



St Clement's and St John's CE Infant and Bethany CE Junior Schools

Phonics Progression Map

Rationale:

- The school uses Read Write Inc (RWI) as its phonics programme, as this programme was developed predominantly in schools with high EAL numbers.
- RWI was selected as our synthetic phonics programme due to its focus on repetition, fluency and consolidation which benefits all learners and is particularly supportive of EAL children learning English.
- Books selected to take home for children to read correspond to the RWI programme. RWI home reading books are used when children are independently blending to read. Until this stage, children are given Lilac Book Band Books to encourage positive book behaviours and development of oracy skills through discussion of picture books.
- This phonics progression map has been informed by Development Matters. Our school's previous baseline assessments have always indicated that a significant proportion of pupils beginning FS2 (Reception) are below typical age-related attainment in skills such as: recognition and generation of alliterative sounds, correct articulation of voice sounds and accurate oral blending and oral segmentation.
- The RWI process begins with recognition of Grapheme Phoneme Correspondence (GPC) and is Step E in the progression map. Steps A-D are often taught alongside the RWI phonics programme to consolidate key sound learning.
- In addition to this document there is a spelling progression document, where children will learn and fully consolidate their phonics skills for the purpose of spelling and the learning of the spelling content as listed in the English National Curriculum.
- Home reading books (RWI Book Bag Books) are sent home once the sound set is secure. Therefore, home reading books are to consolidate learning, aiming to improve children's confidence and fluency.

Step	Year Group	Anticipated Timescale	RWI Stage	Reading		Teaching Content/Skills	Home Reading Books	Assessment Expectation	Nonsense words	Common Exception Word for reading and writing	Terminology
				Sounds and handwriting <small>(underlined sounds indicate that they are additional)</small>	Words for reading and spelling						
A	Expected coverage pre Reception (FS2) entry to St Clement's school.					Ongoing focus on ALL aspects within taught phonics sessions and as part of daily provision. <ol style="list-style-type: none"> 1. Identify and describe different sounds and noises in the environment, e.g. long, short, high, low, loud, quiet. 2. Experience and develop awareness of sounds with instruments and noise makers. 3. Develop awareness of sounds and rhythms using body percussion. 4. Articulate words correctly in rhythm. 5. Listen to sounds and know which are the same and different (beginning or end). 6. Articulate sounds using correct mouth movement. 7. Oral blending (of 3 sound words) and segmenting. 	Whilst St. Clement's does not have a pre-school with a FS1(Nursery) curriculum, baseline assessments of children on entry, demonstrate that there are often gaps in these areas of sounds pre-learning. Therefore these areas have been added to the progression map to ensure that children are correctly assessed and gaps in phonemic awareness are closed swiftly on arrival to school. The RWI Handbook specifies that all 4 skills (oral blending, oral segmenting, blending and segmenting to read) are reinforced through their lesson format.				
B											
C											

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D	FS2	Autumn 2 weeks				<p>Reception Baseline Assessment <i>Review 5,6,7 from Letters and Sounds until RBA complete</i></p> <p>5. Listen to sounds and knowing which are the same and different (beginning or end). 6. Articulate sounds using correct mouth movement. 7. Oral blending (of 3 sound words) and segmenting.</p>	<p>Book Home band Colour set Lilac - Wordless Books</p>	<p>Chn able to talk about sounds they can hear and make.</p> <p>Blend orally when given phonemes.</p> <p>Orally segment words into phonemes.</p>			Adjectives to describe sounds e.g. hard, soft, loud, long, short, quiet, far-away, close.
E	FS2	Autumn 3 Weeks (2 weeks new sound teaching 1 week consolidation)	Set 1 Sounds	<p><u>Teach New:</u> m,a,s,d,t</p>		<p><u>Oral Blending</u> Mad, mum, mad, sad, jam</p>	<p>RWI Home Book <u>Bag Books</u> Sound Blending Books</p>	<p>Blend orally when given phonemes: m,a,s,d,t i,n,p,g,o</p>			<p>Sound buttons</p> <p>Fred Fingers for spelling.</p> <p>Sound Wall Frieze</p>
			Word time 1.1	<p><u>Teach New:</u> i,n,p,g,o</p> <p><u>Review:</u> m,a,s,d,t</p>	<p>mat, at, mad, sad, dad, sat</p> <p><i>Blending with magnetic letters only</i></p>	<p><u>Oral Blending</u> sad, sat, dad, doll, cot, got, in, sit, on, and, pin, pop</p> <p><u>Supported Blending</u> mat, at, mad, sad, dad, sat</p>					
F	FS2	Autumn 3 Weeks (2 weeks new sound teaching 1 week consolidation)	Set 1 Sounds Word time 1.2	<p><u>Teach New:</u> c,k,u,b</p> <p><u>Review:</u> m,a,s,d,t i,n,p,g,o</p>	<p>in, on, it, an, and, pin, pat, got, dog, sit tip, pan, gap dig, top</p> <p><i>Spelling with magnetic letters only</i></p>	<p><u>Oral Blending</u> on, not, cat, cot, kit, back, mud, cup, bin, bad</p> <p><u>Supported Blending</u> in, on, it, an, and, pin, pat, got, dog, sit tip, pan, gap dig, top</p>	<p>RWI Home Book <u>Bag Books</u> Sound Blending Books</p>	<p>Repeating back phonemes and blending together for reading.</p> <p>Children join in with saying all sounds and blending together to make word.</p>			<p>Special friends</p> <p>Simple Speed Sounds Chart</p>
			Set 1 Sounds Word time 1.3	<p><u>Teach New:</u> f,e,l,h</p> <p><u>Review:</u> m,a,s,d,t i,n,p,g,o c,k,u,b</p>	<p>bed, met, get, bin, cat, cot, can, kit, mud, up, cup, bad</p> <p><i>Spelling with magnetic letters only</i></p>	<p><u>Oral Blending</u> fun, fat, met, get, lip, let, hen, hit</p> <p><u>Supported Blending</u> bed, met, get, bin, cat, cot, can, kit, mud, up, cup, bad</p>					

