

Ampney Crucis C of E Primary School Progression Map

Autumn Term

Subject: Phonics

Intent: The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1 and into Key stage 2. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

Autumn	Maple (Reception)	Willow (Year 1 and 2)		Chestnut (Year 3 & 4)		Oak (Year 5 & 6)	
	1 Year Cycle	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Children read and understand simple sentences.	Apply phonic knowledge and skills as the route to decode words. To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. They read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings To read other words of more than one syllable that contain taught GPCs. To read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s). To read aloud accurately books that are consistent with		To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	

		<p>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.</p>		
Skills	<p>Phase 1/2 activities, rhymes, songs and stories to distinguish between speech sounds and orally segment and blend words. All children introduced to and have time to practise with individual phonemes from Phase 2. Teach tricky words for reading: the, to, no, go, I, into Teach HF words (blending and reading)</p> <p>Blending and segmenting using grapheme – phoneme knowledge Read and spell VC and CVC words using phonemes introduced. Read simple captions using known phonemes. Begin to read books using known Phase 2 phonemes. Mark making, including name writing and some initial/final sounds/letters in words</p>	<p>Year 1 Recap phase ¼ Practise all HF and tricky words learnt so far Blend and segment using grapheme-phoneme knowledge Read CVCC and CCVC using phonemes introduced. Phase 5 listening activities, rhymes songs and stories. Teach tricky words for reading (oh, their, people, Mr, Mrs, looked, called, asked) Read CCVCC words using phonemes introduced. Read two syllable words.</p> <p>Year 2 Revise all Phase 5 and previously taught phonemes. Recap Phase 5 alternative sounds Recap all HF and tricky words. Continue to apply phonic knowledge and skills as a way to decode words until this becomes automatic and decoding is embedded and fluent.</p>	<p>Year 3 To use phonic knowledge to decode quickly and accurately To apply their growing knowledge of root words and prefixes including: in, im, il, dis, mis, un, re, sub, inter, super, anti, auto To apply their growing knowledge of root words and suffixes/word ending including: action, ly, ous, ture, sure, sion, tion, ssion and cian To begin to read Y3/Y4 exception words</p> <p>Year 4 To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Yr3/4 exception words, discussing the unusual correspondences between spelling and these occurring in the word.</p>	<p>Year 5 To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including: sion, tion, cial, tial, ant, ance, ancy, ent, ence, ency, ably, ible, ibly, ate, ise, ify To read most Yr5/6 exception words, discussing the unusual correspondences between spelling and these occurring in the word.</p> <p>Year 6 To read fluently with full knowledge of all Yr5/6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

Ampney Crucis C of E Primary School Progression Map

Spring Term

Subject: Phonics

Intent: The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1 and into Key stage 2. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

Spring	Maple (Reception)	Willow (Year 1 and 2)		Chestnut (Year 3 & 4)		Oak (Year 5 & 6)	
	1 Year Cycle	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Skills	<p>Phase 2/3 listening activities, rhymes, stories and songs</p> <p>Revise all Phase 2 phonemes from last term and all tricky words</p> <p>Teach Phase 3 phonemes and digraphs</p> <p>Teach reading tricky words – he, me, we, be, was, you, they, are, all, her, my</p> <p>Teach spelling Phase 2 tricky words – l, go, no, the, into, to</p> <p>Practise blending for reading and segmenting for spelling</p> <p>Begin learning letters names and capital letters</p> <p>Practise reading HF words. Practise reading/recognising tricky words</p> <p>Practise reading two syllable words (sunset, laptop), captions and simple sentences.</p> <p>Practise writing captions and sentences.</p> <p>Write CVC words – segmenting and recording all sounds</p>	<p>Year 1</p> <p>Phase 5 listening activities, stories, songs and rhymes.</p> <p>Revise all phonemes taught from last term</p> <p>Introduce digraphs</p> <p>Teach HF words – water, where, who, again, thought, though, work, mouse, many, laughed, because, different, any, eyes, friends, once, please, I’m, about, came, very, by, your, make, put, time.</p> <p>Practise blending for reading and segmenting for spelling.</p> <p>Apply phonic knowledge and skills to decode words.</p> <p>To blend sounds in unfamiliar words using GPC’s taught.</p> <p>Year 2</p> <p>To read accurately most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>Year 3</p> <p>To use phonic knowledge to decode quickly and accurately</p> <p>To apply their growing knowledge of root words and prefixes including: in,im,il,dis,mis, un, re, sub, inter, super, anti, auto</p> <p>To apply their growing knowledge of root words and suffixes/word ending including: action, ly, ous, ture, sure, sion, tion, ssion and cian</p> <p>To begin to read Y3/Y4 exception words</p> <p>Year 4</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>To read all Yr3/4 exception words, discussing the unusual</p>	<p>Year 5</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including: sion, tion, cial, tial, ant, ance, ancy, ent,ence, ency, ably, ible,ibly, ate, ise, ify</p> <p>To read most Yr5/6 exception words, discussing the unusual correspondences between spelling and these occurring in the word.</p> <p>Year 6</p> <p>To read fluently with full knowledge of all Yr5/6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing</p>			

	Read books using Phase 2 and Phase 3 sounds.	To read most Y1 and Y2 common exception words	correspondences between spelling and these occurring in the word.	speed and skill, recognising their meaning through contextual cues.
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Summer Term

Subject: Phonics

Intent: The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

Summer	Maple (Reception)	Willow (Year 1 and 2)		Chestnut (Year 3 & 4)		Oak (Year 5 & 6)	
	1 Year Cycle	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Skills	<p>Phase 3 / 4 listening activities, rhymes, songs and stories. Reinforce all phonemes introduced from Phase 2 and 3. Introduce Phase 4 activities Read tricky words they, said, like, some, come, have, were, there, little, one, do, when, out, what Recap tricky words taught so far Blend and segment using all phonemes taught so far. Practise letter names and capital letters. Practise reading HF words. Practise reading /recognising tricky words. Practise reading two syllable words, captions and simple sentences. Practise spelling HF words. Practise spelling tricky words. Write simple sentences using phonetically plausible attempts including more complex words (CVCC, CCVC and CCVCC words) and HF words.</p>	<p>Year 1 Phonics Screening Test Phase 5 listening activities, songs, stories and rhymes Reinforce and recap all phonemes introduced Recap all tricky words for reading Blend and segment using all phonemes taught so far To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes. To read words containing taught GPC's. To read words containing s, es, ing, ed, est endings To read words with contractions I'm, I'll, we'll</p> <p>Year 2 To read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and with little hesitation.</p>	<p>Year 3 To use phonic knowledge to decode quickly and accurately To apply their growing knowledge of root words and prefixes including: in, im, il, dis, mis, un, re, sub, inter, super, anti, auto To apply their growing knowledge of root words and suffixes/word ending including: action, ly, ous, ture, sure, sion, tion, ssion and cian To begin to read Y3/Y4 exception words</p> <p>Year 4 To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Yr3/4 exception words, discussing the unusual</p>	<p>Year 5 To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including: sion, tion, cial, tial, ant, ance, ancy, ent, ence, ency, ably, ible, ibly, ate, ise, ify To read most Yr5/6 exception words, discussing the unusual correspondences between spelling and these occurring in the word.</p> <p>Year 6 To read fluently with full knowledge of all Yr5/6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing</p>			

		To reread books to improve fluency and confidence in word reading	correspondences between spelling and these occurring in the word.	speed and skill, recognising their meaning through contextual cues.
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