

Subject: Literacy

Larkhall Phonics Progression and Policy

At Larkhall we have devised a systematic synthetic phonics programme based on the extensive experiences of our teachers and the needs of our children. Teachers have been exposed to and worked with a wide range of programmes and as such developed our own programme which:

- Includes all essentials to teach SSP to children in reception and key stage 1 years
- Is sufficient support for children in reception and key stage 1 to become fluent readers
- Is a structured route for most children to meet or exceed the expected standard in the year one phonics screening check
- Meets all national curriculum expectations for word reading through decoding by the end of key stage 1
- Is shared with all teaching staff annually as part of our CPD programme

Related Documents: UECL Policy, Larkhall Handwriting Policy

Year group	Phonics coverage	Key terminology	Environment	Assessment
Nursery Planning	<p>Phonics is taught daily with a phase 1 focus aspect each week, taught through games and carpet sessions. All aspects are also covered incidentally throughout the week as part of continuous daily provision as well as based on the interests and learning needs of the children.</p> <p>Focus Nursery rhyme taught each week.</p> <p>Children engage in weekly small group story/rhyme groups.</p> <p>From <u>Autumn 2</u> onwards all children will be exposed to a letter of the week, focusing on SATPIN.</p> <p>As and when children show readiness, they will be supported with learning phase 2 sounds, oral blending and eventually reading cvc words.</p>	<p>.Phase 1</p> <p>.Seven aspects- environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting</p> <p>.Sound talk</p>	<p>All letter formation in print.</p> <p>Children have access to their name for a range of purposes</p> <p>Upper and lower case letters displayed</p> <p>Letter of the week and any other sounds displayed clearly</p> <p>Mark making tools easily accessible in all areas</p> <p>Opportunities for children to copy learning from the carpet in free flow time</p>	<p>During Summer term all children aged 4 will be assessed on their phase 1 skills and their readiness for phase 2</p> <p>Use Larkhall Phonics assessment documents.</p> <p>Any children assessed to be working below age related expectations to be identified and provided with additional support/interventions.</p>

	<p>For children who enter nursery already able to read words on sight, for instance those with ASC, we provide appropriate reading opportunities.</p> <p>All children borrow books weekly for shared reading at home. Those who have begun to read themselves borrow a book that is at a level in line with their phonics knowledge.</p> <p>Where children are being taught letter sounds, print letter formation taught using formation rhymes.</p> <p><u>Summer term</u> All children aged 4 will start to have daily learning about letters, starting with the alphabet letter names and then associated sounds. Learn the alphabet song.</p>		<p>Parent support questions and prompts for shared home reading in the Reading Log.</p>	
<p>Reception</p> <p>Planning</p>	<p>Daily phonics carpet class session</p> <p>Two sounds taught a week from phase 2 onwards that includes formation rhymes and actions for letters in print.</p> <p>Weekly teacher-led writing guided groups for all children, in line with children’s interests, abilities and key sounds and words for that week.</p> <p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> . Alphabet song (letter names) . Phase 1 consolidation (particular focus on oral blending) . Begin phase 2 if children are secure in phase 1 . children take home a book of choice for shared reading at home <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> . Continue and secure phase 2, including Tricky and High Frequency Words . begin reading and writing cvc words . Start 1:1 reading with an appropriate book, linked to the taught sounds . children take home a book linked to the sounds they have learnt so far. <p><u>Spring 1 and 2</u></p> <ul style="list-style-type: none"> . Phase 2 and phase 3 sounds and words . Begin reading and writing simple sentences with sounds and words taught so far - introduce 5 finger check <p><u>Summer 1 and 2</u></p> <ul style="list-style-type: none"> . Finish and consolidate all of phase 2 and 3. . children practise blending and segmenting longer words using the 	<ul style="list-style-type: none"> . Pencil grip- snappy crocodile .CVC words . Phonetic simple sentences . Tricky words <i>(including reference to why they are tricky words. I.e. identify the tricky sound, e.g. 'my' - the 'y' makes and 'igh' sound not 'y')</i> . High frequency words . Uppercase and lowercase letters (from Summer) . 5 finger check for sentence writing: <ol style="list-style-type: none"> 1. say your sentence 2. listen to the sounds 3. capital letter 4. finger spaces 5. full stop . segment, blend, diagraph, trigraph, sound-out, 	<p>All letter formation in print</p> <p>Non-cursive printed words and simple sentences in environment</p> <p>Children have access to their name for a range of purposes</p> <p>Upper and lower case letters displayed</p> <p>Sounds and words of the week displayed clearly</p> <p>Phonics display board showing all sounds and words learnt so far</p> <p>Word and sound mats accessible</p> <p>Mark making tools easily accessible in all areas</p> <p>Opportunities for children to copy learning from the carpet in free flow time</p> <p>Parent support questions and prompts for home reading in the Reading Log.</p>	<p>3 times a year teachers assess children's knowledge of the sounds and words taught so far.</p> <p>Use Larkhall Phonics assessment documents.</p> <p>Any children assessed to be working below age related expectations to be identified and provided with additional support/interventions.</p>