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G	FS2	Autumn 4 Weeks (2 weeks new sound teaching 2 weeks consolidation) Spring 2 Weeks (2 weeks consolidation)	Set 1 Sounds Word Time 1.4	<u>Teach New:</u> sh. r, j, v, y <u>Review:</u> m,a,s,d,t i,n,p,g,o c,k,u,b f,e,l,h	fan, fun, fat, lip, log, let, had, hit, hen, ship, shop, fish <i>Spelling with magnetic letters then writing</i>	<u>Oral Blending</u> ship, shop, fish, red, run, jet, job, vet, van, yak, yes <u>Supported Blending</u> fan, fun, fat, lip, log, let, had, hit, hen, ship, shop, fish	<u>RWI Teaching Ditties PCM 1-10</u> <u>RWI Home Book Bag Books</u> Red Ditty Book Bag Books	Independently blending sounds taught in reading and green words.			Green words in ditties
H	FS2	Spring 3 Weeks (3 weeks new sound teaching)	Set 1 Sounds Word Time 1.5	<u>Teach New:</u> w, th, z, ch, qu, x, ng, nk, ck, <u>ss</u> , <u>ll</u> , <u>ff</u> <u>Review:</u> m,a,s,d,t i,n,p,g,o c,k,u,b f,e,l,h sh. r, j, v, y	red, run, rat, job, jet, jam, vet, yap, yes, yet, yum, web, win, wish, wet, <u>sock</u> , <u>boss</u> , <u>toss</u> , will, fill, <u>riff</u> , <u>puff</u> <i>Spellings all written</i>	<u>Oral Blending</u> win, wish, thin, thick, zip, zig, chop, choc, queen, quit, fox, box, thing, sing, think, sink, wink, stink <u>Independent Blending</u> red, run, rat, job, jet, jam, vet, yap, yes, yet, yum, web, win, wish, wet, sock	<u>RWI Teaching Ditties PCM 11-20</u> <u>RWI Home Book Bag Books</u> Red Ditty Book Bag Books	23+ Set 1 Single- letter sounds are read, but cannot blend orally with fluency.		Reading: a l the	Red words in ditties ("it's hard to Fred a red."). Underline special friends in spelling when writing.
I	FS2	Spring 3 Weeks (3 weeks consolidation)	Set 1 Sounds Word Time 1.6	<u>Review:</u> m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh. r, j, v, y, w, th, z, ch, qu, x, ng, nk, <u>ck</u>	thin, thick, this, zag, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, thing, wing <i>Spellings all written.</i>	<u>Oral Blending:</u> think, sink, wink, stink <u>Independent Blending:</u> Nonsense words 1.6	<u>RWI Teaching Red Ditty Books</u> (if more needed use: Ditties PCM 21-49) <u>RWI Home Book Bag Books</u> Red Ditty Book Bag Books	To read all Set 1 sounds (including digraphs) speedily with little hesitation. Can ' <u>Fred in head</u> ' all of: fas, gip, guk, rab	Teach/ Assess WT1.6 ib, ip, sem, lan, jep, sheb, vack, ress, zep, ched, zox, quob	Reading: put my he of Spelling: a l the	'Fred in your head' (Look at the sounds, blend internally, say the word).

