



Phonics Progression at St Breock

Aims

At St Breock School, we believe that reading is at the heart of learning. Through reading, pupils develop culturally, emotionally, intellectually, socially and spiritually, while gaining knowledge and a deeper understanding of the world around them. Our aim is to equip all pupils with the **skills** and **confidence** needed to become successful readers. We are committed to ensuring that every child at our school develops the **strong foundations** necessary for future success across the curriculum and beyond.

Through high-quality, systematic teaching, we aim to:

- Build reading fluency so that all pupils can focus on understanding, interpreting and enjoying what they read.
- Develop a love of reading by enabling pupils to access and engage with a wide range of high-quality texts.
- Foster confident, independent readers who can apply their reading skills across all areas of the curriculum.
- Ensure that every child leaves Key Stage 1 with secure phonics knowledge and the skills needed to become a fluent, lifelong reader.
- Provide targeted support and intervention for pupils who require additional practice, ensuring all children can achieve their potential as readers.

By nurturing both the skills and enjoyment of reading, we aim to inspire a lifelong passion for books and learning.

Intent

At St Breock School, we teach children to read through a systematic synthetic phonics approach. Pupils learn to recognise the relationship between the sounds of spoken English (phonemes) and the letters or groups of letters that represent them (graphemes). They use this knowledge to decode words by sounding out and blending sounds together, enabling them to read with increasing accuracy and fluency. Alongside phonics teaching, we promote strong comprehension skills through rich discussion and exposure to a diverse range of stories and non-fiction. We encourage all pupils to read regularly at home and in school, providing opportunities to practise and apply the skills they have learned while developing their vocabulary, language and enjoyment of reading.

Implementation

We teach phonics through the **Read Write Inc. Phonics** programme. Phonics is taught daily across EYFS and Key Stage 1. Children are grouped according to their stage of phonics development and are assessed regularly, with groups reviewed and adjusted each half term to ensure rapid progress, build fluency and develop confident readers. Intervention is provided to children who require extra support to ensure that they keep up, not catch up.

Curriculum Expectations

Early Years Foundation Stage – Nursery and Reception

Development Matters Non-statutory curriculum guidance for the early years foundation stage	
3 and 4-year olds will be learning to:	Children in reception will be learning to:
Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversation about stories, learning new vocabulary.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

End of the Early Years Foundation Stage

Statutory Framework for the Early Years Foundation Stage Literacy Early Learning Goals	
Comprehension Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate, where appropriate, key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.	Word Reading Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonics knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Key Stage 1

National Curriculum Reading – Word Reading	
Year 1	Year 2
Pupils should be taught to: • 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 sound 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 words with contractions [for example, I'm, I'll, we'll], 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.	Pupils should be taught to: • Continue to 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.

Phonics Curriculum at St Breock

We begin preparing our pupils for learning to read as soon as they join our **Nursery**. We **immerse** the children in **stories** and **rhymes** as well as regular **planned talk** and **back and forth conversation** to support **communication and language skills**. In Nursery, we focus on the **foundational skills** required for reading with a carefully thought-out **pre-reading** programme. We develop children's **phonological** and **phonemic awareness** through fun, engaging games and nursery rhymes. There are two aspects to our programme: Rhyme Time and Tuning into Sounds. Rhyme Time **explores rhyme** to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. Tuning into Sounds teaches **phonological and phonemic awareness** (rhyme, alliteration, initial sounds) through games. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception.

Nursery		
<u>Autumn Term</u> Autumn 1: Rhyme Time - No explicit phonics sounds are introduced. - The focus is entirely on Rhyme Time and settling children into daily routines. - Children learn 1 nursery rhyme every 1 to 2 weeks from a list of 20 rhymes. - Play Rhyme Time games: focus on listening, syllables, rhyming, alliteration and sound knowledge. Autumn 2: Start Tuning into Sounds Progression of sounds: m, a, s, d, t, i, n. Sounds focus: One new sound each week. In each session, play What's in the box? (Learn the sound) and one sound game: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). Oral blending focus: In each session, play: Blend from the box (Blend with the sound) and one oral blending game: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)	<u>Spring Term</u> Tuning into Sounds Progression of sounds: p, g, o, c, k, u, b, f, e, l, h, r Sounds focus: One new sound each week. In each session, play What's in the box? (Learn the sound) and one sound game: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). Oral blending focus: In each session, play: Blend from the box (Blend with the sound) and one oral blending game: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)	<u>Summer Term</u> Tuning into Sounds Progression of sounds: j, v, y, w, z, x, sh, th, ch, qu, ng, nk Sounds focus: One new sound each week. In each session, play What's in the box? (Learn the sound) and one sound game: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). Oral blending focus: In each session, play: Blend from the box (Blend with the sound) and one oral blending game: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)

Read, Write, Inc. Phonics at St Breock

Our **Read, Write, Inc. Phonics Programme** begins when the children start in our **Reception** class. At this first stage, we focus on the **mechanics of sound** and match sounds (phonemes) to graphemes (letters). The priority in Reception is rapid **visual letter recognition**, mastering **oral blending** (Fred Talk), and transitioning onto **early decodable books**.

