



*Strive † Aspire † Succeed*

**St Martin's C of E**  
**Voluntary Aided Schools**

**Progression in Phonics**  
**& Early Reading**

# Intent

## Phonics & Early Reading

The teaching of Phonics and Early Reading at St Martin's Schools aims to give all children a strong understanding of the phonetic code as well as developing a pleasure and love of reading. We are dedicated to ensuring all children reach their full potential and beyond.

Reading is the important skill needed to succeed in life; not only does it enable children to access a wider curriculum at a deeper level but also provides an essential tool for future learning. Success and enjoyment in reading has a huge impact on children's self-esteem and future life chances.

At St Martin's, we follow a comprehensive phonics programme, 'Read Write Inc. The mission statement of the scheme states that they *'aim for every school to have strong leadership in the teaching of reading, for teachers with the knowledge and skills to teach every child to read and write, and develop a culture of coaching and practice [for staff]. Every child, regardless of age, background or need, learns to read accurately and fluently and develop a love of reading, spell and handwrite while developing their ideas for writing and articulate their understanding and practise what they have been taught.'*

Our scheme consists' EYFS and KS1 children follow our ambitious and high achieving 'Phonics Journey' which introduces new Grapheme-Phoneme Correspondences (GPC) and Common Exception Words (CEW) at pace (detailed in this document). Children in EYFS and then in Year 1 and Year 2 (KS1) are taught in progress groups to match their phonetic ability. This way we can ensure progression and that all children are reading texts that match their phonological awareness. Curriculum content for each colour (each progress group) is outlined below.

Through twenty-minute daily, systematic and consistent high quality phonics teaching (delivered by class teachers), children learn to segment words to support their spelling ability and blend sounds to read words. They are taught to read and spell common exception words. During these discreet phonics sessions, we also focus on letter formation, spelling, punctuation and grammar. We aim for children to read and write words and simple sentences by the end of Reception, become successful, fluent readers by the end of Key Stage 1 and develop a lasting love of reading as they move through Key Stage 2.

## IMPLEMENTATION

<p><b>EYFS (NC Links)</b>  <b>ELG: Comprehension</b>          Demonstrate <b>understanding</b> of what has been read to them by <b>retelling stories</b> and narratives <b>using their own words</b> and <b>recently introduced vocabulary</b></p> <p><b>Anticipate</b> – where appropriate – <b>key events in stories</b>          Use and understand <b>recently introduced vocabulary during discussions</b> about stories, <b>non-fiction, rhymes</b> and <b>poems</b> and during <b>role-play</b></p> <p><b>ELG: Word Reading</b>          Say a sound <b>for each letter in the alphabet</b> and <b>at least 10 digraphs</b></p> <p>Read words <b>consistent with their phonic knowledge</b> by sound-blending</p> <p><b>Read aloud simple sentences</b> and books that are <b>consistent with their phonic knowledge</b>, including <b>some common exception words</b>.</p>	<div style="text-align: center;">  <p><b>Phonological Awareness</b></p> </div> <p><b>Phonological Awareness</b></p> <p><b>General sound discrimination – environmental</b>          To raise children's awareness of the sounds around them and to develop their listening skills.</p> <p><b>General sound discrimination – instrumental sounds</b>          To develop children's awareness of sounds made by various instruments and noise makers.</p> <p><b>General sound discrimination – body percussion</b>          To develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.</p> <p><b>Rhythm and rhyme</b>          To develop children's appreciation and experiences of rhythm and rhyme in speech.</p> <p><b>Alliteration</b>          The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p> <p><b>Voice sounds</b>          To distinguish between different vocal sounds and to begin oral blending and segmenting.</p> <p><b>Oral blending and segmenting</b>          In this aspect, the main aim is to develop oral blending and segmenting skills.</p>	<div style="text-align: center;">  </div> <p><b>Sound Blending</b></p> <p><b>Ditty Speed Sounds Lesson</b>          Each Set 1 Special Friends          Teach Word Time 1.5-1.6          Review Word Time 1.1-1.4          Nonsense words (3 sound words)          Spell using Fred Fingers</p> <p><b>At the next assessment, children should be able to:</b>          Read all Set 1 Sounds speedily, including Special Friends          Read Word Time 1.6          Read 3 sound nonsense words with Fred Talk.</p>	<div style="text-align: center;">  </div> <p><b>Red (Group)</b></p> <p><b>Ditty Speed Sound Lesson</b>          Quickly review Set 1 Sounds (reading)          Teach Word Time 1.6-1.7 (4 and 5 sound words)          Review Word Time 1.1-1.5          Nonsense words (3 and 4 sound words)          Spell using Fred Fingers</p> <p><b>At the next assessment, children should be able to:</b>          Read Word Time 1.6-1.7 (4 and 5 sounds) – Phonics Green Words with Fred Talk          Read 3 and 4 sounds nonsense words with Fred talk.</p>	<div style="text-align: center;">  </div> <p><b>Green (Group)</b></p> <p><b>Set 2 Speed Sounds Lesson</b>          Teach Set 2 Sounds and corresponding Phonics Green Words          Review Set 1 and previously taught Set 2 Phonics Green Words          Nonsense words          Spell using Fred Fingers</p> <p><b>At the next assessment, children should be able to:</b>          Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily          Read these sounds in Phonics Green and nonsense words with Fred Talk          Read Word Time 1.6 and 1.7 speedily.</p>	<div style="text-align: center;">  </div> <p><b>Purple (Group)</b></p> <p><b>Set 2 Speed Sounds Lesson</b>          Teach Set 2 Sounds and corresponding Phonics Green Words          Review Set 1 and previously taught Set 2 Phonics Green Words          Nonsense words          Spell using Fred Fingers</p> <p><b>At the next assessment, children should be able to:</b>          Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily          Read these sounds in Phonics Green and nonsense words with Fred Talk          Read Word Time 1.6 and 1.7 speedily.</p>
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## YEAR 1 (NC Links)

