

Phonics Progression at Parkdale

Parkdale has a robust and rigorous approach to phonics. Our chosen validated systematic synthetic phonics programme (SSP) is Bug Club Phonics. This table shows a breakdown of phonics taught across the years from Nursery to KS2 by term. All children receive daily phonics sessions and children identified for additional support receive intervention phonics time in addition to daily class phonics.

Year	Autumn	Spring	Summer
N	Meeting phonics puppet, learning team. Listening rules Developing language Speaking and listening games	Phase 1 games and activities (songs/ environmental sound awareness)- whole class and small group sessions. Songs Rhyming	Syllables, onset rime Phase 2 (s/a/t/p)
Ass	Ongoing AfL and children's individual phonic knowledge is assessed regularly by the class teacher.		
R	Phase 1 -Sound discrimination -Meta linguistic awareness (songs, environment) -Word concept -Syllables -Onset-rime Phase 2 Set 1 (s/a/t/p) Set 2 (i/n/m/d) Set 3 (g/o/c/k) (and, to) Set 4 (ck/e/u/r) (the, no, go) Set 5 (h/b/f/ff/l/l/ss) (I, into, her)	Phase 3 Set 6 (j/r/w/x) (me, be) Set 7 (y/z/zz/qu) (he, my, by, she) Set 8 (ch/sh/th/ng) (they) Set 9 (ai/ee/igh/oa/oo long/oo short) (we, are) Set 10 (ar/or/ur/ow/oi) (you) Set 11 (ear/air/ure/er) (all, was, give, live)	Revisit and revise Phase 3 & any other gaps in phoneme knowledge identified in assessment -segmenting to CVC -blending to read -tricky word recognition -reading sight words
Ass	Baseline assessment - verbal identification of initial sounds - identify chrn at risk (no comprehension of letters/sounds) Phonics end of term assessment Assessments to determine phonics intervention groupings	Phonics blending and segmenting end of term assessment Assessments to determine phonics intervention groupings	Phonics blending and segmenting end of year assessment (see below for end of year ELG's linked to phonics)
	In addition, children's ongoing phonic knowledge is assessed regularly via our online Phonics Tracker programme and children's reading books are closely matched to only contain sounds that the children have been taught and are confident in their recall.		
	End of Year Expectations: Word Reading ELG 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 phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Writing ELG Children at the expected level of development will:		

