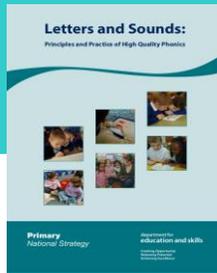




IMPS Phonics



The curriculum progression map outlines the knowledge and skills obtained throughout the IMPS Phonics programme, while identifying the end of year expectations for children within the EYFS and KS1.

Intent

At IMPS we have devised our own bespoke teaching programme which follows the structure of the Letters and Sounds Programme but is supplemented and supported with a range of teaching materials from Floppy's phonics, Twinkl Phonics, Big Cat Phonics and Bug Club Phonics. We follow the six phases of the DfE's Letters and Sounds: Principles and Practice of High-Quality Phonics across EYFS and Key Stage One, then in to Key Stage Two where appropriate. It offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2.

Phase 1 - Throughout phase 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Phase 1 is taught in Nursery and runs throughout the teaching of phonics Levels 2-6. In EYFS, children work within phases 2-4. Here learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

Within KS1, children work within phases 3 and 6. The coherently planned sequence of lessons within Phase 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By phase 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The phonics programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.



Implementation

The Phonics Progression Map sets expectations for pupil's progress within the phonics programme. Assessment through 'Phonics Tracker' allows teachers and practitioners to track pupil's progress. Phonics tracker is used at least half-termly so that teachers can identify gaps and see which children are achieving at every stage. Children not making adequate progress can be identified immediately so that targeted support can be given. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling schools to respond and adapt teaching within the programme to provide additional support and challenge to pupils.

The phonics programme ensures a clearly defined structure to the teaching of phonics. The lessons will enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. Phonics lessons will be well planned to allow children to apply and practise phonics skills and challenge learners.

Opportunities will be given to provide support to teachers, support staff and parents.



Impact

The impact of using our bespoke phonics programme as the basis of phonics teaching within EYFS and KS1, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. The programme will prepare children for the statutory year 1 phonics screening check and complements the DfE's Letters and Sounds document. Following the programme ensures a consistent approach to phonics that is clear to teaching staff and learners.

Reading Progression Grid for Nursery

<p>Educational Programme for Literacy:</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>	<p>Word Reading Early Learning Goal:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<p>Progression towards the ELG:</p>	<p>Contextualised school aims:</p>
<p>By the end of the Summer Term Nursery children should be able to:</p> <ul style="list-style-type: none"> • Begins to orally segment and blend. • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> – Hears and says the initial sound in words – Claps or taps the syllables in words during sound play. 	
<p>By the end of the Spring Term Nursery children should be able to:</p> <ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> – Shows awareness of rhyme and alliteration 	
<p>By the end of the Autumn Term Nursery children should be able to:</p> <ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> – Recognises rhythm in spoken words, songs, poems and rhymes. – Claps or taps the syllables in words during sound play. 	
<p>Key vocabulary (for adults): alphabet, blend, capital, ccvc word, consonants, cv word, cvc word, cvcc word, digraph, final sound, grapheme, initial sound, letter names, letter, medial sound, onset and rhyme, phoneme frame, phoneme, rhyme, segment, sentence, sound buttons, syllable, tricky words, trigraph, vowel</p>	<p>Key vocabulary (to introduce to children):</p>

Reception Progression Grid Reading

<p>Educational Programme for Literacy:</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>	<p>Word Reading Early Learning Goal:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<p>Progression towards the ELG:</p>	<p>Contextualised school aims:</p>
<p>By the end of the Summer Term Reception children should be able to:</p> <ul style="list-style-type: none"> • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. • Can read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. 	
<p>By the end of the Spring Term Reception children should be able to:</p> <ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> – Continues a rhyming string and identifies alliteration – Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee – Starts naming and sounding the letters of the alphabet • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. 	
<p>By the end of the Autumn Term Reception children should be able to:</p> <ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example. • Begins to develop phonological and phonemic awareness. <ul style="list-style-type: none"> – Hears and says the initial sound in words. – Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. – Starts to link sounds to letters. • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc 	
<p>Key vocabulary (for adults): Grapheme, digraph, phoneme, trigraph, cvc word, segment, blend, rhyme, sentence, alphabet, letter, capital, sound buttons, tricky words, phoneme frame, onset and rhyme, initial sound, final sound, medial sound, vowel, letter names, syllable</p>	<p>Key vocabulary (to be introduced to children):</p>

Key Stage 1 National Curriculum Expectations – Year 1

Word Reading - Recognition

- a Apply phonic knowledge and skills as the route to decode words.
- b Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- c Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- d Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- e Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- f Read other words of more than one syllable that contain taught GPCs.
- g Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- h Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- i Re-read these books to build up their fluency and confidence in word reading.

Writing – Transcription

- a Write words containing each of the 40+ phonemes already taught.
- b Spell common exception words.
- c Spell the days of the week.
- d Name the letters of the alphabet.
- e Naming the letters of the alphabet in order.
- f Using letter names to distinguish between alternative spellings of the same sound.
- g Add prefixes and suffixes using:
 - the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs;
 - the prefix un-;
 - -ing, -ed, -er and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest.
- h Apply simple spelling rules and guidance, as listed in English Appendix 1.
- i Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Key Stage 1 National Curriculum Expectations – Year 2

Reading - Recognition

- a Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- b Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- c Read accurately words of two or more syllables that contain the same graphemes as above.
- d Read words containing common suffixes.
- e Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- f Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- g Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- i Re-read these books to build up their fluency and confidence in word reading.

Writing - Transcription

- a Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- b Spelling learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- c Spell common exception words.
- d Spell more words with contracted forms.
- e Spelling using the possessive apostrophe (singular), for example, the girl's book.
- f Distinguish between homophones and near-homophones.
- g Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- h Apply spelling rules and guidance, as listed in English Appendix 1.
- i Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.