

# Nursery – Year 2 phonics progression map

## The importance of early reading, our approach to teaching phonics

At Fielding phonics is taught through the systematic acquisition of sounds using the synthetic phonics programme, Ruth Miskin's 'Read Write Inc.'

Phonics is the method of teaching children to read by linking sounds (**phonemes**) and their symbols (**graphemes**). Phonics lessons begin during spring term in Nursery and following baseline assessments in Reception for those who join from other settings.

Children are introduced to 'single sounds' such as /p/, /o/ and practise recognising them, writing them and 'blending' them.

**'Blending'** is the ability to combine sounds together in order to create a word. Teaching staff ensure all phonemes are pronounced purely, without an additional 'uh' on the end of each sound – known as '**schwa**' - which can potentially confuse children when combining the sounds together into words, for example:

/p/ /o/ /t/ = pot



/puh/ /o/ /tuh/ = puhotuh



Phonics lessons continue throughout Reception and Year 1 when children are exposed to more complex phonemes such as 'ay' in 'stay' and 'ee' in 'see'. Pupils are taught that these sounds are called '**digraphs**' because 'two letters represent one sound', or '**trigraphs**' when 'three letters make one sound' such as /air/ in 'fair'. Digraphs and trigraphs are also called special friends to help children remember that they make one sound together. In order to help children, decode each word, dots (for single sounds) and dashes (for digraphs and trigraphs) are marked under words, for example

got

. . . /g/ /o/ /t/

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fish

.. — /f/ /i/ /sh/

The 'Phonics Screening Check' is taken individually by all children in Year 1 and is designed to give feedback to teachers and parents on how each child is progressing in Phonics. Pupils are asked to read 20 real words and 20 pseudo words, known to the children as '**alien words**', in order to ensure children are decoding the words instead of memorizing or guessing. 'Alien words' are introduced to children in Reception.

The **Simple View of Reading** theory underpins our approach to early reading according to which confident readers have the ability to:

- decode a word
- comprehend the meaning of each word they read

The absence of any of the above skills will result in a child having weak reading skills.

Fielding ensures all children have explicit phonics lessons throughout their first three years at school, starting from Nursery in order to ensure they have enough time to become secure with their decoding skills. Children are assessed half-termly and are streamed into fluid groups. This ensures that teaching is tailored to pupils' needs. Phonics teaching is accompanied by Read Write Inc 'Grapheme, Phoneme, Correspondence' ditty books which are read in buddy-reading pairs and during Guided Reading with the teacher. These books correspond to the sound that children have learnt and therefore children are given the opportunity to apply their sound knowledge, consolidate previous sounds taught, revise and experience success very early on. The books include 'Green Words' which are words children need to be able to decode as well as 'Red Words' which need to be memorised. These books as well as an additional 'Read Write Inc Book Bag book' are sent home for further practice. Gradually, pupils are exposed to a variety of texts which build their speed, comprehension skills and their vocabulary throughout the curriculum. As a result of this, children become confident readers early on and shift from 'learning to read' to 'reading to learn.'

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Below is a simplified version of the ‘teacher key’ which is used:

Stage of Development	Year group	Storybooks	Children are secure with	Teach:	Sounds
Early	Nursery	Sound blending books	<ul style="list-style-type: none"> <li>‘Group 1 CVC words’</li> </ul>	A. Set 1 single letter sounds and Word time 1.1-1.3 B. Teach gaps in Set 1 single letter sounds and Word Time 1.1-1.4 C. Teach gaps in Set 1 single letter sounds and Word Time 1.1-1.5	(ex. mat, at, mad)
	Reception	<b>Ditty</b>	<ul style="list-style-type: none"> <li>All set 1 single letter sounds speedily (with no hesitation)</li> <li>identified CVC words</li> </ul>	Continue to teach and review Set 1 Sounds –focus on ‘special friends’ ch, sh, etc. Ditty Photocopy Masters 1-10 Review Word Time 1.1-1.4. Teach Word Time 1.5-1.6	<b>Set 1: m a s d t l</b> <b>n p g o c k u b f</b> <b>e l h sh r j v y w</b> <b>th z ch q x ng</b> <b>nk</b>
	Reception	<b>Red</b>	<ul style="list-style-type: none"> <li>All set 1 sounds (including digraphs)</li> <li>CVC words</li> </ul>	Review Set 1 Sounds and Word Time 1.1-1.5 Teach Word Time 1.6-1.7	

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		Green	<ul style="list-style-type: none"> <li>CCVC, CVCC words</li> <li>CVC words speedily</li> </ul>	Teach Set 2 sounds Continue to review set 1 sounds	Set 2: ay ee igh ow oo oo oar or air ir ou oy
		Purple	<ul style="list-style-type: none"> <li>identified exception set 1 words speedily</li> </ul>	Teach set 2 sounds Continue to review set 1 sounds	
		Pink	<ul style="list-style-type: none"> <li>identified set 2 sounds</li> <li>linked words (some speedily)</li> </ul>	Teach set 3 sounds (focus on reading) Continue to review Set 1 and 2 sounds	Set 3: a-e ea i-e a-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious/cious tion
	Year 1	Orange	<ul style="list-style-type: none"> <li>Identified set 2 sounds</li> <li>linked words (some speedily)</li> </ul>	Teach Set 3 Sounds (focus on reading) Review set 1 and 2 Sounds	
	Year 1	Yellow	<ul style="list-style-type: none"> <li>Identified set 2 words (some speedily)</li> </ul>	Review Set 1, 2 and 3 Sounds	

