

PHONICS – KNOWLEDGE PROGRESSION YEARLY OVERVIEW

Features	
<ul style="list-style-type: none"> At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters 	
<ul style="list-style-type: none"> At key stage 1, the key knowledge progression document takes full account of the national curriculum’s requirements and groups these into the following strands: <ul style="list-style-type: none"> Decoding Understanding These strands have been chosen as they reflect the National Curriculum content and enable progression to be shown across all the year groups. 	
<ul style="list-style-type: none"> Substantive Knowledge (S) is the truths or facts of the subject. Procedural knowledge (P) is the knowledge of how to do something. Disciplinary Knowledge (D) is the knowledge, practises and traditions of the subject (that enable you to behave as a master of the subject e.g. as a Reader). These knowledge statements should be what pupils retain. In other words, this knowledge is within their long-term memory and will be remembered. 	
<ul style="list-style-type: none"> Skills are dependent on specific knowledge. Skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained. 	
<ul style="list-style-type: none"> These knowledge statements should be what pupils retain forever. In other words, this knowledge is within their long-term memory and will be retained. 	
Vocabulary	
<p style="text-align: center;">Specific vocabulary linked to phonic scheme</p> <p>Code – the written letter or group of letters written on the page (grapheme)</p> <p>Sound – the sound made by the letter or group of letters (phoneme)</p> <p>Alphabet – 26 letters of the English language, 5 vowels and 21 consonants</p> <p>Alphabetic code – the alternative codes that represent the 46 sounds of the English language</p> <p>Blend – to push sounds together to form words</p> <p>Segment – to split words into sounds</p> <p>Split Codes – groups of letters that make a sound, that are split by a consonant i.e. a-e</p> <p>Oral Blending – blending the sounds together that you hear</p>	<p style="text-align: center;">Vocabulary</p> <p>When considering pupils’ improvement in subject specific vocabulary, pupils could be provided with a knowledge to recognise, which contains the relevant words used for reading, spelling, segmenting, blending, decoding and encoding for their age group.</p> <p>Vocabulary is identified from each phonic session and mini story by the practitioners based on their knowledge of the class.</p> <p>The adult is the expert in the room so will provide this information for pupils through the use of dual coding, actions, objects or simple definitions.</p>

Reading Strand – Decoding (RD)			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> RDN. 1. Develop their phonological awareness, so that they can: - spot and suggest rhymes – count or clap syllables in a word – recognising words with the same initial sound, such as money and mother (P) RDN. 2. Demonstrate understanding of what has been read to them by retelling 	<ul style="list-style-type: none"> RDR. 1. Say a sound for each letter in the alphabet and at least 10 digraphs; (S) RDR. 2. Read words consistent with their phonic knowledge by sound-blending (P) RDR. 3. Read aloud simple sentences and books that are consistent with their phonic knowledge blending (P) 	<ul style="list-style-type: none"> RD1. 1. Apply phonic knowledge and skills as the route to decode words (P) RD1. 2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (P) 	<ul style="list-style-type: none"> RD2. 1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (P) RD2. 2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially

PHONICS – KNOWLEDGE PROGRESSION YEARLY OVERVIEW

<p>stories and narratives using their own words and recently introduced vocabulary (S)</p>	<ul style="list-style-type: none"> • RDR. 4. Read some simple common exception words (P) • RDR. 5. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (D) • RDR. 6. Understand how to listen carefully (P) • RDR. 7. Listen to, talk about and respond to stories, rhymes and songs, with actions, relevant comments, questions, recalling key events and innovating (S) • RDR. 8. Talk about elements of a topic, using newly introduced vocabulary, extending sentences using a range of conjunctions to offer explanation and detail (D) 	<ul style="list-style-type: none"> • RD1. 3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (P) • RD1. 4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (P) • RD1. 5. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (P) • RD1. 6. Read other words of more than one syllable that contain taught GPCs (P) • RD1. 7. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) (P) • RD1. 8. 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 (D) • RD1. 9. Re-read these books to build up their fluency and confidence in word reading. (D) • RD1. 10. Drawing on what they already know or on background information and vocabulary provided by the teacher (D) • RD1. 11. Being encouraged to link what they read or hear read to their own experiences (S) • RD1. 12. Checking that the text makes sense to them as they read and correcting inaccurate reading (D) 	<p>recognising alternative sounds for graphemes (P)</p> <ul style="list-style-type: none"> • RD2. 3. Read accurately words of two or more syllables that contain the same graphemes as above • RD2. 4. Read words containing common suffixes -ed, -ing, -er, -est, -y, -ly, -ful, -ment, -ness, -less (P) • RD2. 5. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (P) • RD2. 6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (D) • RD2. 7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (D) • RD2. 8. Re-read these books to build up their fluency and confidence in word reading (D) • RD2. 9. Drawing on what they already know or on background information and vocabulary provided by the teacher (D) • RD2. 10. Checking that the text makes sense to them as they read and correcting inaccurate reading (D) • RD2. 11. Discussing the sequence of events in books and how items of information are related (S)
--	--	--	---

