

Basic Skills		Active Learning		Curious Minds
<p style="text-align: center;">Respect</p> <ul style="list-style-type: none"> • Embrace differences • Remember to use manners • Consider other people's feelings • Listen to each other's opinions 	<p style="text-align: center;">Determination</p> <ul style="list-style-type: none"> • Never give up, keep on trying • Take it one step at a time • Focus on the end goal • Keep on smiling 	<p style="text-align: center;">Team Work</p> <ul style="list-style-type: none"> • Work together to share ideas • Small teams to worldwide teams • Listen to others and watch carefully • Open your eyes to other options 	<p style="text-align: center;">Curiosity</p> <ul style="list-style-type: none"> • Ask questions and share thoughts • Hunt out clues and ideas • Be equipped for anything • Don't just settle on the first answer, look at things from different angles 	

Introduction

Work to develop phonological knowledge begins in Nursery for our pupils. They begin to recognise letters, sounds and hear some initial blends. Phonics in nursery is usually delivered in whole class sessions and reinforced in small group opportunities.

Reception to Year Two will have a daily phonics session. For pupils who have not passed the Phonic Screener this will continue into year 3 via small group and individual work. Year Four pupils not proficient in phonics will have one to one sessions where appropriate and extra support in class, or they may take part in smaller group interventions.

Sound Progression

We know our children are confident with a sound and the corresponding grapheme when they are able to work with the sound at sound level, word level and sentence level.

Sound Level	The child can recognise the grapheme and accurately make the sound. The child can write the grapheme correctly, ensuring those letters in a digraph and trigraph are formed correctly and in the correct order.
Word Level	The child can read words containing the taught grapheme accurately. The child can read nonsense words containing the taught grapheme accurately. The child can spell words containing the taught grapheme accurately.
Sentence Level	The child can read simple sentences containing the taught grapheme accurately. The child can write simple sentences using the taught grapheme accurately using punctuation previously taught.

Sequence of Teaching Sounds

At Regent Farm we use the Read Write Inc systematic synthetic phonics programme, using the order of progression as well as introducing the rhymes and corresponding images with each sound. These are found on displays throughout school to support children's learning. In classroom displays you will find clear evidence of the current sounds children are working on and where appropriate the alternative graphemes for different sounds.

The progression below highlights the four stages all children at Regent Farm will go through, usually entering Stage 1 in Nursery, Stage 2 in Reception, Stage 3 in Year 1 and Stage 4 in Year 2. Orange shading indicates the Autumn Term, Green for the Spring Term and Yellow for the Summer Term. However, we recognise that the phonetic journey is not the same for all children, therefore children across Regent Farm will be working on the stage which suits their need.

Regent Farm First School Phonics Progression



Stage 1	Stage 2	Stage 3	Stage 4
<p>a</p> <ul style="list-style-type: none"> ○ Name recognition/understanding of sounds ○ Phase 1- Letters and sounds ○ Nursery rhymes/ traditional tales 	<p>a</p> <p>Know most of set 1 and begin to blend. (<i>Work through a sound a day until <i>f</i> then work through two sounds in a week.</i>)</p> <ul style="list-style-type: none"> ○ (Group 1) m a s d t ○ (Group 2) i n p g o ○ (Group 3) c k u b ○ (Group 4) f e l h sh ○ (Group 5) r j v y w ○ (Group 6) th z ch qu x ng ○ (Group 7) nk ck kn <ul style="list-style-type: none"> ○ Consolidate ○ Assessment ○ Introduce 'special friends'. ○ Continue to consolidate sounds with a focus on blending. ○ 1.5 words ○ Multi-syllabic words <ul style="list-style-type: none"> ○ Assessment 	<p>a</p> <ul style="list-style-type: none"> ○ ay ee igh ow oo ○ Red words- was, call, she, we, her, old ○ Assessment <p>b</p> <ul style="list-style-type: none"> ○ ar or air ir ou oy ○ Red words- one, watch, school, small, were, who, brother, where, love, talk, caught, tall, any, saw, now, by ○ Assessment 	<p>a</p> <ul style="list-style-type: none"> ○ Sound families ○ Unusual digraphs ○ le ○ ve ○ se, c, ce ○ s, se (z) ○ mb, ○ wr ○ ge, dge ○ ch (K) <ul style="list-style-type: none"> ○ Assessment <p>b</p> <ul style="list-style-type: none"> ○ Sounds families cont ○ Unusual digraphs – ○ tch ○ a, eigh ○ y, e ○ i, y ○ o, oe ○ ti, ci ○ oar/ore <ul style="list-style-type: none"> ○ Assessment
<p>b</p> <ul style="list-style-type: none"> ○ Phase 1- Letters and sounds ○ Nursery rhymes/ traditional tales ○ Letter sounds not names ○ Begin set 1 sounds ○ Oral blending ○ Introduce 'Fred Fingers' 	<p>b</p> <ul style="list-style-type: none"> ○ Introduce alien words ○ 1.6 – 1.7 words ○ Reading photocopy ditties 1-20 ○ Red words- I, the, of, he, no, my, me <ul style="list-style-type: none"> ○ Assessment 	<p>c</p> <ul style="list-style-type: none"> ○ ea oi a-e i-e o-e u-e ○ Multi-syllabic words ○ Red words- does, other, two, could, would, water, anyone, through, once, here, son, whole, should, come, many <ul style="list-style-type: none"> ○ Assessment 	<p style="background-color: #cccccc;"> </p>

