



Stoborough's Phonics Progression Map



Read, Write Inc

At Stoborough, we follow the sequence of synthetic phonics teaching as outlined in Read, Write Inc.

Rationale

At Stoborough children arrive being able to recognise the audio of their name and some are able to recognise their written name. Children also arrive able to decipher between different sounds in the environment. Many children are able to recognise words in branded logos such as Lego, ASDA and Cbeebies. At Stoborough, the EYFS team ensure that children start by learning the sounds in their own name and begin to write their own name too. When starting in reception, children begin to learn phonics which will begin to support their ability to read and write words and short sentences that they are able to decode.

- Children will receive 1:1 Phonics interventions in the afternoon if/ when they are unable to keep up with the scheme.
- 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.
- Home reading books (RWI Book Bag Books) are sent home once the sound set is secure. Therefore, home reading books are consolidatory and aim to improve children's confidence and fluency.

This progression document is to be read in conjunction with the whole school reading progression, curriculum intent and other supporting documents, as stated after the grid.

Steps	Average timescale	Outcome	Skill focus <i>As outlined and explained within the RWI handbook.</i>	RWI books	Sounds Key words to read	Key words to spell	RWI book bag books Collins Big Cat Reading Scheme	Assessment expectation
S T E P 1	P R E - S C H O O L	Expected coverage pre Reception (FS2) entry to Stoborough Primary School. <i>*Stoborough Primary does not have a nursery. These expectations are to be used as guidance with feeder Early Years settings.</i>	Ongoing focus on ALL aspects within taught phonics sessions and as part of daily provision. 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					
S T E P 2	R E C E P T I O N	End of Autumn 1.	Teach Set 1- 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 Group a- Know and recognise fewer than 5 sounds. Group b- Know most single letter sounds. Starting to orally blend.	Correct articulation of Set 1 sounds. Handwrite Set 1 sounds. Beginning to orally blend. My turn your turn (MTYT).	N/A	CVC words including Set 1 sounds.	N/A	Average child to give the correct articulation of the key Set 1 sounds i, n, c, k, u, b, f, p, g, o, e, l, h, r, j, v, y, w, z, m, a, s, d, t, x Assess key sounds from milestone Step 2. Use pink highlighter.

STEP 3	RECEPTION	End of Autumn 2.	<p>Practise Set 1- 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</p> <p>Group a- Know fewer than 5 sounds. Group b- Know most single letter sounds. Group c- Know most of Set 1.</p> <p>Orally blending.</p>	<p>Correct articulation of Set 1 sounds.</p> <p>Handwrite Set 1 sounds</p> <p>Orally blending simple VC and CVC words.</p>	N/A	CVC words including Set 1 sounds.	N/A		<p>Average child to orally blend some CVC words containing key Set 1 sounds from Step 2.</p> <p><i>d-u-g</i> <i>ch- a- t</i> <i>t-e-n</i> <i>p-o-t</i> <i>t-i-n</i></p> <p>Start with previous gaps and continue to assess oral blending of CVC words from Step 3. Use green highlighter.</p>
STEP 4	RECEPTION	End of Spring 1.	<p>Consolidate Set 1- 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</p> <p>Set 1 Alternative Spellings- ck, ff, ll, ss,</p> <p>Photocopied Ditties</p>	<p>Correct articulation of Set 1 sounds.</p> <p>Blending VC, CVC, CCVC and CVCC words.</p> <p>Questions to talk about</p> <p>Hold a sentence orally</p> <p>Suffixes</p> <p>"It's <u>hard</u> to Fred a red word"</p>	Ditties 1-20	<p><i>I, me, of, the, head at, his, it, is, in, and</i></p> <p>CVC, CCVC and CVCC words</p>	CVC words including Set 1 sounds	<p>Photocopied ditties</p> <p>Sound Blending books 1-10</p> <p>1-4- Single letter CVC</p> <p>5 Double letter CVC (e.g. <i>hiss</i>)</p> <p>6-7 CVC with digraphs</p> <p>8 CCVC</p> <p>9 CVCC</p> <p>10 CCVC and CVCC</p> <p>Big cat – <i>Pink A</i></p>	<p>Average child to blend some CVC words containing key sounds from Step 1.</p> <p><i>in</i> <i>am</i> <i>red</i> <i>bin</i> <i>yes</i></p> <p>Start with previous gaps and continue to assess CVC blending from Step 4. Use orange highlighter.</p>

