

Speedwell Infant School

Phonics Progression and Assessment

Phonics teaching will follow the Letters and Sounds phonics programme, with the aim that all children will be secure in phonics to support reading by the end of Year 1. Teachers will complete regular summative assessments of children's phonics knowledge to ensure children are on track and to identify children who are not keeping up. Where children are not keeping up additional phonics interventions will be provided in the afternoons to support such children to catch up.

Phonics will be taught daily for 15-20 minutes in Nursery, and 25-30 minutes in Reception and Year 1. Phonics will continue into Year 2 and then move on to No Nonsense Spelling and reading comprehension activities. In addition, phonics opportunities will be built into other reading, writing and play based activities to reinforce, apply and extend phonics learning beyond the daily phonics session.

The chart below maps the expected phonics progression from Nursery to Year 2, including summative assessment points. The summative assessment points focus on phonics for reading to ensure children secure their decoding for reading skills quickly. At summative assessment points teachers will provide class data to the Literacy Lead and Headteacher to enable a strategic overview of progress across school.

Year group	Terms	Phonics phases to be taught	Phonics phase children should have secured by end of term	Assessment to be completed
Nursery	Whole year	Teach Phase 1	Phase 1, including aspects 6 and 7	Aspect 7 – oral blending and segmenting
Reception	Autumn 1 and 2	Recap Phase 1, aspect 6 and 7 Teach Phase 2	Secure at Phase 2	Phase 2 phonemes/graphemes, CVC words containing phase 2 phonemes/graphemes
	Spring 1 and 2	Teach phase 3	Secure at Phase 3	Phase 2 and 3 phonemes/graphemes, CVC words containing phase 2 and 3 phonemes/graphemes
	Summer 1 and 2	Re-cap and consolidate Phase 2 and 3 Teach Phase 4	Secure at Phase 4	First 20 words of the phonics screen check
Year 1	Autumn 1 and 2	Recap and consolidate Phase 2, 3 and 4 Teach Phase 5, weeks 1-4	Secure at Phase 4 Secure with Phase 5 phonemes/graphemes on L&S page 134	All phonemes/graphemes on L&S page 134 Phonics screen check
	Spring 1 and 2	Consolidate above Teach Phase 5, weeks 5-7	Secure with Phase 5 phonemes/graphemes on L&S page 134 and 136	All phonemes/graphemes on L&S page 134 and 136 Phonics screen check
	Summer 1 and 2	Teach Phase 5, weeks 8-30	Secure with all phonemes/graphemes taught across all phases	National phonics screen check
Year 2	Autumn 1 and 2	Teach Phase 6	Secure with phonics for reading and spelling across all phases	
	Spring 1 and 2	Teach No Nonsense	N/A	N/A
	Summer 1 and 2	Spelling and reading comprehension	N/A	N/A

Additional interventions to ensure all children keep up:

- On entry to Reception, all children should start to access Phase 2 phonics teaching. Where children are not yet secure in Phase 1, particularly aspect 6 and 7, additional phonics intervention sessions should be provided in the afternoons teaching aspect 6 and 7.
- On entry to Year 1, any children who are not yet secure with Phase 2 and/or 3 phonemes/grapheme will receive additional phonics intervention sessions in the afternoons teaching Phase 2 and /or 3.
- On entry to Year 2, any children who are not yet secure with phonics for reading, particularly any children who did not pass the phonics screen check, should receive additional phonics intervention sessions in the afternoons to secure phonics for reading.
- In all year groups, where a child is identified as having a particular gap in their phonics knowledge at a phase they should have already secured, additional interventions should be provided in the afternoons to secure the gap. Such interventions are likely to be short (only 5-10 mins each) and time limited to secure the identified gap.