Regent Farm First School Phonics Progression



	<p>c</p> <ul style="list-style-type: none"> ○ Consolidate all Set 1 sounds ○ Multi-syllabic words ○ Alien words ○ Red words- your, said, you, are, to ○ Assessment 	<p>d</p> <ul style="list-style-type: none"> ○ aw are ur er ow ○ Consolidate all red words ○ Assessment 	
<p>c</p> <ul style="list-style-type: none"> ○ Phase 1- Letters and sounds ○ Nursery rhymes/ traditional tales ○ Letter sounds not names ○ Begin set 1 sounds ○ Oral blending ○ Introduce 'Fred Fingers' 	<p>d</p> <ul style="list-style-type: none"> ○ 1.1-1.7 speed reading green words ○ Multi-syllabic words ○ Red words – be, down, how, go ○ Assessment 	<p>e</p> <ul style="list-style-type: none"> ○ ai oa ew ire ear ○ Consolidate all red words ○ Assessment 	
	<p>e</p> <ul style="list-style-type: none"> ○ 1.1-1.7 speed reading green words ○ Multi-syllabic words ○ Purple story books ○ Red words – all, want, some, there, what, they, do, so ○ Assessment 	<p>f</p> <ul style="list-style-type: none"> ○ ure tion tious/cious ○ Consolidate all set 3 sounds ○ Assessment 	



Assessment

All children working on Stages 1-4 will complete a phoneme assessment each half term which will be completed on phonics tracker. These assessments will be used to inform groupings and progression for all children.

Children in Year 1 and Year 2 who have not yet passed the Phonics Screening Check will also complete a Phonics Screening Assessment in Autumn 2 and Spring 2.

Reading

All children who are working through Stages 2-4 will have a Read Write Inc book which will be read weekly in school and sent home with the child. These books match the sounds they are confident with and are able to complete all elements of the sound progression with. These books follow this order:

Book Colour	Sounds Covered
Lilac Books	Set 1 – CVC words
Red Ditty Books	Set 1 CVC and Red words
Green Books	Set 1 (with a focus on vowel sounds)
Purple Books	Set 1 (with a focus on vowel sounds)
Pink Books	Set 1 and Set 2 sound focussed books
Orange Books	Set 1 and Set 2 and some alternative spellings
Yellow Books	Set 1 and Set 2 and some alternative spellings
Blue Books	Set 1, Set 2 and Set 3 and alternative spellings
Grey Books	Set 1, Set 2 and Set 3 and alternative spellings

*All children will also take home a weekly 'enhancement' reading book which the children self-select from a selection based on their current reading level.

Home School Links

At Regent Farm, we recognise that it is important to work with families to support their child's phonetic journey. We offer parent workshops for children in Reception and Year 1 and have videos on the website to support parents with the pronunciation of sounds.

In Reception, children receive a keyring of sounds which is added to and built up in line with the sounds taught in the classroom. When children are ready red words are also sent home.

In Year 1, children are sent home with a selection of red words, when the child can read them confidently and in their reading books a new set are set home. After assessment, any gaps in taught sounds are also sent home to practise.

In Year 2, after assessment, any gaps in set sounds are sent home and key red words are highlighted in their reading diaries for parents to support with. These red words are also practised during 1:1 reading sessions.