S T E P 5	R E C E P T I O N	End of Spring 2.	Revise Set 1- 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	Correct articulation of Set 1 sounds.	Red Books	Set 1 sounds	I, me, of, the, head at, his, it, is, in, and	Let's get wet Get him! The bug The big nest Fun, run Nip, nip, nip The band Lots of us A big black hen Dig it up	Average child to correctly articulate all Set 1 sounds and orally blend a range of CVC/CVCC/CCVC words and 3 letter alien words containing Set 1 sounds.
			Set 1 Alternative Spellings- ck, ff, ll, ss, Red Book Alternative Spellings- (to read) ss, ck, ff, ve, gg, tt, dd, s(z), ll	Blending VC, CVC, CCVC and CVCC words. 'Jump-in' Questions to talk about Alien words Think about the story- With expression and Freeze frame Multisyllabic/suffixes	1. Pin it on 2. Got him 3. Cat in a pot 4. Jam 5. Pick it up (ss, ck) 6. Wuff Wuff (ve, ff) 7. Let's sing 8. Let's swim (gg, tt, dd) 9. Cluck 10. In the mud	Key words to read 1. Put, a, on, not, that, up 2. The, I, put, a, him, got, this 3. The, no, of, bath, get 4. I, of, my 5. big, can 6. My, I, the, of, help, have, back 7. The, I, of, his, with 8. I, put, the, of, an 9. My, the, I, for, has 10. I, the, of, my, he, full, will	CVC, CCVC and CVCC words	Big Cat – Pink A	ch ng nk qu sh th ----- chip shop jump that ----- fas gip guk rab Start with previous gaps and continue to assess Step 5. Use blue highlighter.
NOTE- If child requires further practise return to Photocopy Ditties 21-40									

STEP 6	RECEPTION	End of Summer 1.	Teach Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Set 2 Alternative Spellings- wh, se, ve, kn, ll, Green Book Alternative Spellings- (to read) wh, tch, nn zz, bb,	Correct articulation of Set 2 sounds. Blending VC, CVC, CCVC and CVCC words. Fred in your head- Children to sound out and blend the word in their heads before saying the word. Fastest Finger (FF)- Children to retrieve the information from the text. Have a think (HAT)- Children to infer from the text. Word meaning Suffixes ing, ed, es	Green books 1. On the bus 2. My dog Ned 3. Six fish (wh, tch) 4. The spell 5. Black Hat Bob 6. Tug, tug 7. Chips 8. The web (nn) 9. Pip's Pizza (zz, bb) 10. Stitch the witch	Set 1 sounds Focus – a, e, l, o, u 1. The, your 2. The, said, l, of, my, had 3. The, of, he, baby, then 4. You, l, said, of, be 5. He, said, no, my, l, off 6. He, said, no, l 7. l, said, of, no, but, had 8. Said, the, my, are, l, them 9. l, said, the, he, no, you, put 10. l, the, said, you, of, went	put, no, for, my, he a, his, has, full on, not, that, up, him, got, this, get, big, can, help, have, back, an	The din on bus Pat, the vet Bad cat A witch's lunch Red Hat Rob Lots of fish Beth's chip shop Leggy This is not my pizza! A bed for kit. Big Cat – Pink B	Average child to correctly articulate all Set 1 sounds within CVC/CVCC/CCVC words, 3 letter alien words and be able to use 'Fred in your head' for some. <i>flat</i> <i>pink</i> <i>help</i> <i>thick</i> ----- <i>plut</i> <i>dimp</i> <i>criff</i> <i>slom</i> ----- <i>up</i> <i>can</i> <i>got</i> <i>sit</i> <i>man</i> <i>get</i> <i>not</i> <i>and</i> Start with previous gaps and continue to assess Step 6. Use yellow highlighter.
		NOTE child - If requires further practise continue on to Green Non-Fiction books 1-5							
STEP 7	RECEPTION	End of Summer 2.	Consolidate Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Set 2 Alternative Spellings- wh, se, ve, kn, ll, Purple Book Alternative Spellings- (to read) pp, y (ee)	Correct articulation of Set 2 sounds. Blending VC, CVC, CCVC and CVCC words. Fred in your head Hold a sentence y making an e sound at the end of a word	Purple books 1. Ken's cap 2. A bad fox (pp) 3. Big Blob and Baby Blob 4. Tim and Tom 5. Tag 6. Elvis 7. Flip Frog and the bug 8. Red Ken 9. Billy the Kid 10. In the bath	Set 1 sounds Focus – a, e, l, o, u 1. The, of, to, no, l, my 2. The, l, me, go, dad 3. The, of, he, baby 4. Said, my, are, the, l 5. l, said, you, me 6. l, you, the, my 7. l, to, said, the 8. He, of, the, said, paint, l, my 9. Said, the, l, me, you, no, mum 10. The, said, are, your, he	said, baby, you, your, are, be had, then, but, had, them, went, off	The lost truck A big egg Dan's party The best twin Fun on Planet Bip The witch's kitchen Black spots Shift it, Fred! This is my mum Ed and Rex Big Cat - Red	Average child to 'Fred in your head' words containing all set 1 sounds. with off thin will his them that have Start with previous gaps and continue to assess Step 7. Use pink highlighter.
		NOTE- If child requires further practise continue on to Purple Non-Fiction books 1-5							
*** NOTE- Children to read Ditties 41-50 if they need more support with words containing ay, ee, igh, ow, oo									

