

## Phonics Progression of Skills: Nursery - Year 2

### Our Vision

At Park Lane we believe that reading gives children the tools to become independent life-long learners. Reading is at the core of our teaching and learning at Park Lane and, when teaching children phonics, we are teaching them the stepping stones to becoming successful, independent readers.

Our phonics teaching is delivered through the Read Write Inc (RWI) scheme which we believe gives the children the best possible start to their literacy. RWI is a complete phonics program that helps all children to read accurately and fluently so that they can focus on developing their skills in comprehension, vocabulary and spelling. The program is designed for children aged 4-8, however, here at Park Lane we begin teaching phonics to our children in Nursery in order to give them the best possible start to their reading. We will also continue teaching children phonics through RWI beyond the age of 8 if they still need support in their reading. During RWI, children are taught in small groups of the same reading ability. The children are assessed every 6-8 weeks and regrouped to support their progress. RWI is designed so that all children experience success in their reading.

At Park Lane we aim to foster a love of reading, stemming from this feeling of early success. Throughout the program children will learn the English alphabetical code: the 150+ graphemes that represent each 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them, in three sets of Speed Sound Lessons. Simple and enjoyable mnemonics help all children to grasp the letter-sound correspondences quickly. This knowledge is taught and consolidated every day. Words that are not phonetically decodable (Red words) are taught and practised frequently. Lively phonics books are closely matched to the children's increasing knowledge of phonics and Red words. Repeated readings of the texts support their increasingly fluent decoding. A thought-provoking introduction prompts for thinking out loud and discussion help teachers ensure that children comprehend what they are reading.

Nursery	
Reading	<ul style="list-style-type: none"> <li>- Children are introduced to high quality stories that make them excited about books and story time.</li> <li>- Begin to hear oral 'Fred Talk' (segmenting) and begin to make links between single sounds and the words they build.</li> <li>- Begin to learn the pictures associated with the speed sounds.</li> <li>- Once children are beginning to orally blend and recognise the pictures, children begin to learn the graphemes for set 1 single letter sounds before entering Reception.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- Mark make and begin to associate some meaning to their marks.</li> <li>- Practise sitting at tables correctly</li> <li>- Begin to hold a pencil in their preferred hand and with a comfortable pencil grip.</li> <li>- Can begin practising forming letter sounds that they are learning.</li> </ul>