Read **fluently**, attending to a greater range of **punctuation and text layout**

Respond speedily with the correct sound to graphemes for all **40+ phonemes**, including, where applicable, **alternative sounds** for graphemes

Read accurately by blending sounds in **unfamiliar words** containing known GPCs  
Read other words of **more than one syllable** that contain known GPCs

Use letter sound knowledge to work out **unknown words and link to meaning**

Read words with **common inflections** (e.g. –s, –es, –ing, –ed, –er and –est endings)

Read **common exception words**  
Read words with **contractions** (for example, I'm, I'll, we'll), and understand that the **apostrophe represents the omitted letter(s)**



### Pink (Group)

#### Set 2/Set 3 Speed Sound Lesson

Teach remaining Set 2 Sounds and corresponding Phonics Green Words  
Once confident, teach Set 3 Sounds and corresponding Phonics Green Words  
Review Set 1 and previously taught Set 2 Phonics Green Words  
Nonsense words  
Spell using Fred Fingers

**At the next assessment, children should be able to:**  
Read the last six Set 2 Sounds (ar, or, air, ir, ou, oy) speedily  
Read these sounds in Phonics Green and nonsense words with Fred Talk  
Read Word Time 1.6-17 and first six Set 2 sounds in Phonics Green Words speedily.

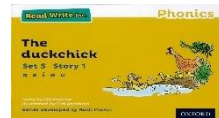


### Orange (Group)

#### Set 3 Speed Sound Lesson

Teach Set 3 Sound and corresponding Phonics Green Words  
Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words  
Nonsense words  
Spell using Fred Fingers (focus on Set 2 words)

**At the next assessment, children should be able to:**  
Read Set 2 Sounds in nonsense words with Fred talk  
Read Word Time 1.6-1.7 and Set 2 Phonics Green Words speedily.



### Yellow (Group)

#### Set 3 Speed Sound Lesson

Teach Set 3 Sounds and corresponding Phonics Green Words  
Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words  
Nonsense Words  
Spell using Fred Fingers (focus on Set 2 Words)

**At the next assessment, children should be able to:**  
Read first five Set 3 Sounds (a-e, ea, i-e, o-e, u-e) speedily  
Read these sounds in Phonics Green and nonsense words Fred Talk  
Read a passage at 60-70 words per minute, attempting intonation.