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J	FS2	Spring 6 Weeks (3 weeks new multi-syllabic teaching; 3 weeks consolidation)	Set 1 Sounds Word Time 1.7	<u>Teach New:</u> Multi-syllabic words <u>Review</u> 'Set 1' sounds. m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh. r, j, v, y, w, th, z, ch, qu, x, ng, nk, ck	Reading words with 3 sounds, 4 sounds and 5 sounds. <i>Spellings all written, range of 3, 4 and 5 sounds.</i>	<u>Independent Blending</u> <u>3 sounds:</u> bell, well, fell, huff, mess, back, thing, think, wink <u>4 sounds:</u> blob, blip, brat, drop, drip, clip, from, frog, flag, flop, grin, gran, pram, prop, slip, slid, skip, skin, spit, spot, stop, trap, trip, best, test, bend, jump, hand, send, dress, fluff, black, stink <u>5 sounds:</u> strop, stamp, stand, pocket, packet, ticket, rocket, puppet, bucket, carrot, rabbit, cannot, kitten, comic, seven, given, robin, lemon, ribbon, button, jacket	<u>RWI Teaching Green</u> <u>RWI Home Book Bag Books</u> Red Ditty Book Bag Books	'Fred in head' 6/7 of: up, can, got, sit, man get not. To use known sounds to blend together in nonsense words	WT 1.6 and WT 1.7 thim, lazz, jalp, polig, spust, scrock, smath, blish	Reading: no be are you said come your Spelling: put my he of	
K	FS2	Summer 10 weeks (5 weeks new sound teaching 5 weeks consolidation)	Set 2 Sounds	<u>Week 1</u> <u>Teach New:</u> ay, ee, igh, ow, tch <u>Review:</u> sh, ch, ss, th, qu, ng, nk <u>Week 2,3</u> <u>Teach New:</u> oo, oo, ar, or, <u>Review:</u> ay, ee, igh, ow, sh, ch, ss, th, qu, ng, nk <u>Week 4-5</u> <u>Teach New:</u> air, ir, ou, oy <u>Review:</u> oo, oo, ar, or, ay, ee, igh, ow, sh, ch, ss, th, qu, ng, nk	spray, play day, see, three, been, high, night, light, blow, snow, low, itch, kitchen, witch <i>Spellings all written.</i> too, zoo, moon, took, look, cook, car, hard, sharp, sort, fork, snort <i>Spellings all written.</i> fair, stair, chair, girl, twirl, dirt, out, found, round, toy, enjoy, boy <i>Spellings all written.</i>	<u>Oral Blending:</u> day, play, spray, see, street, creep, night, high, flight, blow, flow, grow, itch, kitchen, witch boot, zoom, spoon, book, soot, shook, star, farm, arch, cord, short, port flair, chair, hair, whirl, shirt, bird, loud, proud, mouth, joy, annoy, royal	<u>RWI Teaching Green Books/ Purple Books</u> <u>RWI Home Book Bag Books</u> Set 1 Green	Can 'Fred in head' 6/7 of: with, off, thin, will, his, them, that To read known 'special friends' in words independently. To decode and blend new/unknown words with special friends	tay shay, steen, sclee, quigh, glight, pright, sprow, trow, nellow, drood, sploot, choove, nipstood, swook, jaygood, chart, stard, plart, sorm, thorch, forg, sair, zair, plair, wirp, firl, yirp, doud, frou, yound, foy, stoy, toyal	Reading: to go so she me we is into Spelling: no be are you said come your	