PHONICS – KNOWLEDGE PROGRESSION YEARLY OVERVIEW

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> RD3. 1. 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 (P) RD3. 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (P) 	<ul style="list-style-type: none"> RD4. 1. 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 (P) RD4. 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (P) 	<ul style="list-style-type: none"> RD5. 1. 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) 	<ul style="list-style-type: none"> RD6. 1. 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)

Phonic Progression Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	See website for resources Teeny Reading Seeds https://phonicsinternationalpreschool.com/teenyreadingseeds/	Working through Teeny Reading Seeds – sound of the week in alphabetic order. A b c d e f	Working through Teeny Reading Seeds – sound of the week in alphabetic order. G h i j k	Working through Teeny Reading Seeds – sound of the week in alphabetic order. L m n o p	Working through Teeny Reading Seeds – sound of the week in alphabetic order. Q r s t u	Working through Teeny Reading Seeds – sound of the week in alphabetic order. V w x y z
	Where possible, meaningful links will be made to special days in the year as part of enquiry sessions and link activities in the writing area, e.g. P for Pancake Day. In addition, each half-term a week will be devoted to the necessary pre-phonics skills to support later phonics in Reception.					
Reception	Book 1 04.09.23 – learning to learn 11.09.23 – s, a 18.09.23 – t, i 25.09.23 – p, n 02.10.23 – l, c 09.10.23 – k, ck 16.10.23 – ck, e Pink A	Book 1 06.11.23 – h, th, 13.11.23 – r, assessments And Book 2 20.11.23 – m, d, g 27.11.23 – g, o, u 04.12.23 – l, ll, f 11.12.23 – f, ff, ss 18.12.23 - Christmas Pink A/Pink B	Book 2 04.01.24 – b 08.01.24 – j, y, assessments And Book 2+ 15.01.24 – v, w, -x 22.01.24 – -x, z, qu 29.01.24 – ch, sh, -ng 05.02.24 – -ng, -nk assessments Pink B	Book 3 19.02.24 – ai, -ay, w 26.02.24 – w, oa, ow 04.03.24 – -ie, -igh, -le 11.03.24 – -le, o, a, e 18.03.24 – a/e, i, o, u 26.03.24 – -y, u/-y assessments Red A	Book 4 and revised teachings from Book 5 and 6 to access Red B 15.04.24 – ee, or, z, 22.04.24 – z, -zz, oo, 29.04.24 – ow, ar, er, 06.05.24 – er, ur, oi, 13.05.24 – air, ear, wh 20.05.24 – wh, ea, ea Red B	Book 03.06.24 – -s, -se, -ze 10.06.24 – -ze, aw, aw 17.06.24 – assessments 24.06.24 – 01.07.24 – 08.07.24 – 15.07.24 – 24.07.24 – Red B/Yellow