	<p>sounds they know</p> <ul style="list-style-type: none"> . Teach upper and lower case letters . Writing dictated sentences with sounds and words taught so far . Begin to write more than 1 sentence to meet a purpose 			
<p>Year 1</p> <p>Planning</p>	<p>Daily phonics carpet class sessions all year.</p> <p><u>Autumn 1</u></p> <ul style="list-style-type: none"> . recap Phase 2 and 3 a sound a day . all taught sounds linked to reading and writing sentences - 5 finger check . continue to use print letter formation . teachers model writing on the line <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> . Phase 3 recap and Phase 4 consonant blends . all taught sounds linked to reading and writing sentences - 5 finger check . continue to use print letter formation . teachers model writing on the line <p><u>Spring 1</u></p> <ul style="list-style-type: none"> . Phase 4 blends . Polysyllabic words . Dictated sentences using words and sounds taught so far - 5 finger check <p><u>Spring 2</u></p> <ul style="list-style-type: none"> . Phase 5 new sounds (must be taught in numbered order) . Sound families . Alien words and polysyllabic words . Recap all <p><u>Summer 1 and 2</u></p> <ul style="list-style-type: none"> . Recap all . Differentiated sessions to meet the needs of the children - including additional sessions for exceeding children working on more complex Phase 6 coverage. . Start Phase 6 - linked to Year 1 writing curriculum - e.g Prefix and suffixes (un, ing, s for plural) and recap all phases learnt so far 	<ul style="list-style-type: none"> . Tricky words - phase 2-5 (including reference to why they are tricky words. I.e. identify the tricky sound, e.g. 'my' - the 'y' makes and 'igh' sound not 'y') . 100 High Frequency words . Year 1 common exception words . Finger spaces . Full Stops . Digraph . Split digraph . Trigraph . Upper case (capitals) and lowercase letters . 5 finger check for sentence writing: <ol style="list-style-type: none"> 1. say your sentence 2. listen to the sounds 3. capital letter 4. finger spaces 5. full stop <p>(see Larkhall SPAG progression doc for related grammar terms taught)</p>	<ul style="list-style-type: none"> .print text on displays .Sounds and words of the week displayed clearly .Phonics display board showing all sounds and words learnt so far .sound & word mats accessible to children (in cursive and print for those who need it) .Writing tools easily accessible in all areas .Parent support questions and prompts for home reading in the Reading Log. 	<p>3 times a year teachers assess children's knowledge of the sounds and words taught so far, using Larkhall Phonics Assessment tools.</p> <p>Use Larkhall Phonics assessment documents.</p> <p>Summer term external Phonics Screening Test administered and reported to LA and parents</p> <p>Any children assessed to be working below age related expectations to be identified and provided with additional support/interventions.</p>
<p>Year 2</p> <p>Planning</p>	<p>Recap sound families</p> <p>Phase 6 (SPAG)</p> <p><u>Autumn 1</u></p> <ul style="list-style-type: none"> . Recap phase 5 sound families (linking back to phase 3 where necessary) Phonics lesson to link to Phase 6 including: <ul style="list-style-type: none"> .Homophones 	<p>As above.</p> <p>Year 2 common exception words</p> <p>200 High frequency words</p> <p>(see Larkhall SPAG</p>	<ul style="list-style-type: none"> .exposure to print, pre-cursive text and joined cursive on displays .Sounds and words of the week displayed clearly .Phonics display board 	<p>3 times a year teachers assess children's knowledge of the top 200 High Frequency Words.</p> <p>Assess children using Larkhall Phonics assessment documents.</p>

