## The English Curriculum at Hindhayes

## Phonics progression

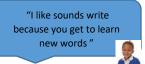












## Hooked on Thinking

**Working With and For Local Families** 

## **Hindhayes Phonics Progression Map**

Sounds-Write Unit	Foundation Stage Initial Code – Units 1 - 11		Consolidation of EYFS units	ear 1	Year 2		
	Initial Code – Units 1 - 11				<u>r</u>		
Sounds-Write Lessons		Initial Code – Units 1 - 11			Consolidation of previous Units.		
Sounds-Write Lessons				Extended Code linked to the Phonic Screening Standard. Completion of remaining Extended Code uni			
	Lessons 1,2,3,4 and 5	Lessons 3,5,6,7,8 and 9					
			Lessons 11,12 and as profic	ciency is achieved lessons 13,	Lessons 13 and 14 and then 15 to focus on		
Polysyllabic Lessons	Lessons 11 and 12 – using two syllable words		14 – using up to three sylla	ble words	particular difficult spellings in selected words		
				Using up to five and six syllable words			
Skills	To segment, blend and manipulate sounds in words within the structure of:			To segment words containing the focus or target sound.			
	<ul> <li>CV and VC</li> </ul>	To blend words containing the focus or target sound.					
	<ul> <li>CVC</li> <li>VCC and CVCC – two consonants in final position in 3 and 4 sound words.</li> </ul>			To manipulate alternative sounds in and out of words.			
				Initially using the CVC structure and as children gain proficiency:			
	<ul> <li>CCVC – two consonants in initial po</li> </ul>	VCC and CVCC – two consonants in final position in three and four sound words.					
	•	adjacent consonants in 5 sound words.	CCVC – two consonants in initial position.				
					CCCVC – three adjacent consonants in five sound words.		
				or the target sound in text			
	each syllable, in turn, into sounds	To identify the spelling of alternatives which represent the same target sound.					
JKIII3	Blend polysyllabic words by first blend sound:	s into syllables, and then syllables, in	To write the spellings in ea	ch unit using Hindhayes agrees le	etter formation.		
t	turn into words.						
	Unit 1: a,i,m,s,t	Unit 7: x,y,ff,ll,ss,zz	Revision of	Extended Code:	Revision and completion of Extended Code.		
	Unit 2: n,o,p	Unit 11: sh,ch,th,ck,wh,ng,qu	Extended Code	Linked to phonic			
	Unit 3: b,c,d,g,h	Extended Code	Unit 1: ae	screening standard:			
	Unit 4: d,e,f,v	Unit 1: ae	Unit 2: ee				
	Unit 5: k,l,r,u	Unit 2: ee	Unit 4: oe				
	Unit 6: j,w,x	Unit 4: oe					
•	Letters are symbols which represent sounds.		d by more than one spelling.				
	Sounds can be represented by spellings with one letter.		The most common spellings which represent the target sound				
	Some spellings are written with a double consonant.		A spelling can represent more than one sound.				
	Some spellings are written with two different letters. Some words are made up of more than one syllable		The most common sounds represented by a spelling Sounds are sometimes represented by a split spelling.				
-	some words are made up of more than one si The structure of polysyllabic words.	ynable					
Folysyllabic wolfus	The structure of polysyllabic words.	Some words are made up of more than one syllable. The structure of polysyllabic words.					
Conceptual		The spelling of some common syllables such as Prefixes and Suffixes					
knowledge			Some polysyllabic words contain schwas.				
Reading and Dictation /	As soon as proficiency with blending and segmenting is secure, children will complete regular reading and dictation tasks. Code knowledge will be selected from a		Children will access regular opportunities to apply skills and knowledge in reading and dictation tasks				
•			linked to previously taught code knowledge.				
	preciously taught Unit to consolidate learning and promote the application of skills.			<b>5</b>			
	Teachers select reading material from a deco		Children continue to read v	vell matched reading material th	rough decodable or book banded texts.		
	code knowledge that children have.		Children identified as being in the bottom 20% are closely monitored and read carefully selected decodable				
	-	books linked to the code knowledge they have been taught and have mastered.					