	<ul style="list-style-type: none"> - 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. 		
1	<p>Phase 3 Set 6 (j/v/w/x) (me, be) Set 7 (y/z/zz/qu) (he, my, by, she) Set 8 (ch/sh/th/ng) (they) Set 9 (ai/ee/igh/oa/oo long/oo short) (we, are) Set 10 (ar/or/ur/ow/oi) (you) Set 11 (ear/air/ure/er) (all, was, give, live)</p> <p>Phase 4 Set 12 (adjacent consonants) (said, have, so, like, do, some, some, were, there, little, one, when, out, what)</p> <p>Phase 5 Set 13 (wh/ph) (oh, their, people) Set 14 (long a - ay/a_e/eigh/ey/ei) (Mr, Mrs, Ms) Set 15 (long e - ea/e_e/ie/ey/y) (looked, called, asked) Set 16 (long i - ie/i_e/y/i) (water, where)</p>	<p>Phase 5 Set 17 (long o - ow/o_e/o/oe) (who, again) Set 18 (long u - ew/ue/u_e) (short oo - u/oul) (thought, through) Set 19 (aw/au/al) (worked, laughed, because) Set 20 (ir/er/ear) (Thursday, Saturday, thirteen, thirty) Set 21 (ou/oy) (different, any, many) Set 22 (ere/eer/are/ear) (eyes, friends) Set 23 (c/k/ck/ch) (two, once) Set 24 (ce/ci/cy/sc/stl/se) (great, clothes) Set 25 (ge/gi/gy/dge) (it's, I'm, I'll, I've) Set 26 (le/mb/kn/gn/wr) (don't, can't, didn't) Set 27 (tch/ch/ea/zh/(w)a/o) (first, second, third)</p>	<p>Phase 6 Set 28 (suffix -ing, -ed) (clearing, gleaming, rained, mailed) Set 29 (suffix -s, -es) (man, men, mouse, mice, foot, feet, tooth, teeth, sheep) Set 30 (prefix re-, un-) (vowel, consonant, prefix, suffix, syllable) Revision Phonics screening practice Phonics screening test Assessed gap filling after the screening</p>
Ass	<p>Baseline phonic assessment NTS GPS Autumn paper Year 1 Common Exception Words - read and spell Mock phonics screening paper</p>	<p>NTS GPS Spring paper Year 1 Common Exception Words - read and spell Mock phonics screening paper</p>	<p>Official phonics screening paper NTS GPS Summer paper Year 1 Common Exception Words - read and spell</p>
<p>In addition, children's ongoing phonic knowledge is assessed regularly via our online Phonics Tracker programme and children's reading books are closely matched to only contain sounds that the children have been taught and are confident in their recall.</p>			
2	<p>Phase 6 Set 28 (suffix -ing, -ed) (clearing, gleaming, rained, mailed) Set 29 (suffix -s, -es) (man, men, mouse, mice, foot, feet, tooth, teeth, sheep) Set 30 (prefix re-, un-) (vowel, consonant, prefix, suffix, syllable) NC Year 2 SPaG Word Level W1 - Formation of nouns using suffixes such as -ness, -er and by compounding</p>	<p>Sentence Level S1 - Expanded noun phrases for description and specification 1.1 Identifying, defining and sorting nouns 1.2 Identify noun phrases 1.3 Introducing adjectives as pre-modifiers in noun phrases 1.4 Creating sentences with noun phrases from word banks 1.5 Introducing post-noun modifiers for noun phrases</p>	<p>Text Level T1 - Correct choice and consistent use of present tense and past tense throughout writing 1.1 Consistent use and correct choice of present and past tense throughout writing 1.2-1.7 Consistent use and correct choice of present and past tense writing 1.8-1.11 Consistent use and correct choice of present and past tense throughout writing</p>

- 1.1 Identifying and sorting nouns
- 1.2 Adding the suffix -er to verbs to make nouns
- 1.3 Identifying and sorting adjectives
- 1.4 Sorting nouns and adjectives
- 1.5 Adding the suffix -ness to create a noun
- 1.6 Adding the suffix -ness to adjectives that ends in y to create nouns
- 1.7 Sorting correct spelling of -ness words
- 1.8 Choosing the correct -ness noun or adjective for a sentence
- 1.9 Making compound words by joining words with images
- 1.10 Making compound words by joining two words
- 1.11 Separating compound words
- 1.12 Identifying compound words in a list and sentence
- 1.13 Create compound words from a list
- 1.14 Creating a sentence using compound nouns in appropriate places
- 1.15 Identifying errors in sentences with compound nouns

W2 - Formation of adjectives using suffixes such as -ful and -less

- 2.1 Adding the suffixes ful, ness, ment, less to adjectives
- 2.2 Adding the correct word ending in ful and less to a sentence
- 2.3 Selecting the correct suffix to make a new word
- 2.4 Adding the suffixes -ful and -less to nouns ending in y
- 2.5 Sorting compound words and words with a suffix

W3 - Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

- 3.1 Forming comparative adjectives by adding the suffix -er

S2 - Subordination (when, if, that, because) and coordination (or, and, but)

- 2.1 Identifying a sentence and clause
- 2.2 Joining clauses using and
- 2.3 Introducing coordinating conjunctions or, and, but
- 2.4 Identifying the coordinating conjunctions or, and, but in a sentence
- 2.5 Choosing sentences that use conjunctions correctly
- 2.6 Inserting the correct coordinating conjunctions
- 2.7 Rearranging words from a bank to create sentences with coordinating conjunctions
- 2.8 Introducing subordinating conjunctions when, if, that, because
- 2.9 Ask questions where answers are dependent on the conjunctions
- 2.10 Matching main clauses with correct subordinate clauses
- 2.11 Inserting the correct conjunction into sentences
- 2.12 Choosing sentences that use subordinating conjunctions correctly
- 2.13 Completing sentences using subordinating conjunctions

S3 - How the grammatical patterns in a sentence indicate it's function as a statement, question, exclamation or command

