



Progression in Phonics

Year R throughout Key Stage 1 Read Write Inc. (RWI) Phonics			Key Stage 2 No Nonsense Spelling and Grammar	
Phonics	Set 1 - single letter sounds	Continue to review Set 1 sounds	Revise Set 1 and Set 2 sounds	
	Set 2 - Long vowel sounds	Continue to review Set 1 sounds	Revise Set 1 and Set 2 sounds	
Phonics	<p style="text-align: center;">Set 1 - single letter sounds</p> <p>Sound Rhyme</p> <p>m Maisie, mountain, mountain. Round the apple, down the leaf.</p> <p>a Slide around the snake Round the dinosaur's back, up his neck and down to his feet.</p> <p>s Down the tower, across the tower, Down the insects body, dot for the head.</p> <p>d Down Nobby and over the net. Down the plait, up and over the pirates face.</p> <p>t Round the girls face, down her hair and give her a curl</p> <p>i All around the orange</p> <p>n Curl around the caterpillar Down the kangaroos body, tail and leg</p> <p>p Down and under the umbrella, up to the top and down to the puddle</p> <p>g Down the laces, over the toe and touch the heel</p> <p>o Down the stem and draw the leaves</p> <p>c Slice into the egg, go over the top, then under the egg</p> <p>k Down the long leg</p> <p>u Down the horse's head to the hooves and over his back Slither down the snake, then down the horse's head to the hooves and over his back</p> <p>b</p> <p>f</p> <p>e</p> <p>l</p> <p>h</p> <p>sh</p>	<p style="text-align: center;">Set 2 - Long vowel sounds</p> <p>Sound Rhyme</p> <p>ay may I play</p> <p>ee what can you see?</p> <p>igh fly high</p> <p>ow blow the snow</p> <p>oo poo at the zoo</p> <p>oo look at the book</p> <p>ar start the car</p> <p>or shut the door</p> <p>air that's not fair</p> <p>ir whirl and twirl</p> <p>ou shout it out</p> <p>oy toy for a boy</p>	<p style="text-align: center;">Set 3 - Long vowel sounds cont.</p> <p>Sound Rhyme</p> <p>ea cup of tea</p> <p>oi spoil the boy</p> <p>a-e make a cake</p> <p>i-e nice smile</p> <p>o-e phone home</p> <p>u-e huge brute</p> <p>aw yawn at dawn</p> <p>are share and care</p> <p>ur nurse for a purse</p> <p>er a better letter</p> <p>ow brown cow</p> <p>ai snail in the rain</p> <p>oa goat in a boat</p> <p>ew chew the stew</p> <p>ear hear with your ear</p> <p>ire fire fire!</p> <p>ure sure it's pure?</p> <p style="text-align: center;">Additional sounds</p> <p>e-e go Pete and Steve!</p> <p>kn knock, knock, who's there?</p> <p>ck tick tock clock</p> <p>ph take a photo</p> <p>wh whisk, whisk</p> <p>au Paul the astronaut</p> <p>ie terrible tie!</p> <p>ue come to the rescue!</p> <p>zz pizza and fizz</p> <p>ff coffee and a muffin</p> <p>ll smelly jelly</p> <p>ss class on the grass</p> <p>ice ice with a slice</p> <p>Once children are secure with all Set 3 sounds, they begin to apply their knowledge and skills in GPS (Grammar, Punctuation and Spelling) sessions.</p>	<p style="text-align: center;">Spelling</p> <p>The teaching of spelling at Park Way is primarily focused on strategies, knowledge and skills children need to learn in order to be successful spellers.</p> <p>We do not send home weekly spelling lists which are tested in school, instead, we base our teaching of spelling around spelling patterns and rules to enable children to be confident and independent in the future.</p> <p>There is a focus on the statutory word lists for Year 3 & 4 and Year 5 & 6, along with direct input on:</p> <ul style="list-style-type: none"> • common exception words • prefixes and suffixes • homophones • apostrophes • proofreading • word endings • morphology and etymology • hyphenation • use of dictionaries • rare grapheme, phoneme correspondences (GPCs) <p style="text-align: center;">Grammar</p> <p>Strand 1 Different ways to construct sentences</p> <ul style="list-style-type: none"> • Simple sentences • Co-ordination and subordination • Sentence types - statements, questions, commands, exclamations <p>Strand 2 Nouns and noun phrases</p> <p>Strand 3 Adverbials</p> <p>Strand 4 Verbs: tense and form</p> <p>Strand 5 Cohesion</p> <p>Strand 6 Punctuation</p>

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<p>r Down the robot's back, then up and curl</p> <p>j Down his body, curl and dot</p> <p>v Down a wing, up a wing</p> <p>y Down a horn, up a horn and under the yak's head.</p> <p>w Down, up, down, up the worm. Down the tower, across the tower, then down the horse's head to the hooves and over his back</p> <p>th Zig-zag-zig, down the zip. Curl around the caterpillar, , then down the horse's head to the hooves and over his back</p> <p>ch Round the queen's head, up to her crown, down her hair and curl</p> <p>x Cross down the arm and leg and cross the other way</p> <p>ng A thing on a string</p> <p>nk I think I stink</p>			<p>It is important that concepts are regularly revisited after initial teaching and terminology is consistently used in all year groups after it is introduced.</p> <p>Expectations of Spelling and Grammar are equally high in all subjects across the curriculum.</p>

Children progress from one set to the next when they are secure with the sounds contained within it.

In addition to the sound sequence above, children are also taught to:

- Identify sounds in pseudo (nonsense / alien) words
- Read polysyllabic words
- Read words that cannot be sounded out e.g the, you, said, are, what, of etc.

Specific interventions are available to support children in Key Stage 2 who did not pass the phonics screen in Key Stage 1 or who needed additional, specific phonic input.