### Blue (Group)

#### Set 3 Speed Sound Lesson

Teach/Review Set 3 Sounds and corresponding Phonics Green Words  
Review Set 1, Set 2 and Set 3 Phonics Green Words  
Nonsense words  
Spell using Fred Fingers, support correct grapheme choices.

**At the next assessment, children should be able to:**  
Read all Set 3 Sounds speedily  
Read Set 3 Sounds in nonsense words with Fred Talk  
Read a passage at 70-80 words per minute, attempting intonation.



### Grey (Group)

#### Set 3 Speed Sound Lesson

Review Set 1, Set 2 and Set 3 Sounds and corresponding Phonics Green Words  
Nonsense Words  
Spell using Fred Fingers, support correct grapheme choices.

**At the next assessment, children should be able to:**  
Read all Set 3 Sounds speedily  
Read Set 3 Sounds in nonsense words with Fred Talk  
Read multisyllabic Phonics Green Words speedily  
Read a passage at 80-90+ words per minute with intonation that shows comprehension.



### GPS – Grammar, Punctuation and Spelling.

Curriculum content and coverage below.

**Includes:**  
Half term Spelling Rules  
Punctuation and Grammar expectations  
Revisit and Review GPCS - Phonics

YEAR 2 (NC Links)	Year 2 - Autumn 1 SPaG & Phonics	Year 2 - Autumn 2 SPaG & Phonics	Year 2 - Spring 1 SPaG	Year 2 - Spring 2 SPaG	Year 2 - Summer 1 SPaG	Year 2 - Summer 2 SPaG
<p>Read <b>silently</b> or <b>quietly</b> at a <b>fluent</b> pace, taking notice of <b>punctuation</b> and using it to keep track of longer and more <b>complex sentences</b></p> <p>Read accurately by blending the sounds in words that contain the <b>common graphemes</b> and <b>alternative sounds for graphemes</b></p> <p>Read accurately more <b>complex words of two or more syllables</b> (e.g. downstream, hideaway, comfortable)</p> <p>Read a <b>wider range of exception words</b></p> <p>Read most words quickly and accurately, <b>without overt sounding and blending</b>, when they have been frequently encountered</p> <p>Read words containing <b>common suffixes</b></p> <p>Check that the <b>text makes sense to them</b> as they read and <b>correcting inaccurate reading</b></p>	<p><b>Spelling</b> Year 2 Common Exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, bath, path, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> <p><b>Punctuation and Grammar</b> Full Stops Capital Letters Commas Nouns Adjectives Verbs Adverbs</p> <p><b>GPCs (Phonics) Revisit &amp; Review</b> wh, ph, ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, ow, oy, oi, a-e, ai, ea, e-e,</p>	<p><b>Spelling</b> The sound spelt as 'ge' and 'dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'l' and 'y' (badge/ age/ giant)</p> <p>The /s/ sound spelt 'c' before 'e', 'l' and 'y' (race)</p> <p>The /n/ sound spelt -kn (knee)</p> <p><b>Punctuation and Grammar</b> Expanded noun phrases Exclamation Marks Question Marks</p> <p><b>GPCs (Phonics) Revisit &amp; Review</b> i-e, ie, o-e, oa, u-e, ue, ew, oor, aw, au, ir, ur, er</p>	<p><b>Spelling</b> -wr (write) -le (table) -el (towel) -al at the end of words (metal)</p> <p>Words ending -il (pencil)</p> <p>Adding -es to nouns and verbs ending in -y (flies)</p> <p><b>Punctuation and Grammar</b> Apostrophes for Possession and Contraction</p>	<p><b>Spelling</b> -y at the end of words (cry)</p> <p>the endings - ing, -ed, -er, -est and -y (hiked/ nicer/ shiny)</p> <p><b>Punctuation and Grammar</b> Statement/ Question/ Command/ Exclamation</p>	<p><b>Spelling</b> Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (copied-copying)</p> <p>Adding -ing, -ed, -er, -est and -y (patting/ patted sadder/ saddest/ runny)</p> <p>-l/ll (ball/ always)</p> <p><b>Punctuation and Grammar</b> Present and Past tense Progressive form (I am running/ I was running/ I will be running)</p>	<p><b>Spelling</b> -o (other/ mother) -ey (key) -w/ qu (want/ quantity)</p> <p>suffixes -ment -ness -ful -less -ly -tion</p> <p>homophones</p> <p>contractions- can't/ it's</p> <p><b>Punctuation and Grammar</b> Subordinating conjunctions (when, if, that, or, because) Co-ordinating conjunctions (or, and, but)</p>