- 3.1 Introducing statement, question, exclamation, and command
- 3.2 Sorting statement, question, exclamation and command sentences
- 3.3 Adding correct punctuation for different sentence types
- 3.4 Writing statement, question, exclamation, and command sentences

T2 - Use of the progressive form of verbs in the present and past tense to mark actions in progress

- 2.1-2.5 and 2.7 Using the progressive form of verbs in the present and past tense
- 2.8 - 2.11 Using the progressive form of verbs in the past tense

Punctuation Level

P1 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

- 1.1-1.4 Sorting and adding correct punctuation marks to statements question and exclamations

P2 - Commas to separate items in a list

- 2.1 - Introducing commas
- 2.2 - Adding commas to lists that include given items
- 2.3 Adding commas to lists in sentences
- 2.4 Choosing which sentences are written correctly
- 2.5 Correcting errors in sentences with commas
- 2.6 Creating sentences using commas to separate lists

P3 - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

- 3.1 Introducing apostrophes for possession
- 3.2 Adding apostrophes to simple phrases
- 3.3 Adding apostrophes to short sentences
- 3.4 Rearranging words including those with apostrophes to make sentences
- 3.5 Apostrophes added to words ending in s

	<p>3.2 Forming superlative adjectives by adding the suffix -est</p> <p>3.3 Forming superlative adjectives by adding the suffix -er and -est</p> <p>3.4 Completing sentences with the correct -er and -est adjectives</p> <p>3.5 Defining and identifying adverbs</p> <p>3.6 Sorting and identifying adverbs and verbs</p> <p>3.7 Adding the suffix ly to adjectives to create adverbs</p> <p>3.8 Choosing the appropriate adverb for a sentence</p>		
Ass	<p>Baseline phonic assessment for those children who did not meet expected standard in phonics screening paper at the end of Year 1</p> <p>NTS GPS Autumn paper</p> <p>Year 2 Common Exception Words - read and spell</p> <p>Reading age</p> <p>Mock phonics screening paper for those required to re-sit at end of Year 2</p>	<p>NTS GPS Spring paper</p> <p>Year 2 Common Exception Words - read and spell</p> <p>Reading age</p> <p>Mock phonics screening paper for those required to re-sit at end of Year 2</p>	<p>Re-sit of phonics screening paper for those required to sit</p> <p>NTS GPS Summer paper</p> <p>Year 2 Common Exception Words - read and spell</p> <p>Reading age</p>
	<p>In addition, for the children who did not meet the expected standard on the phonics screening check at the end of Year 1, they continue with ongoing, regular assessment of their phonic knowledge via our online Phonics Tracker programme and children's reading books are closely matched to only contain sounds that the children have been taught and are confident in their recall.</p>		
3	<p>Children who did not meet the expected standard in the phonics screening re-sit at the end of Year 2 will continue to receive daily phonics sessions in Year 3. These will be tailored to the children's needs and gaps and could be across any of the phases.</p>		
Ass	<p>Baseline phonic assessment</p> <p>NTS GPS Autumn paper</p> <p>Reading and spelling age</p>	<p>NTS GPS Spring paper</p> <p>Reading and spelling age</p>	<p>Past phonics screening paper</p> <p>NTS GPS Summer paper</p> <p>Reading and spelling age</p>
	<p>Assessment for learning is built in to all phonics sessions. They too continue with ongoing, regular assessment of their phonic knowledge via our online Phonics Tracker programme and children's reading books are closely matched to only contain sounds that the children have been taught and are confident in their recall.</p>		
KS2	<p>Children in years 4-6 who are individually identified by their class teachers, will continue to receive daily phonics sessions as a combined group. These sessions will be tailored to the children's needs and gaps and could be across any of the phases.</p>		
Ass	<p>Baseline phonic assessment</p> <p>NTS GPS Autumn paper</p> <p>Reading and spelling age</p>	<p>NTS GPS Spring paper</p> <p>Reading and spelling age</p>	<p>NTS GPS Summer paper</p> <p>Reading and spelling age</p>
	<p>Assessment for learning is built in to all phonics sessions. They too continue with ongoing, regular assessment of their phonic knowledge via our online Phonics Tracker programme.</p>		