



A.R.H. Curriculum Progression Document – Phonics (Reading)

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

| National Curriculum Aims – Phonics | | | | |
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| Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. | Pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. | Pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. | Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. | Pupils should be helped to read words without overt sounding and blending after a few encounters. |

| Nursery | | | | Vocabulary |
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| Objective | Phonics Phase | Activities | Date Covered | Listen Sound Rhyme Rhythm Phase 2 sounds Detect Segment Blend I say ... you robot I robot ...you say |
| Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. | Phase 1 | Singing familiar songs and rhymes Nursery rhyme bag Beat baby songs Clapping or using instruments to copy the beat | Autumn | |
| Say some of the words in songs and rhymes. | Phase 1 | Singing songs together Nursery rhyme bag Beat baby songs Fill the gap with missing words Ch to sing songs they know in front of others Instruments and song prompts out for ch to investigate | Autumn | |
| Copy finger movements and other gestures or actions. | Phase 1 | Singing action songs Weather action song Number songs with finger puppets Beat baby songs and actions | Autumn | |
| Sing songs and say rhymes independently, for example, singing whilst playing. | Phase 1 | Show and tell singing favourite songs Using instruments and song prompts/puppets Music areas indoor and outdoor Learning about instruments and the noises they make, how to play | Autumn | |
| Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. | Phase 1 | Familiar logos around the environment Logo bingo Self-registration Labels, print around the environment Real photos in maths/lit areas | Spring | |
| Understand the five key concepts about print: <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text | Phase 1 | Shared reading Sharing stories, talking about author, front cover etc Making our own class book and picture books about things ch are interested in Reading letters to the children, explaining features | Spring | |

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| <p>from left to right and from top to bottom</p> <ul style="list-style-type: none"> • The names of the different parts of a book • Page sequencing | | of different texts you might share or come across | | |
| <p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. | Phase 1 | <p>Claves syllable tapping to words Clapping sounds in names Reading rhyming stories Playing rhyming games, sorting rhyming objects Initial sound games-silly soup, bingo</p> | Summer | |
| <p>Begin to read individual letters by saying the sounds for them.</p> | Phase 1 and 2 | <p>CVC actions (chopping out the sounds) Robot talking different cvc words CVC silly soup CVC bingo Learning phase 2 sounds satpin CVC pictures matching to the word Magnetic letters for cvc pictures</p> | Summer | |

| Reception | | | | Vocabulary |
|---|---------------|--|--------------|--|
| Objective | Phonics Phase | Activities | Date Covered | |
| Develop their phonological awareness to: -Spot rhymes in familiar stories and poems. -Count or clap syllables in a word. -Recognise words with the same initial sound. | Phase 1 | Claves syllable tapping to words Clapping sounds in names Reading rhyming stories Playing rhyming games, sorting rhyming objects Initial sound games-silly soup, bingo | Autumn | Sound Button Detect Segment Blend I say ... you robot I robot ...you say Phoneme Phase 2 sounds Phase 2 Tricky words Phase 3 sounds Phase 3 Tricky words |
| Begin to read individual letters by saying the sounds for them. | Phase 2 | Geraldine the Giraffe Songs for sounds Sing the alphabet knowing the letter names and sounds Follow sound mat starting with satpin Flashcards Sound bingo | Autumn | Digraph Trigraph CVC CVCC |
| Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | Phase 2 | cvc games such as bingo, silly soup, word hunts Oral segmenting and blending daily (I say...you robot. I robot ...you say) Actions and robot arms Read and write words with the sounds learnt so far Daily phonics lesson to understand and hear the concept of blending Blending hoops outside Sound buttons Detect, segment. Blend. | Autumn | |
| Begin to read CVC words containing known letter-sound correspondences. | Phase 2 | Sound buttons Detect, segment. Blend. Sound mats cvc word hunts with sounds known cvc games Robot arms and other actions to help read words | Autumn | |

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| | | Reading and writing sessions during phonics | | |
| <p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> -Able to complete a rhyming string. -Begin to sound buttons to identify how many sounds are in a word. -Can supply words with the same initial sound for phase 2 single sounds. | Phase 1 and 2 | <p>Rhyming games and stories</p> <p>Nursery rhymes</p> <p>DETECT sounds in words and add sound buttons to a cvc word</p> <p>Clap/jump/jazz hand/robot etc. out sounds.</p> <p>Explore, recognise and remember words with the same initial sound</p> <p>Play I spy</p> <p>Play sorting/matching games to match initial sounds.</p> | Spring | |
| <p>Recognise all taught Set 1 – Set 5 sounds, including some digraphs.</p> | Phase 2 | <p>Follow phase 2 sound mats to complete set 1-set 5</p> <p>teach Digraphs ck,ss,ff,ll - 2 letters one sound</p> <p>CVC games</p> <p>Flash cards with pictures/actions</p> <p>Flash cards without pictures/actions</p> <p>Reading and matching words to pictures</p> <p>Phase 2 sounds in areas of the classroom</p> <p>Sound hunts</p> <p>Sounds used in the water and sand area</p> | Spring | |
| <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> | Phase 2 and 3 | <p>Decodable books in the reading area and other areas of the classroom</p> <p>Decodable reading books to take home each week</p> <p>One to one reading with an adult weekly</p> <p>Children to read, remember and re-read small captions/sentences in their books or phonics lessons.</p> <p>Shared reading</p> <p>Story times</p> <p>Phonics play</p> | Spring | |

