



Calder Primary Phonics Progression

All pupils in Reception will begin following the RWI Phonics programme and will follow this until the Phonics Screening Check that will be carried out with them when they are in Year 1. If they do not achieve the pass threshold on the Phonics Screening Check, pupils will follow a bespoke intervention programme designed around RWI and individual needs to consolidate learning during Year 2 before re-taking the Check at the end of Key Stage 1. If necessary, pupils will continue to build and secure their knowledge further during Key Stage 2.

As pupils progress through the programme they will not only have daily Phonics teaching, but will also have intervention when necessary and take home resources related to the phonemes and graphemes they have been learning each week. In addition to this, pupils will take home a reading book that supports their learning to date and allows them to practise their blending skills at home. Regular assessments will be carried out to ensure pupils are in the most appropriate teaching group, are being suitably challenged, are receiving targeted support to consolidate their skills (in phoneme/grapheme recognition, blending to read and segmenting to write) and are taking home the correct resources.

The following table outlines the progression an average pupils would be expected to make. Some pupils will progress through Speed Sound Sets and coloured book levels at a faster pace than this whilst others will require extended periods of consolidation to secure knowledge and skills before moving on.

	Teaching Time & Plan	Level of RWI Book & Speed Sounds	Assessment and End of Year Targets / Milestones	Home Reading Book
Reception Autumn Term	<p>20 minutes (+ targeted intervention and consolidation as necessary)</p> <p>1 new sound per day + blending skills</p> <p>1 Ditty book (1 book contains 3 separate ditties) per week from Autumn B (Mon: Ditty 1, Tue: Ditty 2, Wed: Ditty 3, Thu: consolidate 1, 2 and 3 + related activities, Fri: consolidate and targeted support as necessary)</p>	<p>Autumn A, begin learning Speed Sounds Set 1.</p> <p>Autumn B, and once secure with recognition of Speed sounds Set 1 and able to blend, begin Red Ditty books in</p>	RWI Assessment at end of Autumn A and end of Autumn B	
Reception Spring Term	<p>30 minutes (+ targeted intervention and consolidation as necessary)</p> <p>1 new sound per day</p> <p>In Spring A, 1 Ditty book (1 book contains 3 separate ditties) per week (Mon: Ditty 1, Tue: Ditty 2, Wed: Ditty 3, Thu: consolidate 1, 2 and 3 + related activities, Fri: consolidate and targeted support as necessary)</p> <p>1 Green or Purple book per week from Spring B (story and related activities over 4 days Mon – Thur, consolidation as necessary Fri)</p> <p>Begin learning letter names</p>	<p>Spring A, continue with Red Ditty books and consolidating Speed Sounds Set 1.</p> <p>In Spring B, and once able to blend and read Ditties fluently and independently, begin teaching Speed Sounds Set 2. Also continue learning and consolidating Speed Sounds Set 2 (as well as consolidating Set 1) alongside Green and Purple books throughout Spring B (note, Green and Purple books are the same level so pupils may not need to go through every book in every colour level).</p>	<p>RWI Assessment at end of Spring A and end of Spring B</p> <p>By the end of the Reception Spring Term, pupils will know Speed Sounds Set 1, blend independently, read Ditty books fluently and be able to segment to write using the sounds they have learnt. They will have begun to learn Speed Sounds Set 2, letter names and will have begun working through Green/Purple level books.</p>	
Reception Summer Term	<p>40 minutes (+ targeted intervention and consolidation as necessary)</p>	<p>Summer A and B, continue learning and consolidating Speed Sounds Set 2 (as well as consolidating Set 1)</p>	RWI Assessment at end of Summer A and end of Summer B	

	<p>Throughout the Summer term, 1 Green, Purple, Pink or Orange book per week (story and related activities over 4 days Mon – Thur, consolidation as necessary Fri)</p> <p>Complete learning letter names</p>	<p>alongside Green Purple, Pink and Orange books (note Green and Purple and Pink and Orange books are the same level so pupils may not need to go through every book in every colour level).</p>	<p>By the end of the Reception year, pupils should have learnt letter names, developed blending and segmenting skills and know all Set 2 Sounds, therefore knowing 1 grapheme for each phoneme. Alternative graphemes will be taught in Set 3 alongside Yellow books in Year 1.</p>	
Year 1 Autumn Term	<p>1 hour (+ targeted intervention and consolidation as necessary)</p> <p>In Autumn A, 1 Pink / Orange book per week (story and related activities over 4 days Mon – Thur, consolidation as necessary Fri)</p> <p>In Autumn B, 1 Yellow book per week (story and related activities over 4 days Mon-Thur building to a longer writing task / consolidation as appropriate on Friday)</p>	<p>Autumn A, consolidate Speed Sounds Sets 1 and 2 and letter names alongside Pink / Orange books. Further secure blending and segmenting skills. Further develop reading with fluency. Further develop other skills such as comprehension and recognition of tricky words.</p> <p>Autumn B, begin learning Speed Sounds Set 3 (whilst consolidating Sets 1 and 2 learnt in Reception year) as well as working through Yellow books. Continue to secure key knowledge and skills.</p>	<p>RWI Assessment + mock Phonics Screening Check</p> <p>By end of Y1 Autumn Term, pupils will have secure knowledge of Speed Sounds Sets 1 and 2, letter names and blending / segmenting skills and have begun learning alternative graphemes for phonemes via Speed Sounds Set 3</p>	
Year 1 Spring Term	<p>1 hour (+ targeted intervention and consolidation as necessary)</p> <p>Throughout the Spring term, 1 Yellow/ Blue book per week (story and related activities over 4 days Mon-Thur building to a longer writing task / consolidation as appropriate on Friday)</p>	<p>Spring A, continue learning Speed Sounds Set 3 alongside Yellow books and securing key knowledge and skills.</p> <p>Spring B, progress to Blue level books and related activities.</p>	<p>RWI Assessment + mock Phonics Screening Check</p> <p>By end of Y1 Spring Term, pupils will have learnt all Speed Sounds (Sets 1, 2 and 3), have developed secure blending and segmenting skills</p>	

<p>Year 1 Summer Term</p>	<p>1 hour (+ targeted intervention and consolidation as necessary)</p> <p><u>Throughout the Summer term,</u> 1 Blue / Grey book per week (story and related activities over 4 days Mon-Thur building to a longer writing task / consolidation as appropriate on Friday)</p>	<p><u>Summer A and B,</u> continue with consolidation of all Speed Sounds (Sets 1, 2 and 3), alongside Blue books and securing key knowledge and skills progressing to Grey books</p> <p><u>Summer B,</u> any pupils who did meet the pass threshold of the Phonics Screening Check to begin bespoke Phonics Intervention that will continue throughout Year 2.</p>	<p>RWI Assessment + Phonics Screening Check</p> <p><u>By end of Y1,</u> pupils to have passed the Phonics Screening Check. <u>Bespoke Interventions to be designed and put in place that will continue throughout Year 2 for any pupils who did not pass.</u></p>	
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