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Reception	
Reading	<ul style="list-style-type: none"> <li>- Children continue to learn to blend orally through incidental Fred Talk.</li> <li>- Learn and know all set 1 single letter sounds. Read these sounds speedily.</li> <li>- Learn set 1 'special friend sounds'.</li> <li>- Learn to blend sounds in words independently.</li> <li>- Read simple words by reading each sound and blending together to form a word.</li> <li>- Read Green words containing sounds they know.</li> <li>- Read Green words containing 'special friends'.</li> <li>- Read Green words containing 4 sounds/5 sounds</li> <li>- Learn and know set 2 sounds. Read these sounds speedily.</li> <li>- Read words containing set 2 sounds.</li> <li>- Read nonsense (alien) words containing set 1 and 2 sounds.</li> </ul> <p><u>Accuracy (at their reading level)</u></p> <ul style="list-style-type: none"> <li>- Read new sounds and previously taught sounds.</li> <li>- Sound out unfamiliar words.</li> <li>- understand the meaning of new words.</li> <li>- Read a story. (First read)</li> </ul> <p><u>Fluency</u></p> <ul style="list-style-type: none"> <li>- Re-read these books to build up their fluency and confidence in word reading.</li> <li>- Track the story, 'jumping in' when the teacher hesitates.</li> <li>- Read the story with increased speed (second read)</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>- Predict an outcome</li> <li>- Discuss and compare key moments in a story</li> <li>- Read the story with a storyteller's voice (third read)</li> <li>- Answer questions about a story they have read.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- Children learn to segment simple words in line with their developing phonics knowledge.</li> <li>- They use Fred Fingers to support their segmenting.</li> <li>- Children develop confidence in handwriting</li> <li>- Begin to form letters starting and finishing in the correct place.</li> <li>- Begin to write sentences by composing it out loud, rehearsing it, and segmenting each word carefully.</li> <li>- Begin to write sentences with awareness of capital letters, full stops and finger spaces.</li> <li>- Begin to spell common exception words.</li> </ul>
Year 1	
Reading	<ul style="list-style-type: none"> <li>- Recap learning set 1 and 2 sounds.</li> <li>- learn and know set 3 sounds. Read these sounds speedily.</li> <li>- Respond speedily with the correct sound to graphemes for all phonemes.</li> <li>- Apply phonic knowledge and skills as the route to decode words.             <ul style="list-style-type: none"> <li>- read green words containing sounds they know.</li> <li>- read green words containing 4/5 sounds.</li> <li>- use 'Fred in your head' to build accuracy and fluency.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>- read green words and nonsense words containing set 2 sounds.</li> <li>- read green words and nonsense words containing set 3 sounds.</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>- Read common exception words (Red words)</li> <li>- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>- Read other words of more than one syllable that contain GPCs.</li> <li>- Read words with contractions.</li> <li>- 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.</li> </ul> <p><u>Accuracy</u></p> <ul style="list-style-type: none"> <li>- Read new sounds and previously taught sounds.</li> <li>- Sound out unfamiliar words.</li> <li>- understand the meaning of new words.</li> <li>- Read a story. (First read)</li> </ul> <p><u>Fluency</u></p> <ul style="list-style-type: none"> <li>- Re-read these books to build up their fluency and confidence in word reading.</li> <li>- Track the story, 'jumping in' when the teacher hesitates.</li> <li>- Read the story with increased speed (second read)</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>- Predict an outcome</li> <li>- Discuss and compare key moments in a story</li> <li>- Read the story with a storyteller's voice (third read)</li> <li>- Answer questions about a story they have read.</li> </ul>
<b>Writing</b>	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>- Sit correctly at table, holding pencil comfortably and correctly.</li> <li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>- Form capital letters.</li> <li>- Form digits 0 – 9.</li> <li>- Understand which letters belong to which handwriting families and practise these.</li> </ul> <p><u>Transcription</u></p> <ul style="list-style-type: none"> <li>- Children can segment words in line with their developing phonics knowledge.</li> <li>- Use Fred fingers confidently to support segmenting of words.</li> <li>- Spell common exception words.</li> <li>- Spell common words with common graphemes and suffixes.</li> <li>- Write prepared sentences with correct spelling and punctuation.</li> <li>- Sequence sentences to form short narratives.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Compose a sentence orally and rehearse this sentence before writing it</li> <li>- Apply grammar concepts learnt and linked to the story</li> <li>- Use new vocabulary in their writing</li> <li>- edit their writing to correct their grammar and punctuation</li> <li>- Write a composition based on the storybook they have just read.</li> <li>- Edit their own and their partner's writing.</li> </ul>

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Year 2	
Reading	<ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes.</li> <li>- Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word.</li> <li>- Read accurately words of two or more syllables that contain the taught GPCs.</li> <li>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>- Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation.</li> <li>- Re-read these books to build up their fluency and confidence in word reading.</li> <li>- Read words containing common suffixes.</li> </ul>
Writing	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>- Form lower-case letters of the correct size relative to one another.</li> <li>- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left un-joined.</li> <li>- Write capitals of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>- Use spacing between words that reflects the size of the letters.</li> <li>- Write digits of the correct size and orientation.</li> </ul> <p><u>Transcription</u></p> <ul style="list-style-type: none"> <li>- Compose and write full sentences with correct spelling and punctuation.</li> <li>- Spell common exception words and identify unusual graphemes.</li> <li>- Spell words containing suffixes and prefixes.</li> <li>- Show an awareness of different sentence structures: statement, question, command, exclamation.</li> <li>- Write in the present and past tense correctly.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Develop a positive attitude and stamina for writing by writing for different purposes.</li> <li>- Plan or say out loud what they are going to write about.</li> <li>- Write idea and/or key words including new vocabulary.</li> <li>- Encapsulate what they want to say, sentence by sentence.</li> <li>- Make additions, revision and corrections to their own writing by, evaluating their writing with the teacher or other pupils, re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>- Proof read to check for errors in spelling, grammar and punctuation.</li> <li>- Read aloud their writing with appropriate intonation to make the meaning clear.</li> </ul>