PHONICS – KNOWLEDGE PROGRESSION YEARLY OVERVIEW

Year 1	Book 5 04.09.23 – learning to learn 11.09.23 – learning to learn 18.09.23 – -ng, -nk, v 25.09.23 – v, -ve, oo, 02.10.23 – oo, -y, -ey 09.10.23 – -ey, -x, ch 16.10.23 – sh, th, Yellow	Book 5 06.11.23– ph, assessments And Book 5+ 13.11.23 – -er, -ir, ur 20.11.23 – ur, a-e, e-e 27.11.23 – i-e, o-e, u-e 04.12.23 – u-e, air, -are 11.12.23 – -ear, ear assessments 18.12.23 - Christmas Yellow	Book 6 04.01.24 – qu, 08.01.24 – ou, ow, oi 15.01.24 – oi, oy, -ue 22.01.24 – -ue, -er, ar 29.01.24 – ar, -ce, -ge 05.02.24 – -se, ou/ow Blue	Book 7 19.02.24 – c, g, -oe 26.02.24 – -oe, i-e, e-e 04.03.24 – o-e, a-e, u-e 11.03.24 – u-e, air, -are 18.03.24 – -ear, -ere, air/-are 26.03.24 – -ear/-ere assessments Blue/Green	Book Recap sounds for PSC 15.04.24 – 22.04.24 – 29.04.24 - 06.05.24 – 13.05.24 – 20.05.24 – Green	Book 8 03.06.24 – eer, ear, -ere 10.06.24 – -ere, -ier, -ir 17.06.24 – ur, ear, wor 24.06.24 – wor, -our, eer/ear 01.07.24 – -ere/-ier contractions 08.07.24 – homophones, er/ir/ur 15.07.24 – er/ear/wor units of times 24.07.24 - assessments Orange
Year 2	Book 8 04.09.23 – learning to learn 11.09.23 – learning to learn 18.09.23 – eer,ear, -ere 25.09.23 – -ere, ier, ir 02.10.23 – ur, ear, wor 09.10.23 – wor, our eer/ear 16.10.23 – -ere/-ier contractions, homophones assessments Orange	Book 8 06.11.23– er/ir/ur, ear/wor 13.11.23 –units of times And Book 9 20.11.23 – -x, -ie, spellings 27.11.23 – ew, ch, spellings 04.12.23 – ou, a 11.12.23 – ch/-tch/ture 18.12.23 - Christmas Orange/turquoise	Book 9 include spellings and comprehensions 04.01.24 – -recap 08.01.24 – -ti/-ci/-ssi, 15.01.24 – -si/-s/-ge 22.01.24 – -le/-il/al/-el 29.01.24 – f, -ff, ph, -gh 05.02.24 – j/-ge/g/-dge Turquoise/purple	Book 9 19.02.24 – kn/gn/wr/-mb/-st- 26.02.24 – or/ore/-our/oar/oor /ough 04.03.24 – aw/au/al/augh/war /quar 11.03.24 – Assessments 18.03.24 – Recap sounds for PSC 26.03.24 – Recap sounds for PSC Purple	Recap sounds for PSC 15.04.24 – 22.04.24 – 29.04.24 - 06.05.24 – 13.05.24 – 20.05.24 – Gold	Book 9 03.06.24 – 10.06.24 – 17.06.24 – 24.06.24 – 01.07.24 – 08.07.24 – 15.07.24 – 24.07.24 – Gold
Year 3 Identified children – not passed PSC MF, VR, RM, MA, KBL, CBH, EE, IG, XH, AI, LJ, EMW, LS, LY						
Year 4 Identified children – not passed PSC EB, SB, LCS, EL, CP SRB, AY, JB, ADF, LJ, VN,						
Year 5 Identified children – not passed PSC – NK, TK, JMW, DL, SZ, PP						

Curriculum End Points

The KKPD’s are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills, and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable readers. These are taken from the End of Year, TAF Teacher Assessment Framework.

