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| **Ampney Crucis C of E Primary School**  **Progression Map** |
| **Subject: Phonics** |
| **Intent:**  The Twinkl Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2. Level 1 Twinkl Phonics provides themed teaching packs for nurseries and preschool providers to deliver each of the DfE’s Phase 1 phonics aspects. Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught in the EYFS and runs throughout the teaching of phonics Levels 2-6. In reception, children work within Levels 2-4. The total number of teaching weeks for Levels 2, 3 and 4 do not fill the whole academic year. This has been planned to allow for additional consolidation if required, assessment time and it also takes into account the events that take place throughout the year such as Christmas productions, school trips etc. In Levels 2-4, 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. In KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 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. During Level 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 Twinkl 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. We also understand that not all children progress at the same rate so we intend to provide teachers with the tools they need to bridge this gap. For those children who are working below age-related expectations, phonics learning shouldn’t end in KS1. If, through assessment and observation, teachers decide that a child needs further phonics intervention, Twinkl Decoders, a comprehensive and scripted intervention programme, can be used. It is specifically designed for KS2 pupils to close the gap and develop essential readingand writing skills. |
| **Implementation:**  The Twinkl Phonics Progression Map sets clear expectations for pupils’ progress within the Twinkl Phonics Programme. The Year Group Trackers and/or Whole-Class Trackers allow the headteacher, subject leaders, teachers and practitioners to track pupils’ progress. 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 dynamic and engaging materials delivered in the daily lesson packs within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons 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. The lesson presentations, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents. Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential. |
| **Impact:**  The impact of using the complete Twinkl Phonics Programme (including lesson packs, display photos, weekly planning and parents notes), as the basis of our 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. It provides sufficient support for children to become fluent readers and prepares them for the statutory year 1 Phonics Screening Check. Following the programme gives schools a consistent approach to phonics, which is clear to teaching staff and learners. Parental engagement is improved through the use of the Introduction to Phonics PowerPoint for Parents and Carers and Introduction to Phonics Handout for Parents and Carers, shared at the beginning of the academic year at our Reading Workshops and Reading Cafés. |

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| **Links to EYFS: Early Learning Goals** | |
| **Word Reading** | **Writing** |
| • 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 | • Write recognisable letters, most of which are correctly formed.  • Spell words by identifying sounds in them and representing the sounds with a letter or letters.  • Write simple phrases and sentences that can be read by others. |

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| **Key Stage 1 National Curriculum Expectations – Year 1** | |
| **Reading – Word Reading** | **Writing - Transcription** |
| • Apply phonic knowledge and skills as the route to decode words.  • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.  • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.  • Read common exception words, noting unusual correspondences between spelling and sounds and where these occur in the word.  • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings  • Read other words of more than one syllable that contain taught GPCs.  • Read contractions, e.g. I’m, I’ll, didn’t, and understand that the apostrophe represents the omitted letter(s).  • 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.  • Re-read these books to build up their fluency and confidence in word reading. | • Write words containing each of the 40+ phonemes already taught.  • Spell common exception words.  • Spell the days of the week.  • Name the letters of the alphabet.  • Naming the letters of the alphabet in order.  • Using letter names to distinguish between alternative spellings of the same sound.  • 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.   • Apply simple spelling rules and guidance.  • Write from memory simple sentences dictated by the teacher than include words using the GPCs and common exception words taught so far. |

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| **Key Stage 1 National Curriculum Expectations – Year 2** | |
| **Reading – Word Reading** | **Writing – Transcription** |
| • Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  • Read accurately words of two or more syllables that contain the same graphemes as above.  • Read words containing common suffixes.  • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.  • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  • Re-read these books to build up their fluency and confidence in word reading. | • Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  • Learn 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.  • Spell common exception words.  • Spell more words with contracted forms.  • Spelling using the possessive apostrophe (singular), for example, the girl’s book.  • Distinguish between homophones and near-homophones.  • Add suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly.  • Apply spelling rules and guidance.  • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |

**End of Year Expectations:**

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| **Twinkle Phonics Level** | **Reception** | **Year 1** | **Year 2** |
| **Level 1** | **Level 1 runs throughout the teaching of Phonics Levels 2-6** | | |
| **Level 2** |  |  |  |
| **Level 3** |  |  |  |
| **Level 4** |  |  |  |
| **Level 5** |  |  |  |
| **Level 6** |  |  |  |

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| **Maple Class (Reception)** | | |
| **Autumn Term** | **Spring Term** | **Summer Term** |
| **Level 1**  Although covered prior to starting Reception, Level 1 activities will be ongoing throughout the teaching of Levels 2-6.  By the end of Level 1, prior to starting Reception, children should be able to:  • have experienced a wealth of listening activities including songs, stories and rhymes;  • by able to distinguish between speech sounds and many will be able to blend and segment words orally.  Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue. | | |
| **Level 2** | **Level 3** | **Level 4** |
| By the end of Level 2, children should be able to:  • give the phoneme when shown any Level 2 grapheme;  • find any Level 2 grapheme, from a display, when given the phoneme;  • orally blend and segment CVC words;  • blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;  • read the five tricky words - the, to, I, no, go. | By the end of Level 3, children should be able to:  • give the phoneme when shown all or most Level 2 and Level 3 graphemes;  • find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;  • blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);  • segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);  • read and spell some two-syllable words using Level 2 and Level 3 graphemes;  • read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;  • spell the tricky words - the, to, I, no, go;  • write each letter correctly when following a model. | By the end of Level 4, children should be able to: • give the phoneme when shown any Level 2 and Level 3 grapheme;  • find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;  • be able to blend and read words containing adjacent consonants;  • be able to segment and spell words containing adjacent consonants;  • be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants;  • be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what;  • be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here;  • write each letter, usually correctly. |

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| **Willow Class (Year 1)** | | |
| **Autumn Term** | **Spring Term** | **Summer Term** |
| **Level 1**  Although covered prior to starting Reception, and throughout Reception year, Level 1 activities will be ongoing throughout the teaching of Levels 2-6. | | |
| **Level 5**  By the end of Level 5, children should be able to:  • give the phoneme when shown any grapheme that has been taught;  • for any given phoneme, write the common graphemes;  • apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;  • read and spell phonically decodable two-syllable and three-syllable words;  • read and spell all taught common exception words;  • form each letter correctly;  • use alternative ways of pronouncing and representing the long vowel phonemes. | | |

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| **Willow Class (Year 2)** | | |
| **Autumn Term** | **Spring Term** | **Summer Term** |
| **Level 1**  Although covered prior to starting Reception, and throughout Reception year, Level 1 activities will be ongoing throughout the teaching of Levels 2-6. | | |
| **Level 6**  By the end of Level 6, children should be able to:  • read accurately most words of two or more syllables;  • read most words containing common suffixes;  • read most common exception words;  • read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;  • sound out most unfamiliar words accurately, without undue hesitation;  • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others;  • spell most common exception words correctly. | | |