S T E P 8	Y E A R 1	End of Autumn 1	Revise Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Correct articulation of Set 2 sounds.	Pink books	Books 1-5 – Set 1 Focus – a, e, l, o, u	to, go, paint dad, mum	Scruffy Ted gets lost Pip the parrot Rags Sam's bag Yap, yap! My holiday I can see you, Dad! Up all night Let's play in the snow Boo's coolest day	Average child to correctly articulate key Set 2 sounds, Fred talk CVC, CVCC, CCVC Set 2 words, Set 2 Alien words and Fred in your head Set 2 CVC, CCVC and CVCC words.	
			Set 2 Alternative Spellings- wh, se, ve, kn, ll,	Blending VC, CVC, CCVC and CVCC words.	1. Scruffy Ted (le, kn) 2. Tab the cat (rr) 3. In the sun 4. The dressing up box 5. Tab's kitten 6. Sanjay stays in bed 7. The greedy green gremlin (mm) 8. In the night 9. Snow (ce) 10. So cool! (se (z))	1. All, my, like, I've, the, from 2. Want, you, call, we, be, no, her, are, the, if 3. My, of, the, Mr 4. All, me, you, said, the, ask 5. He, she, to, no, call, her, I've, the	Books 6- 10 – Set 1 and 2 Focus – ay, ee, igh, ow (snow), oo (cool)		Big Cat – Red +	Ay, ee, igh, ow, oo, oo ----- Tray, creep, sight, blow ----- Skay, spoom, smoll, fleep ----- Lots, black, long, this, them, went, that, stop
			NOTE- If child requires further practise continue on to Pink Non-Fiction books 1-5							Start with previous gaps and continue to assess Step 8. Use pink highlighter.

S T E P 9	Y E A R 1	End of Autumn 2	Teach Set 3- ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure	Correct articulation of Set 3 sounds.	Orange books 1. Playday 2. I think I want to be a bee 3. A bad fright 4. Follow me 5. Too much! 6. A good cook? (se (s)) 7. Comeon, Margo! 8. My sort of horse (oor, ore) 9. Haircuts 10. My best shirt 11. Look out! 12. Hunt the tortoise	Set 1 and 2 Focus – ay, ee, igh, ow, oo (too), oo (good), ar, or, oor, ore, air, ir, ou, oy, oi 1. What, they, do, said, you, to, the, today 2. What, to, me, be, want, my 3. Go, my, what, be, the, oh 4. Said, he, me, you, to, do, what, no, the, go 5. Old, my, are 6. Said, all, he, we, my, said, so, the 7. Was, to, are, old, so, go, you, they, the 8. So, of, want, all, to, my, the, pull, look 9. You, want, do, of, no, the 10. My, said, so, she, we, me, her, to 11. Want, my, do, to, the, house, out, see, about 12. He, be, said, no, so, go, to, all, call, the, too	<i>I've, like, all, some, washing, call, want, her, we, Mr, from, if, day, when, just</i>	We can play! A vets week Fright night Can you see me? A bad mood Good old Grandad Dads and karts Born on a farm Good hair, bad hair Birthday party? No, thanks! A house fit for a mouse A pet tortoise Big Cat - Yellow	Average child to correctly articulate all Set 2 sounds, Fred talk CVC, CVCC, CCVC Set 2 words, Set 2 Alien words and Fred in your head Set 2 CVC, CCVC and CVCC words. <i>Ar, or, air, ir, ou, oy</i> ----- <i>Start, horse, stair, house, stair, boy</i> ----- <i>Norg, ouf, firb, stoy</i> ----- <i>Rest, smell, soft, play, feel, stay, which, about</i> Using pink highlighter start with previous gaps and continue to assess Step 9.
			NOTE- If child requires further practise continue on to Orange Non-Fiction books 1-5						