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| <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> | <p>Phase 2 and 3</p> | <p>CVC games such as bingo, silly soup, word hunts Using sound button to help segment and blend a word together Oral segmenting and blending daily (I say...you robot. I robot ...you say) Use of actions and robot arms Read and write words with the sounds learnt so far Daily phonics lesson to understand and hear the concept of blending Detect, segment, blend Sound buttons</p> | <p>Spring</p> | |
| <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p> | <p>Phase 2 and 3</p> | <p>Tricky word Fridays Decodable reading books for the children to take home Model sentence reading (re reading what they have read and not sounding like a robot) Matching the correct caption to picture Secret tricky word messages Sending tricky words home to practise and receive a certificate</p> | <p>Spring</p> | |
| <p>Develop their phonological awareness to: -Recognise and use rhyme in daily conversation. -Use sound buttons to segment and read words. -Can identify words containing the same digraph or trigraph e.g. oa- goat, boat, float.</p> | <p>Phase 2 and 3</p> | <p>Sound of the day Rhyming Stories Sound Buttons Sound Bags Phoneme Frames Detect, segment, blend. Pass the bag Word hunts Nursery rhymes/weather song</p> | <p>Summer</p> | |

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| <p>ELG Reading Read words consistent with their phonic knowledge by sound-blending.</p> | <p>Phase 2 and 3</p> | <p>Sounds buttons Detect, segment, blend. Oral segmenting and blending daily (I say...you robot. I robot ...you say) Sounding out gym game Decodable phonics books</p> | <p>Summer</p> | |
| <p>ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>Phase 2 and 3</p> | <p>Tricky word Fridays Tricky word bingo Tricky word home learning with certificate Decodable reading books Oral segmenting and blending daily (I say...you robot. I robot ...you say) Detect, segment, blend. Caption and sentence reading and matching to picture stimuli Reading captions and drawing the pictures</p> | <p>Summer</p> | |
| <p>ELG Reading Say a sound for each letter in the alphabet and at least 10 diagraphs</p> | <p>Phase 3</p> | <p>Alphabet song and games/puzzles Matching letter names and sound games children to read tricky words by using names not sounds Spotting diagraphs in words Flashcards Sound Bingo Actions, rhymes and songs for sounds. Speed sounds Phonics Play games.</p> | <p>Summer</p> | |

| Year 1 | | | | Vocabulary |
|--|-------------------------|---|--------------|---|
| Objective | Phonics Phase | Activities | Date Covered | |
| To apply phonic knowledge and skills as the route to decode words. | Phase 3/Phase 4 | Segmenting and blending with actions. 3 steps to reading a word. Sound Buttons | | Sound Button Detect Sound it out Segment Squeeze it together. |
| To blend sounds in unfamiliar words using the GPCs that they have been taught. | Phase 3/Phase 4 | Blending games – obb and bob, buried treasure. 3 steps to reading a word. | | Blend Phoneme Grapheme |
| To respond speedily, given the correct sound to graphemes for all of the 40+ phonemes. | Phase 3/Phase 4/Phase 5 | Flashcards with timers. Flashcard competitions. | | Phase 3 sounds Phase 3 Tricky words Digraph |
| To read words containing taught GPCs. | Phase 3/Phase 4/Phase 5 | 3 steps to reading a word. | | Trigraph Phase 4 Tricky words |
| To read words containing –s, -es, -ing, -ed and –est endings. | Phase 6 | Sorting activities. Matching games. | | Adjacent consonants Phase 5 Sounds Phase 5 Tricky words |
| To read words with contractions, e.g. I'm, I'll, and we'll. | Phase 6 | Learning the extended form. | | Split digraph Suffix Contractions |
| To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | Phase 3/Phase 4/Phase 5 | Tricky word song – put orally into a sentence, tell a friend the spelling using letter names. Finding tricky words in sentences and circling them. | | Apostrophe |
| To accurately read texts that are consistent with their developing phonics knowledge that does not require them to use other strategies to work out words. | Phase 3/Phase 4/Phase 5 | Segmenting and blending with actions. 3 steps to reading a word. Decodable books. Sound Buttons. | | |
| To reread texts to build up fluency and confidence in word reading. | Phase 3/Phase 4/Phase 5 | Phonics decodable books. Book area in classroom. | | |

| Year 2 | | | | Vocabulary |
|--|-----------------|--|--------------|---|
| Objective | Phonics Phase | Activities | Date Covered | |
| To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. | Phase 5 | 3 steps to reading a word. Segmenting and blending with little prompting. | | Sound Button Decode Segment Blend Phoneme Grapheme Phase 5 sounds Phase 5 Tricky words |
| To read accurately by blending the sounds in words that contain the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. | Phase 5 | Sound families. Spotting the phonemes with alternative spellings in texts. Sorting words with alternative spellings. | | Digraph Trigraph Adjacent consonants Split digraph Suffix Prefix Contractions |
| To accurately read most words of two or more syllables. | Phase 5 | Chopping up words. | | Apostrophe Alternative spelling |
| To read most words containing common suffixes. | Phase 6 | Chopping up words Sorting activities. Looking at what makes sense or not. Seeing if words make sense within a sentence. | | Syllable Fluency |
| To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | Phase 5 | Tricky word songs. Acronyms for tricky words On display Circling tricky words within sentences and then longer texts. | | |
| To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without due hesitation. | Phase 5/Phase 6 | 3 steps to reading a word Sounding out and blending in head. Reading with reading buddies Access to a variety of books in Reading Area Outdoor reading Guided reading | | |

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| To reread these books to build up fluency and confidence in word reading, | Phase 5/Phase 6 | 3 steps to reading a word Sounding out and blending in head. Reading with reading buddies Access to a variety of books in Reading Area Outdoor reading | | |
| To read words accurately and fluently without overt sounding and blending. | Phase 6 | 3 steps to reading a word Sounding out and blending in head. Reading with reading buddies | | |