Reception		
<u>Autumn Term</u> Initial Sounds & Early Blending • Phonics Focus: Set 1 Single-Letter Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x • Decodable Book Level: No physical books yet. Children work purely with Sound Cards, Magnetic Letters, and Green Word Cards for oral blending. • Key Milestone: Children blend simple 3-sound words orally (e.g., hearing c-a-t and saying "cat").	<u>Spring Term</u> Reading words and simple texts • Phonics Focus: Complete remaining Set 1 Single-Letter Sounds and learn the first "Special Friends" (Digraphs): sh, th, ch, qu, ng, nk. • Decodable Book Level: Photocopy Ditties (short script sheets), moving onto Red Ditty Storybooks. • Key Milestone: Children blend sounds to read words.	<u>Summer Term</u> Moving to Set 2 Vowels • Phonics Focus: Complete remaining Set 1 Special Friends, double consonants: ff, ll, ss, ck. Introduction to the first six Set 2 Speed Sounds (Long Vowels): ay (play), ee (see), igh (high), ow (blow), oo (zoo), oo (look). • Decodable Book Level: Green Storybooks progressing onto Purple Storybooks. • Key Milestone: Children cross-reference Set 2 vowel digraphs inside printed text without teacher assistance.

In **Year 1**, our Read Write Inc. (RWI) Phonics curriculum shifts focus from basic letter mechanics to **reading fluency, alternative spellings for vowel sounds (Set 3 sounds)**, and **building reading speed** ahead of the statutory Year 1 Phonics Screening Check.

Year 1		
<u>Autumn Term</u> Consolidation and Building Pace • Phonics Focus: Remaining Set 2 Speed Sounds (ar, or, air, ir, ou, oy) alongside an introduction to early Set 3 sounds. • Decodable Book Level: Purple Storybooks moving into Pink Storybooks. • Key Milestone: Children transition from sounding out every word out loud to reading common words automatically by sight ("Fred in your head").	<u>Spring Term</u> Set 3 Vowels • Phonics Focus: Primary instruction of Set 3 Speed Sounds. This includes complex "split digraphs" (a-e, e-e, i-e, o-e, u-e) and alternative spellings for known vowels (e.g., learning that ai and a-e sound identical to Set 2 ay). • Decodable Book Level: Orange Storybooks moving into Yellow Storybooks. • Key Milestone: Children successfully spot complex split digraphs inside multi-syllable words.	<u>Summer Term</u> • Phonics Focus: Full revision of all Set 1, 2, and 3 sounds. Children practice decoding alien/nonsense words to prepare for the national check. • Decodable Book Level: Yellow Storybooks moving into Blue Storybooks. • Key Milestone: Children confidently pass the Phonics Screening Check and read with appropriate vocal inflection. Target speed: 60-70 Words Per Minute.

In **Year 2**, the Read Write Inc. (RWI) Phonics progression focuses on **transitioning fluent decoders into mature readers**. Children who have not yet passed the Year 1 Phonics Screening Check continue with intensive phonic interventions, while on-track children finish the core reading tiers and **transition onto the RWI Comprehension programme**.

Year 2		
<u>Autumn Term</u> Reaching the Final Tiers • Phonics Focus: Final automation of Set 3 sounds, focusing explicitly on root words and complex suffixes (e.g., -tion, -cious, -ment). • Decodable Book Level: Blue Storybooks progressing onto Grey Storybooks (final level). • Key Milestone: Completion of the RWI Phonics decodable series. Reading shifts from active decoding to fluent reading and mature comprehension. Target speed: 70–80+ Words Per Minute.	<u>Spring Term</u> Programme Completion and Vocabulary Immersion • Curriculum Focus: Graduation from the phonics programme onto RWI Comprehension modules. • Book Formats: Early Reader books from the library • Key Milestone: Children answer literal and inferential comprehension questions about a text. Target speed: 90 WPM.	<u>Summer Term</u> Comprehension Mastery • Curriculum Focus: Complete immersion in the RWI Comprehension Programme alongside Key Stage 1 curriculum goals. • Book Formats: Transition to independent "Free Reading" from the library. • Key Milestone: Children answer literal and inferential comprehension questions about a text. Target speed: 90+ WPM.

Read, Write, Inc. Phonics lesson Structure

At St Breock, our Read, Write, Inc Phonics lessons follow a **consistent and precise structure**. There are two parts to the lesson. The first part of the lesson focuses on the **teaching of sounds** and how to read words containing these sounds. The second part of the lesson is spent reading a **book closely linked to the children's phonic knowledge**. This enables children to practise and apply their learning.

Our daily Phonics lessons follow this structure:

Phonics Lesson Structure Daily 30-minute lesson						
Speed Sounds				Storybook		
Teaching a new sound	Recap of sounds previously taught as well as the new sound	Read words containing the new sound as well as words containing previously taught sounds	Assessment of sounds taught using nonsense words	Activities to practise reading the sounds and words in the storybook	Reading the storybook	Activities to develop reading comprehension