S T E P	Y E A R	10	1	End of Spring term.	Practise Set 3- ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure	Correct articulation of Set 3 sounds.	Yellow	Set 1 and 2	What, they, do, so, old, was, she, today, pull, house, look, out, about, too, oh	1. Fox's tricks 2. Miss Smith is ill 3. Stuck in fog 4. A hungry fox 5. A big bag of cash 6. No way! 7. Sam needs feeding 8. Just let me sleep 9. The radish content 10. Tom's cooking class	Average child to correctly articulate Set 2 Alien words and Fred in your head Set 2 CVC, CCVC and CVCC words.
				Alternative spellings set- wh, ph, ue, ie, au (mn), e-e, kn, ck	Blending VC, CVC, CCVC and CVCC words.	1. The duckchick (wr)* 2. Off sick (ph(f))* 3. Tom Thumb (mb (m))* 4. The gingerbread man* 5. Robin Hood 6. Lost 7. Do we have to keep it? 8. Danny and the Bump-a-lump 9. Grow your own radishes 10. The foolish witch	Focus – a, e, l, o, u, ea, oo (look), ay, ee, igh, ow (grow), oo, oo	1. Some, saw, her, to, all, was, they, watch, of, very, as 2. watch(es), was, to, all, said, want, you, are, of, school, her, they 3. small, was, to, do, said, of, what, their, little 4. to, was, her, said, you, of, they, their 5. your, who, tall, you, of, to, want, they, said 6. they, call, all, are, your, you, her, what, do, to, brother, of, were 7. want, all, one, to, do, you, I'm, I've, Baby, It's 8. there, watch, small, what, some, of, was, to, you, I've, I'm, all, there 9. their, you, your, want, some, they, are, small, of, fall, call, any, to 10. where, some, they, was, you, said, to, were, there, are, tall, call, wall, of, push(ed), were, into	Big Cat – Yellow/Blue	----- dorp pight clow thoob hoy nair ploun gart thing right night sleep boy quick little think know smart	
NOTE- If child requires further practise continue on to Yellow Non-Fiction books 1-5											
S T E	Y E A			End of Summer 1.	Consolidate Set 3- ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure	Correct articulation of Set 3 sounds.	Blue	Set 1, 2 and 3	Watch, watches, saw, school, small, their, tall, brother, were, I'm, one, fall, any, where, there,	1. Dog school 2. A horse on Dartmoor 3. A job for a Hairy Fairy	Average child to correctly articulate key Set 3 sounds, Set 3 Alien words, Timed read
				Set 3 Alternative spellings-	Blending VC, CVC, CCVC and CVCC words.		1. Barker 2. The poor goose 3. Hairy Fairy 4. King of the birds	Focus – ar, or, oor, ore, air, ir, ou, oi, oy, ay, a-e, a, ee, ea, e, y, igh, i-e, ie, l, o-e			