EYFS phonics teaching programme expected timescale of 35 weeks

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				Sounds and handwriting <small>(underlined sounds indicate that they are additional)</small>	Words for reading and spelling						
L	Year 1	Autumn 7 Weeks (3 weeks new sound teaching 4 weeks consolidation)	Review Set 2 Sounds Teach Set 3 Sounds	<p>Teach New: <u>kn</u>, <u>wh</u>, <u>ph</u> <u>ea</u>, oi, a-e, i-e, o-e, u-e, <u>e-e</u>, <u>aw</u></p> <p>Review: air, ir, ou, oy ph, oo, oo, ar, or, ay, ee, igh, ow, sh, ch, ss, th, qu, ng, nk</p>	<p>knock, know, knight, wheel, whirl, when, alphabet, elephant clean, dream seat, join, voice, make cake date, smile, white, hide, home, hope, phone, tune, rude, saw, dawn, yawn, these, Pete, Steve</p> <p>Review words and sounds taught so far in mixed sets.</p> <p><i>Spellings all written, mixture of Set 1 and Set 2 Sounds in words.</i></p>	<p>To identify split digraph sounds within words.</p> <p>To write words with split digraphs with support.</p>	<p><u>RWI Teaching</u> Pink Books</p> <p><u>RWI Home Book</u> <u>Bag Books</u> Set 2 Purple</p>	<p>Can 'Fred in head' 7/8 of: rest, smell, soft, play, feel, stay, which, about</p> <p>To speedily know and use all taught set 2 sounds in reading.</p>	<p>vean, theat, oin, poist, dake, quade, chipe, flide, voke, blone, pute, wule, zaw, fawnt tay shay, steen, sclee, quigh, glight, pright, sprow, trow, nellow, drood, sploot, choove, nipsthood, swook, jaygood, chart, stard, plart, sorm, thorch, forg, sair, zair, plair, wirp, firl, yirp, doud, frou, yound, foy, stoy, toyal</p>	<p>Reading: his has by ask push pull full</p> <p>Spelling: to go so she me we is into</p>	<p>Complex Speed Sound Chart Special Friends who have been split up. Special Friends who are still holding hands. Split Digraph.</p>

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M1	Year 1	Autumn 7 Weeks (3 weeks new sound teaching 4 weeks consolidation)	Teach Set 3 Sounds	<p>Teach New: are, ur, er, ow, ai, oa, ew, <u>ue</u>, <u>ie</u>,</p> <p>Review: <u>kn</u>, <u>wh</u>, <u>ph</u> <u>ea</u>, oi, a-e, i-e, o-e, u-e, <u>e-e</u>, <u>aw</u> air, ir, ou, oy ar, or,</p>	<p>share, care, dare, burn, turn, purse, never, better, after, how, cow, town, snail, tail, train, goat, chew, flew, grew. blue, glue, tie, pie,</p> <p><i>Spellings and reading concentrating on split digraphs.</i></p>	To write words with split digraphs independently, notating the split-digraph using sound buttons.	<p><u>RWI Teaching Orange Books</u></p> <p><u>RWI Home Book Bag Books</u> Set 3 Pink</p>	<p>To read digraphs (special friends) and split digraphs. To read words using taught (known) sounds.</p> <p>To be able to state the 'special friend' and then blend the word independently.</p>	sare, brare, churse, purf, therve, flern, zown, gownt, chaid, naith, foat, pload, spewt, snew	<p>Reading: they do love friend out house our says all</p> <p>Spelling: his has by ask push pull full</p>	Special Friends who have been split up. Special Friends who are still holding hands. Split Digraph.
M2		Spring 6 Weeks (3 weeks new sound teaching 3 weeks consolidation)		<p>Review: are, ur, er, ow, ai, oa, ew, <u>ue</u>, <u>ie</u>, <u>kn</u>, <u>wh</u>, <u>ph</u> <u>ea</u>, oi, a-e, i-e, o-e, u-e, <u>e-e</u>, <u>aw</u> air, ir, ou, oy ar, or,</p>	<p>share, care, dare, burn, turn, purse, never, better, after, how, cow, town, snail, tail, train, goat, chew, flew, grew. blue, glue, tie, pie,</p> <p><i>Spellings and reading concentrating on split digraphs.</i></p>	To write words with split digraphs independently, notating the split-digraph using sound buttons.	<p><u>RWI Teaching Orange Books</u></p> <p><u>RWI Home Book Bag Books</u> Set 3 Pink</p>	<p>To read digraphs (special friends) and split digraphs. To read words using taught (known) sounds.</p> <p>To be able to state the 'special friend' and then blend the word independently.</p>	sare, brare, churse, purf, therve, flern, zown, gownt, chaid, naith, foat, pload, spewt, snew	<p>Reading: was one some school were there today any</p> <p>Spelling: they do love friend out house our says</p>	

