

Whole School Provision of Phonics



	Autumn Term	Spring Term	Summer Term
Nursery	<p><i>All of this section Ongoing throughout Nursery (Tier 1)</i></p> <p>Per half term read 'Favourite 5' books repetitively then introduce 'forced alternatives' e.g. is the porridge delicious or scrumptious? Then, walk the story and tell a partner why we are doing that action (forced alternatives using good language). Following this, introduce open ended questions so that the children can answer with story language.</p> <p>Opportunities for language development. Forced alternatives followed by open ended to begin telling stories about objects.</p> <p>3 tier approach to language development – I'm happy that...I'm excited that I could... I'm over the moon that we can now... (and then use this top tier throughout the day).</p> <p>In all areas of the room have vocabulary available of the nouns that that the children can see as well as adjectives to describe the nouns.</p> <p>Know environmental sounds Ability to listen and accept silence.</p>	<p>Tier 2 (To be introduced alongside Tier 1 which continues throughout the year in Nursery).</p> <p>Fred talk for all Introduce Fred games/ along with Incidental Fred opportunities with adult saying sounds and child repeating at points throughout the day. Introduce Fred games 'Fred wants us to touch our H ead d' etc</p> <p>At half term (or before if ready) start to teach the pictures on the back of the sound cards. Then, revise the pictures but also teach the sounds and keep Fred talk going.</p> <p>Continue to embed sounds learnt through rhyme, songs and letters. Daily repetition to embed this.</p>	<p>Tier 3 (To be introduced alongside Tier 1 which continues throughout the year in Nursery).</p> <p>Introduce a sound per day + Fred talk If the children can orally blend then the teaching of reading can begin <u>once all of the sounds are known</u> (Expectation – all set 1 sounds known by the end of <u>the summer term</u>) which will support oral blending in the first term of Reception</p> <p>All sounds need to be linked to correct letter formation. This can be air writing and good model examples in the setting.</p>

Reception	<p>Expectations of progress – December : Know Set 1 and blending.</p> <p>Repetition of letter sounds Embed pre-cursive letter formation. (See letter formation overview)</p> <p>Reading Stage and focus sounds. Focus group – Set 1 Word Time 123. Emerging or below expected levels. Steady – Set 1 sounds and Word Time 12345 – Expected levels. Set 1 Word Time 6,7, ditties/green books.</p>	<p>Expectations of progress – January - on ditties.</p> <p>Embed confidence in reading. Embedded in order to progress.</p> <p>Focus group – Set 1 Word Time 12345. Emerging or below expected levels. Steady – Set 1 Word Time 6,7, ditties/green books.</p> <p>Speedy – Set 2, green/purple books. Exceeding or above expected level. Expected level Speedy Set 2, pink/orange books.</p>	<p>Expectations of progress. On green books.</p> <p>Focus group Set 1 blending, ditties – Emerging or below Steady –Set 2, green/purple books – Expected level. Speedy – Set 2, pink/orange books. Exceeding or above expected levels.</p>
Year 1	<p>Embedding phonics knowledge – December know Set 2 Sounds.</p> <p>Rapid intervention.</p> <p>Focus group – Set 1 and Set 2 green book. Emerging or below expected levels. Steady – Set 2, read some Set 3, orange books. Expected levels. Speedy Set 2, read most Set 3, yellow books. Exceeded or above expected levels.</p>	<p>Embedding phonics knowledge - PINK Books by January. April on Yellow books. May know Set 3 Sounds.</p> <p>Rapid intervention.</p> <p>Set 2, purple books – emerging or below expected levels. Steady – Set 2, read most Set 3 (spell some) yellow books. Set 2, read all Set 3 (spell some), blue books/ Exceeding or above expected levels.</p>	<p>Embedding phonics knowledge – June be on BLUE/GREY books.</p> <p>Rapid intervention.</p> <p>Focus group - Set 2, Some Set 3 pink/orange books. – Emerging or below expected levels. Steady – Set 2, read and spell all Set 3, blue books – Expected levels. Set 2, read and spell Set 3, grey books – completed programme. Exceeded or above levels expected.</p>
Year 2	<p>Rapid intervention where required for low achieving pupils.</p> <p>Aim to be off the programme. Fluent reading addressing comprehension skills through domains. Rich variety of books and author knowledge throughout the year.</p>	<p>Rapid intervention where required for low achieving pupils.</p> <p>Aim to be off the programme. Fluent reading addressing comprehension skills through domains. Rich variety of books and author knowledge throughout the year.</p>	<p>Rapid intervention where required for low achieving pupils.</p> <p>Aim to be off the programme. Fluent reading addressing comprehension skills through domains. Rich variety of books and author knowledge throughout the year.</p>

*Throughout school it is important that 'Language Learning Walks' take place regularly. What vocabulary and language is available for the children within the classroom setting to support reading and writing? (Not just nouns).