 9 weeks consolidation)	Teach multi-syllabic Set 3 Sounds	<u>New Sounds:</u> ire, ear, ure, tion, tious/cious, au,  <u>Review:</u> ea, oi, a-e, i-e, o-e, u-e, aw air, ir, ou, oy ar, or, ph are, ur, er, ow, ai, oa, ew	fire, hire, bon fire, in spire, hear, near, ear, con vers a tion cel e bra tion a tt en tion del i cious pre cious  <i>Review spellings from Set 3 including split digraphs and poly syllabic words</i>	To see and hear sounds in multi-syllabic words with teacher support.  With support separate words into syllables and blend together.	<u>RWI Yellow Books</u>  <u>RWI Book Bag Books Set 5 Yellow</u>	Can 'Fred in head' 9/10 of: thing, right, night, sleep, boy, quick, little, think, know, smart.  To segment and blend longer words into individual sounds, then re-combine.	jire, clire, zear, spearst,	Syllables
		6 Weeks	Review Set 3 Sounds	Review all Set 3 Sounds		Review in preparation for Phonics Screening Check.  Children are able to read books for meaning without being heavily reliant on decoding text. Children can demonstrate this through answering 'Questions to talk about' and 'Questions to read and answer' from Blue RWI Books.	<u>RWI Blue Books</u>  <u>RWI Book Bag Books Set 6 Blue Fiction and Non-Fiction</u>	To read at approximately 60+ words per minute using the RWI assessment tool		

Year 1 phonics teaching programme expected timescale of 36 weeks

Step	Year Group	Anticipated Timescale	RWI Stage	Reading		Teaching Content/Skills	Home Reading Books	Assessment Expectation	Nonsense words	Terminology
				Sounds and handwriting	Words for reading and spelling					
<b>P</b>	Year 2	10 Weeks	Review Set 3	Review sounds from Set 3 for Spelling esp.  a-e, i-e, o-e, u-e, ire, ear, ure, tion, tious/cious	Spelling of multi-syllabic words.  Focus on Spelling from RWI Spelling programme.	To review sounds within words and reading for meaning.  Children are able to read books for meaning without being heavily reliant on decoding text, demonstrating reading of text at speed of approx. 80+ words p/m.  Children can demonstrate this through answering 'Questions to talk about' and 'Questions to read and answer' from Grey RWI Books.	<u>RWI</u> Grey Books  <u>RWI Book Bag Books</u> Set 7 Grey Fiction and Non-Fiction	To read at approximately 80+ words per minute using the RWI assessment tool.		
<b>Completion of RWI phonics programme</b>										

Updated 27.01.20

## Terminology

<b>Green Words</b>	Across the programme these words are transient. They are green at the level of which the child can decode. For example 'mat' would be an early green word as all the sounds m/a/t have been taught and therefore presents as a word the children could decode and blend.
<b>Red Words</b>	Across the programme these words are transient. For example, 'chick' could be taught as a 'red word' in an early stage of the programme, as the child would not know 'ch' or 'ck' as digraphs, just as initial sounds. However once taught 'ch' and 'ck' children are then able to use their sounds to read 'chick' and so this is no longer a 'red word' but becomes a 'green word'.
<b>Challenge Words</b>	These words appear in the RWI books (initially in a grey coloured font). They are thematic words related to the story or text. Therefore to understand the text fully, the children would need to know the meaning of these words
<b>Phoneme</b>	A phoneme is the smallest unit of sound
<b>Decode</b>	To read the graphemes which make a word
<b>Blend</b>	To put the phonemes in a word together and read orally
<b>Segment</b>	To break a word into its separate sounds – looking for digraphs etc.
<b>Encode</b>	To write all of the graphemes or write graphemes to make a word
<b>Grapheme</b>	A written symbol that represents a sound
<b>Special Friend</b>	The RWI child friendly name for a digraph or a split digraph; a trigraph or a polygraph.
<b>Digraph</b>	Two letters which make one sound eg - sh
<b>Split Digraph</b>	Two letters which make one sound, usually bridging a consonant – making the vowel say its name rather than its sound.
<b>Ditty</b>	Usually 4 or 5 sentences using fully decodable words. Most often without punctuation.
<b>Fred</b>	Fred is the frog who only talks in pure sounds in the RWI programme.
<b>Fred Fingers</b>	A child friendly manner of spelling a word by segmenting the word into its sounds and placing each sound onto a finger before writing.

### Sources for this document:

Reading Write Inc Reading Leaders' Handbook  
Reading Write Inc Teaching Handbook  
Reading Write Inc Ditties Photocopiable Masters  
Read Write Inc Book Sets 1-7  
Reading Write Inc Boog Bag Books  
Letters and Sounds Document Phase 1  
English National Curriculum 2014