## Implementation – Rationale

We want our children to be excited by words, vocabulary and the sound patterns, which are the building blocks of our language! As a result, we place a high-level importance on the teaching of Phonics and Early Reading. Our curriculum is carefully organised, following a detailed plan to ensure our children receive their full entitlement to the 'Read, Write, Inc.' programme as well as further grapheme-phoneme correspondences (GPCs) stated within the National Curriculum.

Phonics sessions are taught daily. A teacher always introduces new learning. Support Staff led sessions/groups focus on further practise and application of skills. All phonics lessons follow the four-step sequence of teaching for Systematic Synthetic Phonics. (Revisit and review, teach, practise and apply.) We also use the 'Read Write Inc.' lesson strips and planning to guide our teaching.

Phonic sessions are approached in a lively and engaging multi-sensory way enabling children to find a 'hook' for their new knowledge. Initially new GPC are enhanced with songs, rhymes and actions. Set 1, 2 and 3 are presented using a mnemonic, which are adopted for use until the point at which children no longer need these scaffolds. Alternative Graphemes are enhanced with practical application to support recall and spelling.

With respect to 'tricky' words, also known as Common Exception Words within the National Curriculum, we refer to them as 'red words'. EYFS and KS1 children are assessed formatively from session to session according to their participation and responses. Summative assessment is used to monitor overall recall of sounds and words. When the children's phonics knowledge develops, and they learn more sounds, some red words become green words, as they can now be decoded.

Attainment is tracked to show progression throughout the academic year. In addition, Year 1 children take part in a half termly 'Phonics Screening' test in order to support next steps in learning leading up to the national Phonics Screening Check. We recognise that at times children may need support with new learning. This support is provided through instant, responsive adult led activities and through planned support ranging from short bursts of specific teaching to a longer lasting focus.

In some cases, children may not have embedded the application of all phonics taught before progressing to KS2. Children who are identified to be within the lowest 20% (in all Key Stages) are provided with additional support, including 'Priority Reader' sessions which incorporate reading texts and working on 'gaps' in their phonic knowledge. Schemed reading books include Oxford Reading Tree, Read, Write Inc. Phonics and Book Bag Books. We ensure that pupils read books that are closely matched to their increasing phonic knowledge. In EYFS and Year 1, children take home a reading book that corresponds with their phonic knowledge. Once children reach a secure ability in reading, children are able to progress to non-decodable books. There is no restraint placed on reading progress due to age/key stage.

Home-school partnerships are vitally important in supporting young children in their Phonics and Early Reading journey. We highly value the difference that parents/carers can make to their child's progress.

# Impact

## Phonics & Early Reading

We aim for all of our children to foster a love of reading for life, discovering and reading books for pleasure, escapism, and reflection as well as fuelling their thirst for knowledge whilst drawing upon their personal experiences.

Through first quality teaching of systematic phonics, our children will become fluent and confident readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through Key Stage 2.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. In addition to these, we use the Babcock Assessment Descriptors to guide our practice and promote outcomes of all children. These results are measured against the reading attainment of children nationally. The Phonics Screening Check at the end of Year 1 measures attainment in phonics. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Children are tracked from Year 2 to Year 6 or until they pass our school standard for reading (similar to the phonics screening check). These children are supported and complete half-termly phonics checks to ensure the standard of reading is being achieved. This approach is adopted and implemented by all staff.

### **Previous Outcomes in phonics @ St Martin's Schools**

<b>2021-2022</b>	<b>Non-Statutory Assessment – Covid '19</b>
<b>2022-2023</b>	<b>80%</b>
<b>2023-2024</b>	<b>92%</b>
<b>2024-2025</b>	<b>Current</b>