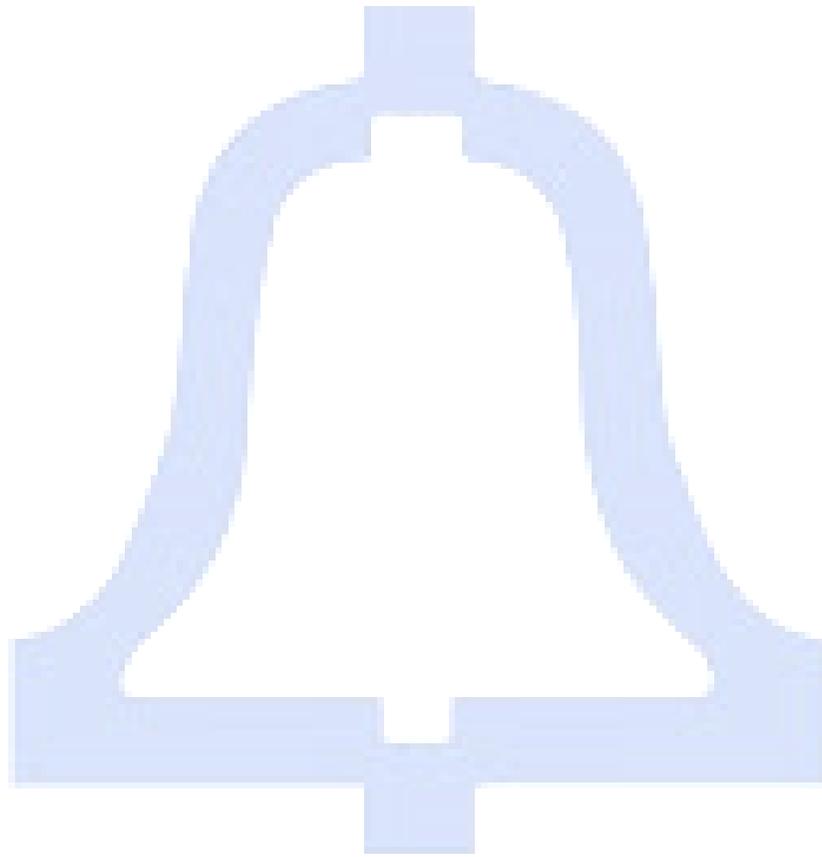
For subject leaders – these provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

For teachers – they provide a further clarity around what children should be able to do at the end of each year., using the knowledge they have gained from being taught the KKPD’s. They support teachers to plan activities that help children to develop as effective readers. They should be able to check what children know and how well they can apply this knowledge across the curriculum.

For children – they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

PHONICS – KNOWLEDGE PROGRESSION YEARLY OVERVIEW

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children should be able to:</p> <p>Join in with simple rhymes, poems and stories</p> <p>Distinguish between different sounds</p> <p>Identify initial sounds of items and words</p> <p>Identify words or items that begin with the same sound</p> <p>Begin to clap or count the syllables in words</p>	<p>Children should be able to:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Children should be able to:</p> <p>Apply phonic knowledge and skills as the root to decode words (in line with Year 1 expectations – all 40 + phonemes)</p> <p>Read words containing –s, –es, –ing, –ed, –er, –est endings</p> <p>Read words with contractions (e.g. I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter/s</p> <p>Recognise capital letters, full stops, question marks, exclamation marks and ellipses and know why the writer has used them</p> <p>Read aloud with pace and expression i.e. pause at a full stop; raise voice for expression</p> <p>Identify words that appear again and again</p> <p>Know the difference between fiction and non-fiction texts</p>	<p>Children should be able to:</p> <p>Continue to apply phonic knowledge and skills until automatic decoding has become embedded (in line with Year 2 expectations)</p> <p>Read accurately by blending accurately sounds in words that contain the graphemes taught so far especially recognising alternative graphemes for sounds including words of two or more syllables</p> <p>Read words containing common suffixes and word endings (-ment, -ness, -ful, -less, -ly, -tion)</p> <p>Recognise commas in lists, apostrophe of omission and possession (singular noun)</p> <p>Vary pace and expression using commas, question marks and exclamation marks, without overt sounding and blending</p> <p>Identify past/present tense and why the writer has used a tense (link to Year 1 suffixes)</p> <p>Use content and index to locate information</p>	<p>Children should be able to:</p> <p>Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Apply knowledge of root words, prefixes and suffixes (See NC Appendix 1 – or agreed school programme)</p> <p>Recognise plurals, pronouns (usage), collective nouns, adverbs and inverted commas</p>	<p>Children should be able to:</p> <p>Apply knowledge of root words, prefixes and suffixes (See NC Appendix 1 – or agreed school programme)</p> <p>Recognise apostrophe for possession (plural)</p>	<p>Children should be able to:</p> <p>Apply knowledge of root words, prefixes and suffixes (See NC Appendix 1 – or agreed school programme)</p>	<p>Children should be able to:</p> <p>Apply knowledge of root words, prefixes and suffixes (See NC Appendix 1 – or agreed school programme)</p>



Blue Bell Hill

Primary School