

## Allington Primary School

### Progression in Phonics

#### Teaching

At Allington Primary School we use Letters and Sounds as a basis for our phonics teaching. This is used alongside a wide variety of resources including Jolly Phonics to deliver phonics teaching. We teach phonics daily in Reception and KS1 and use the Letters and Sounds approach of *Introduction, Revisit and Review*. Phonics is taught in short sessions and then applied to reading and writing in a meaningful context.

#### Reception

As our children come from a wide variety of nursery and pre-school settings the initial few weeks of Reception include several activities from Phase 1 of Letters and Sounds as well as the introduction of satpin phonemes. Once secure, teaching moves on to Phase 2 and Phase 3. Children are set across the year group from January to ensure targeted teaching. By the end of Reception the majority of children will be secure in Phase 3, some children will still be working at the beginning of Phase 3 and some children will be working in Phase 4. An example of a summative assessment sheet is at Appendix 1.

Term 1/2	<b>Baseline assessment</b>  All Phase 2 (Letters and Sounds) phonemes and graphemes are taught. Segmenting and blending activities are taught using the sounds that have been covered.  <b>Summative assessment - known phonemes, segmenting and blending abilities which leads to setting. Assessment also identifies interventions required for children needing additional support.</b>
Term 3/4	Children are set using assessment data. Sets are fluid  Phase 3 (Letters and Sounds) taught including blending and segmenting.  <b>Summative assessment – identify interventions and settings</b>
Term 5/6	Phase 4 (Letters and Sounds) taught  <b>Summative assessment – data for Year 1</b>

## Year 1

Children are taught phonics daily in discrete sessions. Children are set from September using data passed from Reception. Teaching covers Phase 4 and Phase 5. By the end of Year 1 we aspire for all children to be secure in Phase 5, some will still be working in Phase 3 and 4.

Term 1/2	Children set using data from Year R.  Gap analysis identifies areas for revision of Phase 3 and 4.  <b>Summative assessment – identify interventions and settings</b>
Term 3/4	Children are set using assessment data. Sets are fluid  Phase 5 (Letters and Sounds) taught including blending and segmenting.  <b>Summative assessment at end of T3 and T4 – identify interventions and settings</b>
Term 5/6	Phase 5 (Letters and Sounds) taught including blending and segmenting.  Children prepared for phonics screening using DFE materials  <b>Summative assessment – phonics screening</b>

## Year 2

Children are taught phonics daily in discrete sessions. Teaching covers recap of Phase 5 and Phase 6. By the end of Year 2 the majority of children will be secure in Phase 6. Alongside phonics teaching Year 2 children also receive daily discrete spelling sessions using Progression through Spelling.

Ongoing formative assessment takes place during lesson time. Children who did not achieve the pass mark in the phonics screening in Year 1 are assessed termly and will retake the national assessment in June. Children are assessed on spellings in a weekly spelling test alongside a variety of spelling exercises during the week.

# Phase 3 - Individual assessment sheet

Name and Date: \_\_\_\_\_

Completed Phase 3



Recognising letter sounds

s a t p i n m d g

o c k c k e u r h b f f f l

l l s s j v w x y z z z q u

ch sh th ng ai ee igh

oa oo ar or ur ow oi

ear air ure er

# Phase 3 - Individual assessment sheet

Name and Date: \_\_\_\_\_

Orally blend 10 CVC words

cap, had, pit, sad, did, fit, sat, bad, dog, on

Read 10 CVC words

Pop, can, hit, con, rap, tip, bet, puff, had, tap

Orally segment 10 CVC words

an, kid, fin, beg, sit, ten, his, fat, kit, bag

Spell phonetic 10 CVC words using whiteboards

cat, fit, peg, pin, hut, top, met, hop, cod, fan

Read tricky words

the	<input type="checkbox"/>	he	<input type="checkbox"/>	are	<input type="checkbox"/>
to	<input type="checkbox"/>	she	<input type="checkbox"/>	they	<input type="checkbox"/>
I	<input type="checkbox"/>	we	<input type="checkbox"/>	all	<input type="checkbox"/>
no	<input type="checkbox"/>	me	<input type="checkbox"/>	you	<input type="checkbox"/>
go	<input type="checkbox"/>	be	<input type="checkbox"/>	her	<input type="checkbox"/>
was	<input type="checkbox"/>	my	<input type="checkbox"/>		

Spell tricky words

the	<input type="checkbox"/>
to	<input type="checkbox"/>
I	<input type="checkbox"/>
no	<input type="checkbox"/>
go	<input type="checkbox"/>

For letter formation see writing folders

At phase 3 evidence needs to show every letter formed correctly when following a model