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<b>Consolidating</b>		<b>Blue</b>	<ul style="list-style-type: none"> <li>Identified set 3 sounds</li> <li>linked words</li> <li>text reading (intonation and pace assessed)</li> </ul>	Review Set 2 and 3 Sounds Teach set 4	<b>Set 4:</b>  au, e-e, ue, ie, ph, wh, kn, oe, dge, tch, ore, mb, se, ce, y, y, o, le, wr, ge, e, ey, gn, oor
		<b>Grey</b>	<ul style="list-style-type: none"> <li>Identified set 3 sounds</li> <li>linked words</li> <li>text reading (intonation and pace assessed)</li> </ul>		
		Read Write Inc. Spelling (Year 2)	<ul style="list-style-type: none"> <li>Identified set 3 words</li> <li>Identified real words speedily</li> <li>text reading (intonation and pace assessed)</li> </ul>		PM benchmarking assessment takes place to allocate a book-band

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'Read Write Inc Home books' which are colour coded in line with the above are sent home to further consolidate and increase pupils' success with reading. Gradually, pupils are exposed to a variety of texts which build their comprehension skills and their vocabulary throughout the curriculum. As a result of this, children become confident readers early on and shift from 'learning to read' to 'reading to learn'.

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## Year Group: Nursery

Term:	Week	Storybooks	Focus/Sound
Autumn 2 & Spring term	Weeks 8-15	No explicit Phonics Lessons	Listening Skills lessons in small groups- Focus: Looking at the person who is talking Staying quiet Sitting still Listening to all of the words
	Spring Term		
	Weeks 1-12	No explicit Phonics Lessons	Listening Skills lessons in small groups- Focus: Looking at the person who is talking Staying quiet Sitting still Listening to all of the words
Easter break			
Summer Term	Throughout term	Phonics Groups Start Reading Scheme begins	Phonological awareness -Rhythm and rhyme -alliteration
	Week 1		m, a, s,
	Week 2		d,t, i,
	Week 3		n,p,g
	Week 4		o,c,k
	Week 5	Nursery Sound Blending	u,b,f
	Week 6		e,l,h
	Half term		
	Week 7	Nursery Sound Blending	r,j,v
	Week 8		y,w,
	Week 9		x,z
	Week 10		Phonics check
	Week 11		Phonics check

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	Week 12	Nursery Sound Blending	Gaps
	Summer break		
Notes	<ul style="list-style-type: none"> <li>After children have been taught the phoneme /i/, all lessons include reading CVC words with a focus on modelling and practising blending.</li> <li>Strong revision and assessment for learning take place within every lesson during 'Gotcha game' and while reading words which contain previous sounds.</li> <li>Children who become confident in reading a range of CVC words (ex. tap), are exposed to CVCC words (ex. taps) and CCVC words (ex. trap).</li> </ul> <p><b>Main target: Children are secure with set 1 sounds and are able to blend CVC words.</b></p>		

## Nursery – Year 2 phonics progression map

### Year Group: Reception

Children are grouped for phonics teaching by colour; this is informed by the Reception baseline. Below are the expectations for each point in the school year to ensure children are on-track to meet the end of year expectations. Children who are base-lined below this starting point receive additional phonics teaching to enable them to catch-up.

Autumn term Baseline Assessments week 1 -2	Week 3	Nursery Blending Books		m, a, s, d		
	Week 4			t, i, n, p – word time 1.1		
	Week 5			g, o, c, k – word time 1.1 & 1.2		
	Week 6			u, b, f, e – word time 1.2 & 1.3		
	Week 7			l, h, r, j – word time 1.3 & 1.4		
	Half Term					
	Week 8	Ditty worksheet s 1-10		v,y,w,x – word time 1.4 & 1.5		
	Week 9			z set 1 gaps word time 1.5		
	Week 10			sh, th, ch, qu – word time 1.5		
	Week 11					
	Week 12		Phonic checks			
	Week 13			Set 1 gaps		
	Week 14			Set 1 gaps		
	Christmas break					
Spring term	Week 1 (3 days)			Word time 1.6-1.7		
	Week 2			Word Time1.6-1.7		
	Week 3			ay, ee, igh		