	<p>.Contractions .200 HFW .Suffixes eg ed past tense</p> <p><u>Autumn 2</u> . Start phase 6 teaching. New alternative sounds. . Homophones . Paragraph reading and phoneme spotting .Contractions .200 HFW .Prefixes .Suffixes</p> <p><u>Spring 1</u> Phase 6 taught in 2-3 SPAG lessons a week</p> <p><u>Spring 2</u> Phase 6 taught in 2-3 SPAG lessons a week</p> <p><u>Summer 1 and 2</u> Phase 6 taught in 2-3 SPAG lessons a week</p>	<p>progression doc for related grammar terms taught)</p>	<p>showing all sounds and words learnt so far</p> <p>.sound & word mats accessible to children (in cursive and print for those who need it)</p> <p>.Parent support questions and prompts in Reading Log.</p>	<p>Any children assessed to be working below age related expectations to be identified and provided with additional support/interventions - including continued teaching of words and sounds if needed.</p> <p>Summer Term Phonics Screening Check retake for any children who did not pass in Year 1. Report to LA.</p>
<p>Years 3-6</p>	<p>Weekly interventions where needed to support reading/writing for identified children; at least 3 times a week.</p> <p><u>Each term</u> . Assess children's sounds, tricky words and 200 High Frequency Word. . Gaps from children's individual assessments will inform all planning and intervention coverage; using adapted materials from Reception or Year 1. . Planning will follow progress outlined above, depending on assessment outcomes. . Phonics learning should link in with other areas of learning to allow consolidation.</p> <p><i>*Children should not miss new learning from their current year group. (Teachers to use best judgement about this)</i></p>	<p>. Tricky words - phase 2-5 <i>(including reference to why they are tricky words. I.e. identify the tricky sound, e.g. 'my' - the 'y' makes and 'igh' sound not 'y')</i></p> <p>. 200 High Frequency words</p> <p>. Finger spaces</p> <p>. Full Stops</p> <p>. Digraph</p> <p>. Split digraph</p> <p>. Trigraph</p> <p>. Upper case (capitals) and lowercase letters</p> <p>. 5 finger check for sentence writing: 1. say your sentence 2. listen to the sounds 3. capital letter 4. finger spaces</p>	<p>.pre-cursive and joined text on displays</p> <p>.sound & word mats accessible to children (in cursive and print for those who need it)</p> <p>. Weekly sounds and words displayed for reference.</p> <p>.Parent support questions and prompts for home reading in the Reading Log.</p> <p>Intervention equipment needed:</p> <ul style="list-style-type: none"> • Flashcards for relevant phase • Whiteboards & pens • Sound mats • Tricky word cards • Access to phonics lesson slides (on IWB or printed) 	<p>3 times a year teachers assess children's knowledge of the sounds and 200 High Frequency Words.</p> <p>Any children assessed to be working below age related expectations to be identified and provided with additional support/interventions - including continued teaching of words and sounds if needed.</p>

5. full stop

(see Larkhall SPAG
progression [doc](#) for related
grammar terms taught)