S T E P	Y E A R	12	1	End of Summer 2.	<p>Revise Set 3- ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure</p> <p>Set 3 Alternative spellings- Ce(s), ph, tt, ti (sh), ci (sh), c (s), o (ow)</p> <p>Alternative spellings set- wh, ph, ue, ie, au (mn), e-e, kn, ck</p> <p>Grey Book Alternative Spellings- (to read) gn (n), aw (or), aigh (ai)</p> <p>Teach children to read the following CEW- says friend</p>	<p>Correct articulation of Set 3 sounds.</p> <p>Blending VC, CVC, CCVC and CVCC words.</p> <p>Fluency – words in a minute</p> <p>Suffixes (word endings) Grid from book 10</p>	<p>Grey</p> <ol style="list-style-type: none"> Rex to the rescue The lion's paw I dare you Looking after hamster How silly! Wailing Winny's car boot sale Toad Andrew Dear vampire Vulture culture Celebration on planet Zox A very dangerous dinosaur The invisible clothes 	<p>Set 1, 2 and 3 Focus – oo, u-u, ue, or, oor, ore, aw, are, air, ir, ur, er, ou, ow (how), ay, a-e, ai, aigh, a, ow, o-e, oa, o, oo, u-e, ue, ew, ire, ear, ure, ture, tion, ous, cious, tious, able, ible, ably, ibly</p> <ol style="list-style-type: none"> Should, were, there, call, want, come, could, one, through, was, you, to, said, all, of Many, could, one, are, were, other, through, was, call, to, there, they, said Two, there, who, were, you, said, your, one, could, what, was, school, to, of, all, time Mother, are, you, want, to, one, your, they, come, other, of, water Above, father, son, mother, some, here, who, there, people, water, was, to, you, all, what, come, they, were, one Buy, bought, do, some, to, of, said, you, down Father, one, watch, should, there, come, said, who, anyone, whole, water, was, ball, of, what, your, could, you, were, now Great, brother, above, where, could, was, what, here, 	<p>Does, any, other, two, could, ball, would, water, wash, anyone, over, who, wasn't, through, once, son, whole, people, our, don't, children, Mrs, made, came</p>	<ol style="list-style-type: none"> A happy pug King Midas Men on the moon Bert the explorer Silly games Dad makes a mistake Frog or toad? The lifeboat crew The train of fear Carrion creatures Pay attention, please Dinosaur times Rumpelstiltskin <p>Big Cat - Blue</p>	<p>National Phonics screener – June</p> <p>-----</p> <p>Average child to correctly articulate all Set 3 sounds, Set 3 Alien words, read 60+ words a minute</p> <p>ai oa aw ur er ire ear ure ew are ow</p> <p>-----</p> <p>joip zewn nair choag zaip frabe smipe snoke</p> <p>-----</p> <p>Using orange highlighter start with previous gaps and continue to assess Step 12.</p>
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						<p>someone, through, another, there, school, water, of, were, to, all, one</p> <p>9. Walk, said, they, were, was, what, small, are, any, here, son, who, would, there, to, you, all</p> <p>10. One, some, their, where, they, many, are, were, come, two, of above, make</p> <p>11. Caught, worse, call, come, was, said, their, great, who, everyone, should, here, watch, all, they, of, you, were, there, another</p> <p>12. Talk, thought, there, where, all, through, one, would, two, was, they, other</p> <p>13. Love, wear, some, could, buy, bought, thought, everyone, father, any, whole, one, you, said, was, through, there, they, were, walk</p>			
			<p>***NOTE- If child requires further practise continue on to Blue Non-Fiction books 1-5***</p>						

S T E P 13	Y E A R 2	End of Autumn 1	Consolidate all Sets Set 1- 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 Set 2- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Set 3- ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Alternative spellings set- wh, ph, ue, ie, au (mn), e-e, kn, ck Alternative spellings not covered- ch (k), dge (j), y (igh)				should come many mother above father by bought great someone another walk caught worse other love wear says friend time down make	Big Cat - Green	Using orange highlighter start with previous gaps and continue to assess Step 13. Read 80+ words per minute.

Sources of Stoborough's Key Words

Read, Write, Inc. key red words – As highlighted within the R, W, I. scheme, important to teach these spellings explicitly as it is 'Hard to Fred a red'

Year 1 Common exception words from the National Curriculum 2014 – Some of the Year 1 CEW are not included within the R, W, I. red words, these must be taught when visited during the phonics scheme.

Old 100 high frequency words – At Stoborough, we believe it is important for children to read these words prior to being expected to spell them within their work, by highlighting them when they are encountered during our R, W, I. sessions we can help the children to apply these spellings to their wider English work.

Reception word bank (*Year 1 CEW) – These words need to be taught within R, W, I. to enable Stoborough's Reception children to write simple sentences.