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	Week 4		igh, ow, oo	
	Week 5		oo, ar, or	
	Week 6		Phonics Check	
	Half Term			
	Week 7		Purple	air, ir, ea
	Week 8			oi, oy
	Week 9			Review set 1 and 2-focus on word reading
	Week 10			Review set 1 and 2-focus on word reading
	Week 11			Review set 1 and 2-focus on word reading
			Week 12	Phonics Check
	Easter Break			
Summer Term	Week 1	Pink	Review set 1 and 2-focus on word reading	
	Week 2		Review set 1 and 2- focus on multisyllabic words	
	Week 3		ea, oi	
	Week 4		a-e, i-e	
	Week 5		o-e, u-e	
	Week 6		Revise identified sounds	
	Half Term			
	Week 7	Phonics check		
	Week 8	Pink	Revise identified sounds	
	Week 9		aw, are	
	Week 10		ur, er	
	Week 11		ow ,ai	

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	Week 12		oa, ew
	Week 13		ire, ear, ure
Notes	Children are introduced to 'alien words', after they have secured set 1 sounds. <b>Main target:</b> <ul style="list-style-type: none"><li>▪ Children confidently read real words and pseudo words which contain set 1 and set 2 sounds.</li><li>▪ Children are exposed to set 3 sounds up to -ure.</li></ul>		

# Nursery – Year 2 phonics progression map

## Year Group: 1

Pupils undertake a baseline assessment at the beginning of the year. Regular assessments inform teachers about misconceptions and potential learning gaps. Pupils are grouped for phonics teaching by colour; this is informed by the teacher's assessment. Below are the expectations for each point in the school year to ensure pupils reach the end of year expectations. Pupils who are not on track to meet the national expectation, are taught in smaller groups and are given material to practise at home. In addition, they are invited to after and before school phonics and reading clubs which are taught by a High Level Teaching Assistant.

Term:	Date:	Storybooks	Sounds
Autumn term	Week 1	Phonics Check	
	Week 2	Pink	Review set 1 and set 2
	Week 3		Review set 1 and 2
	Week 4		ea, oi, a-e
	Week 5		i-e o-e, u-e
	Week 6		aw, are, ur, er
	Week 7		ow, ai, oa, ew
	Half Term		
	Week 8	Orange	ire, ear, ure, tious/cious
	Week 9		tion and Review set 1, 2, 3 sounds taught
	Week 10		Phonics Check
	Week 11		Review set 1,2 3 sounds taught
	Week 12		Review set 1, 2,3 sounds taught
	Week 13		Review set 1,2,3 sounds taught
	Week 14		Review set 1,2,3 sounds taught
	Week 15		Review set 1,2,3 sounds taught
	Christmas break		

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Spring term	Week 1	Yellow	Review set 1,2,3 sounds taught
	Week 2		Phonics Check
	Week 3		au, e-e, ue, ie
	Week 4		ph, wh kn, oe
	Week 5		dge, tch, ore, mb
	Week 6		se, ce, y, y
	Half Term		
	Week 7		o, le, wr, ge
	Week 8		e, ey, gn, oor
	Week 9		Set 4 revision
	Week 10		Phonics Check
	Week 11		Mock Screening Check Review set 1, 2, 3, 4
	Week 12		
Easter Break			
Summer term	Week 1	Blue	Review set 1,2,3,4
	Week 2		Review set 1,2,3,4
	Week 3		Gaps and Mock Screening Papers
	Week 4		Gaps and Mock Screening Papers
	Week 5		Phonics Check
	Half Term		
	Week 6		Gaps and Mock Screening Check
	Week 7		National Phonics Screening Check
	Week 8		Phonics investigations-spelling patterns
	Week 9		Phonics investigations-spelling patterns
	Week 10		Phonics investigations-spelling patterns
	Week 11		Phonics investigations-spelling patterns
	Week 12	Blue	Phonics investigations-spelling patterns
















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## Year Group: 2


Autumn term	Week 1	Blue	Review set 1,2,3,4 and teach longer words
	Week 2		
	Week 3		
	Week 4		
	Week 5		
	Week 6		
	Week 7		
	Half Term		
	Week 8		Review set 1,2,3,4 and teach longer words
	Week 9		
	Week 10		
	Week 11		
	Week 12		
	Week 13		
	Week 14	Grey	

# Nursery – Year 2 phonics progression map

## Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

## Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

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## Speed sounds set 4

 The dinosaur is an author. <b>au</b>	 Compete like an athlete. <b>e-e</b>	 "Continue the barbecue!" <b>ue</b>	 flies on the pie <b>ie</b>	 Phil the dolphin <b>ph</b>	 "Where's the white whale?" <b>wh</b>	 The knight knows how to knit. <b>kn</b>
 Joe hurt his toe <b>oe</b>	 "Judge the fudge" <b>dge</b>	 "Watch the eggs hatch!" <b>tch</b>	 "My thumb is numb!" <b>mb</b>	 Mouse in the house! <b>se</b>	 "Bounce the ball once" <b>ce</b>	 "Oh my, look at sky!" <b>y</b>
 I'm hungry and thirsty. <b>y</b>	 "No, I don't want a potato!" <b>o</b>	 Tickle and giggle <b>le</b>	 Wrap the watch around your wrist <b>wr</b>	 gentle angel <b>ge</b>	 he, me, he, she	 They are my prey <b>ey</b>

## Nursery – Year 2 phonics progression map



"Design a gnome"

**gn**



"Clean the door  
and floor!"

**oor**