

## Reckleford School

### Phonics Teaching

In Nursery, Reception and Year 1 we follow the 'Read, Write Inc Scheme' in addition to Letters and Sounds. Read, Write Inc is a literacy programme teaching letter sounds, reading and writing. You will be invited to a meeting about Reading and Writing in September. It is taught daily using a multisensory, interactive approach and reinforced through learning in Literacy Skills and other sessions throughout the day.

We also subscribe to Bug Club reading online for our Key Stage One children. Please ask your child's teacher for log in details.

[Bug Club website: www.bugclub.co.uk](http://www.bugclub.co.uk)

### Letters and Sounds Progression of Skills

#### Foundation 1-Nursery

<b>Phase 1 Aspect 1 - Environmental sounds</b>
I can listen to and identify outdoor sounds
I can listen to and identify indoor sounds
I can use drumsticks (stroke, beat, tap) to make different sounds
I can use my voice to sing at different volumes
I can identify the sounds in a sounds lotto game
I can identify sounds made behind a screen (keys, bells)
I can make the correct animal noise from a set of clues
I can give others a set of clues to guess an animal
I can guess what is inside the container by the sound it makes

<b>Phase 1 Aspect 2 - Instrumental sounds</b>
I can identify and name the instruments being played
I can remember and repeat a rhythm
I can discriminate and copy loud and quiet sounds
I can stop and start playing my instrument at a signal
I can play my instrument to describe an action (fairy footsteps)
I can perform a short instrumental piece for others
I can play an instrument to match the sound an animal might make

<b>Phase 1 Aspect 3 - Body percussion</b>
I can perform a song with actions
I can perform an action to match a musical instrument
I can perform actions increasing and decreasing my speed as necessary
I can copy a body sound
I can copy a sequence of body sounds
I can identify a body sound (snoring, eating)
I can suggest times when I can be noisy or quiet
I can use my voice to make slow, fast, quiet, loud, long, short sounds
I can move my body in response to an instrument sound

<b>Phase 1 Aspect 4 - Rhythm and rhyme</b>
I can join in with repetitive story phrases
I can perform actions to a nursery rhyme
I can move in time to the beat fast, slow, skipping marching
I can put rhyming objects in the soup
I can play rhyming bingo
I can continue a rhyming string

<b>Phase 1 Aspect 5 - Alliteration</b>
I can suggest a person who has a name beginning with a given letter
I can suggest an object that begins with the same sound as a name
I can suggest non-words that begin with the same sound
I can sort objects that begin with the same sound
I can suggest animals that begin with the same sound
I can join in with an alliterative story and make suggestions
I can look at an object and recognise the initial sound
I can think of an alliterative sentence for the names of children in my group
I can make the right movements with my mouth to say some sounds
I can select a set of objects for alliterative 'silly soup'

<b>Phase 1 Aspect 6 - Voice sounds</b>
I can make sounds with my voice - be a clock, tick tock
I can share my favourite sound with a group
I can talk like a robot - c-a-t 'Metal Mike'
I can continue a sound pattern with my voice and vary the pitch
I can add a target sound to a story when I hear a buzz word or character
I can listen to a recorded voice and identify the speaker
I can record sounds for a lotto game and then match my sounds to pictures
I can describe a voice sound using words like long, short, loud, high, low
I can use my voice to add sounds to a story by whispering, growling
I can use a megaphone to make sounds with my voice
I can listen to and sing a variety of songs

<b>Phase 1 Aspect 7 - Oral blending and segmenting</b>
I can understand 'sound talk' words that are segmented like c-oa-t
I can sound out and clap CVC words from the set of letters s,a,t,p,i,n
I can identify objects with three phonemes from 'sound talk' like f-i-sh
I can blend 2 or 3 phonemes from 'sound talk' to make a word
I can play eye spy by blending sounds
I can copy 'sound talk'
I can speak in 'sound talk'
I can say how many phonemes I can hear

Reception

Phase 2
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I can say the sound, recognise and write a letter for the phonemes s,a,t,p
I can blend and segment the VC words at and as
I can say the sound, recognise and write a letter for the phonemes i,n,m,d
I can blend and segment the VC words is, it, in, an, am
I can blend the CVC words sat, sit, sin, pat, pit, pin, mat, din, dip, dam, nit, nap for reading by sounding out
I can say the sound, recognise and write a letter for the phonemes g, o, c, k
I can say the sound, recognise and write a letter for the phonemes ck, e, u, r
I can say the sound, recognise and write a letter for the phonemes h, b, f, ff, l, ll, ss
I can recognise and read the first 5 tricky words - the, to, I, go, no
I can sound out, blend and read the 26 decodable high frequency words, with support
I can sound out, blend and read the 26 decodable high frequency words
I am beginning to read 2 syllable words
I can read a caption by sounding out VC and CVC words
I can write a caption containing VC and CVC words
I can read the first 5 tricky words

### Reception/Year One

Phase 3	
I can spell phase 2 tricky words - no, go, to, the, I	
I can say the sound, recognise and write the letter for phoneme j, v, w, x, y, z	
I can say the sound, recognise and write the letter for phoneme zz, ff, ll, ss	
I can say the sound, recognise and write a letter for the phoneme q and know that q is always followed by u	
I can say the alphabet	
I can sing the alphabet song	
I can match each individual letter of the alphabet to the sound	
I can recognise and say the phonemes sh, ch, th	
I can find the correct grapheme in response to the spoken phonemes sh, ch, th	
<u>Read grapheme</u>	<u>Write grapheme</u>
ng	ng
ee	ee
ai	ai
igh	igh
oa	oa
Short oo Long oo	Short oo Long oo

ar	ar
or	or
ur	ur
ow	ow
oi	oi
ear	ear
air	air
ure	ure
er	er
I can read the phase 3 tricky words	
I can spell the phase 3 tricky words	

Year One

Phase 4
I can blend CVCC and CCVC words for reading
I can segment CVCC and CCVC words for spelling
I am continuing to read 2 syllable words
I am beginning to spell 2 syllable words
I can read sentences containing CVC, CVCC and CCVC words
I can write sentences containing CVC, CVCC and CCVC words
I can read phase 4 tricky words
I can spell phase 4 tricky words

Year One

Phase 5	
Read grapheme	Write grapheme
ay	ay
ou	ou
ie	ie
ea	ea
oy	oy
ir	ir
ue	ue
aw	aw
wh	wh
ph	ph
ew	ew
oe	oe
au	au
ey	ey
a-e	a-e
e-e	e-e

i-e	i-e
o-e	o-e
u-e	u-e
zh	zh
I am beginning to understand the split vowel digraph rule for a-e e-e i-e o-e u-e	
I can recognise that alternative pronunciations of some graphemes in some words need to be tried to find the correct one (milk, find, wild, skin, kind, lift, child)	
I can read 2 and 3 letter graphemes in words without individually sounding them out	
I can read phase 5 tricky words	
I can spell phase 5 tricky words	

Phase 6
I can understand and apply the ed suffix for the past tense
I understand the rules for adding ing for plurals
I understand the rules for adding ed, est and y for purals
I understand the rules for adding er, ful and ly for purals
I understand how adding suffixes and prefixes changes words
I can clap out syllables to spell unfamiliar words