



## Phonics/Reading Progression in KS1

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| <b>Reception</b> | <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Children encounter shared books in classrooms. Teacher leads reading activities.</li> <li>• Children share books with older children.</li> <li>• Constant availability of a range of texts.</li> <li>• Children are taught phonics.</li> <li>• Reading books are provided and sent home with children.</li> <li>• Children who require additional support are identified and receive appropriate interventions.</li> </ul> <p><b><u>Phonics Progression</u></b></p> <p>By the end of Reception it is the expectation that all children will have completed Phase 3, Level 2 of Floppy’s Phonics.</p> <p>Floppy’s Phonics– Phase 1</p> <p>Books to cover:</p> <ul style="list-style-type: none"> <li>• At the Farm</li> <li>• Out in Town</li> <li>• Fun at School</li> <li>• At Home</li> <li>• At the Park</li> <li>• At the Match</li> </ul> <p>Sounds graphemes – environmental sounds.</p> <p>Floppy’s Phonics - Phase 2</p> <p>S a t p<br/> I n m d<br/> G o c k<br/> C k e u r<br/> H b f ff<br/> L l l e s s</p> <p>Floppy’s Phonics - Phase 3 – Level 2</p> <p>J v w<br/> X y z<br/> Z z q u c h<br/> S h t h n g<br/> D g e v e w h<br/> C k s t c h n k</p> |
| <b>Year 1</b>    | <p><b><u>Provision</u></b></p> <ul style="list-style-type: none"> <li>• Children share books with teachers. Class reading books.</li> </ul>   |

- Children have access to reading corner and allocated time in the school library.
- Older children (librarians) available to read with the children.
- Children have reading books from the reading scheme. Changed by teachers.
- Children taught phonics daily. Preparation for Phonics Check.
- Children who require additional support are identified and receive appropriate interventions.

### **Phonics Progression**

By the end of Year 1 it is the expectation that all children will have completed Phase 4 of Floppy's Phonics.

### **Autumn Term**

Floppy's Phonics - Phase 3 - Level 3

Ai ee igh

Oa oo oo

Ar or ur

Ow oi ear

Air er

Ue ue ure ture

Phase 4

A e l o u s t p n m d g c k c k r h b f ff l ll le ss j v w x y z zz qu

### **Spring Term**

Ch sh th ng n k/ai/ ee igh oa oo o oar or us ere r ow oi ear air

/ai/ ai ay

/oi/ oi oy

/ee/ ee ea

/igh/ igh ie

/oa/ oa ow

/yoo/ ue ew

/oo/ oo ew

/ou/ ow ou

### **Summer term**

/ur/ ur ir

/or/ or aw

/eer/ ear eer

/air/ air are

|               |   |
|---------------|---|
|               | /s/ s ce<br>/e/ e ea<br>/u/ u o<br>-ed /d/ /t/  |
| <b>Year 2</b> | <p><b><u>Provision</u></b></p> <ul style="list-style-type: none"> <li>• Children have shared class reading book.</li> <li>• Children read books from the reading scheme. Books are chosen by children within a 'band'.</li> <li>• Children are taught phonics daily.</li> <li>• Children who did not achieve the Phonics Check in Year 1 are identified and receive targeted support.</li> <li>• Children receive experience of KS1 SATs based questions.</li> <li>• Children who require additional support are identified and receive appropriate interventions.</li> </ul> <p><b><u>Phonics Progression</u></b><br/> By the end of Year 2 it is the expectation that all children will have completed Phase 5 of Floppy's Phonics.</p> <p>Floppy's Phonics - Phase 5</p> <p><b>Autumn Term</b></p> <p>/ai/ ai ay eigh ey<br/> /aɪ/ a a-e ae ea<br/> /ee/ ee e y ey<br/> /ee/ ea e-e ie</p> <p>/igh/ igh l y<br/> /ɪg/ ie i-e<br/> /oa/ oa ow o<br/> /oa/ oe o-e ough eau</p> <p><b>Spring Term</b></p> <p>/s/ s ss se ce<br/> /s/ ce ci cy<br/> /s/ sc st<br/> /e/ e ea</p> <p>/j/ j ge gi gy<br/> /ʃ/ g edge<br/> /ul/ le el<br/> /ul/ al il</p> <p>Adding:<br/> es, ed, ing, er, est</p> |

|  |  |
|--|--|
|  | <p>Root:<br/>Is, y, and, is, e</p> <p>Homophones / near homophones<br/>Son / sun, blue/blew, be/bee, their/there, one/won, two/to, hear/here,<br/>night/knight, sea/see</p> <p><b>Summer Term</b></p> <p>/yoo/ ue u<br/>/yoo/ ew u-e eu<br/>/oo/ oo u-e o ou -ough<br/>/oo/ ue ew ui u</p> <p>/oi/ oi oy<br/>/ou/ ow ou ough<br/>/or/ or our<br/>/or/ aw au al ar quar</p> <p>Ending<br/>-tion</p> <p>Suffix<br/>-ment<br/>-ness<br/>-ful<br/>-less<br/>-ly</p> <p>Contractions<br/>Not – n't<br/>Will – 'll<br/>Am – 'm<br/>Have – 've</p> <p>Possessive apostrophe</p> |
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**High Frequency Words/Common Exception Words/Words impacted by regional dialects**

|                  |  |
|------------------|--|
| <b>Reception</b> |  |
| Spring           | The, to, I, no, go, into, is                           |
| Summer           | He, she, we, me, be, was, you, they, all, are, my, her |
| <b>Year 1</b>    |  |

|               |  |
|---------------|--|
| Autumn        | Our, friend, house, push, school, pull, full, love, once, ask, put, said, have, like   |
| Spring        | so, do, some, come, were, there, little, one, when, out, what, his, your, today, by, has,  |
| Summer        | Where, says, here, oh, their, people, Mr, Mrs, looked, called, asked, could  |
| <b>Year 2</b> |  |
| Autumn        | After, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody |
| Spring        | Eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, love, old  |
| Summer        | Only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would                                |

### Phonics sessions

Phonics sessions at Mordiford CE Primary School are well paced, keep children focused on the key learning and follow a structure of:

- Revisit
- Teach
- Practise
- Apply