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N1	Year 1	Spring 6 weeks (3 weeks new sound teaching 3 weeks consolidation)	Teach multi-syllabic Set 3 Sounds	<u>New Sounds:</u> ire, ear, ure, tion oe <u>Review:</u> ea, oi, a-e, i-e, o-e, u-e, aw air, ir, ou, oy ar, or, ph are, ur, er, ow, ai, oa, ew, ue, ie	fire, hire, bon fire, in spire, hear, near, ear, con vers a tion cel e bra tion a tt en tion, fic tion, toe, foe, woe, goes <i>Review spellings from Set 3 including split digraphs and poly syllabic words</i>	To see and hear sounds in multi-syllabic words with teacher support. With support separate words into syllables and blend together.	<u>RWI Teaching Yellow Books</u> <u>RWI Home Book Bag Books</u> Set 4 Orange	Can 'Fred in head' 9/10 of: thing, right, night, sleep, boy, quick, little, think, know, smart. To segment and blend longer words into individual sounds, then re-combine.	jire, clire, zear, spearst,	Reading: who should would could here where water once Spelling: was one some school were there today any	Syllables
	Year 1	Summer 6 weeks (3 weeks new sound teaching 3 weeks consolidation)	Teach multi-syllabic Set 3 Sounds	<u>New Sounds:</u> tious/cious, <u>sion</u> , <u>au</u> <u>Review:</u> ea, oi, a-e, i-e, o-e, u-e, aw air, ir, ou, oy ar, or, ue, ie are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion	am bi tious, in fec tious del i cious pre cious te le vi sion con fu sion dis cus sion in va sion Au gust, au thor, di no saur <i>Review spellings from Set 3 including split digraphs and poly syllabic words</i>						

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O	Year 1	Summer 6 weeks Consolidation and review	Review Set 3 Sounds	Review all Set 3 Sounds		<p>Review in preparation for Phonics Screening Check.</p> <p>Children are able to read books for meaning without being heavily reliant on decoding text.</p> <p>Children can demonstrate this through answering 'Questions to talk about' and 'Questions to read and answer' from Blue RWI Books.</p>	<p><u>RWI Teaching Blue Books</u></p> <p><u>RWI Home Book Bag Books</u> Set 5 Yellow</p>	To read at approximately 60+ words per minute using the RWI assessment tool		<p>Reading: many climb father whole people what because great</p> <p>Spelling: who should would could here where water once</p>	
	Year 1 phonics teaching programme expected timescale of 38 weeks										
P	Year 2	10 Weeks	Review Set 3	Review sounds from Set 3 for Spelling esp. a-e, i-e, o-e, u-e, e-e, ire, ear, ure, tion, tious/cious, ie, au, ue,	Spelling of multi-syllabic words. Focus on Spelling from RWI Spelling programme.	<p>To review sounds within words and reading for meaning.</p> <p>Children are able to read books for meaning without being heavily reliant on decoding text, demonstrating reading of text at speed of approx. 80+ words p/m.</p> <p>Children can demonstrate this through answering 'Questions to talk about' and 'Questions to read and answer' from Grey RWI Books.</p>	<p><u>RWI Teaching Grey Books</u></p> <p><u>RWI Home Book Bag Books</u> Set 6 Blue Fiction and Non-Fiction</p> <p>and Set 7 Grey Fiction and Non-Fiction</p>	To read at approximately 80+ words per minute using the RWI assessment tool.		<p>Reading: Words children need to secure</p> <p>Spelling: many climb father whole people what because great</p> <p>Words children need to secure</p>	
	Completion of RWI phonics programme and start of RWI Comprehension programme										

Terminology

Green Words Across the programme these words are transient. They are green at the level of which the child can decode. For example 'mat' would be an early green word as all the sounds m/a/t have been taught and therefore presents as a word the children could decode and blend.

Red Words Across the programme these words are transient. For example, 'chick' could be taught as a 'red word' in an early stage of the programme, as the child would not know 'ch' or 'ck' as digraphs, just as initial sounds. However once taught 'ch' and 'ck' children are then able to use their sounds to read 'chick' and so this is no longer a 'red word' but becomes a 'green word'.

Challenge Words These words appear in the RWI books (initially in a grey coloured font). They are thematic words related to the story or text. Therefore to understand the text fully, the children would need to know the meaning of these words

Phoneme A phoneme is the smallest unit of sound

Decode To read the graphemes which make a word

Blend To put the phonemes in a word together and read orally

Segment To break a word into its separate sounds - looking for digraphs etc.

Encode To write all of the graphemes or write graphemes to make a word

Grapheme A written symbol that represents a sound

Special Friend The RWI child friendly name for a digraph or a split digraph; a trigraph or a polygraph.

Digraph Two letters which make one sound eg - sh

Split Digraph Two letters which make one sound, usually bridging a consonant - making the vowel say its name rather than its sound.

Ditty Usually 4 or 5 sentences using fully decodable words. Most often without punctuation.

Fred Fred is the frog who only talks in pure sounds in the RWI programme.

Fred Fingers A child friendly manner of spelling a word by segmenting the word into its sounds and placing each sound onto a finger before writing.

Sources for this document:

Reading Write Inc Reading Leaders' Handbook
Reading Write Inc Teaching Handbook
Reading Write Inc Ditties Photocopiable Masters
Read Write Inc Book Sets 1-7
Reading Write Inc Book Bag Books
English National Curriculum 2014