The Federation of Fairfield and Colneis

Phonics Progression

Phonics

At Fairfield and Colneis, we believe that phonics lessons are the building blocks for reading and writing and are essential for their early language skills.

Children learn through a systematic, synthetic approach, Essential Letters and Sounds (ELS), to secure early reading and writing. ELS was created to ensure every child can read effectively. The principles of ELS are based upon:

- the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching
- repetition and reinforcement of learning
- regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'
- the 'E' model. (1-3 child-centred, 4-6 teaching and leadership)

The 'E' model underpins all teaching and learning in ELS.

'E' model components	Description
Embed	The theory and pedagogy behind ELS
Enact	How to deliver ELS lessons in your school
Enable	How to ensure all children 'keep up' rather than 'catch up'
Execute	Reading Leader training
Evaluate	How to assess children's progress (online training)
Evolve	Optional bespoke training

We aim for each year group to follow the starting points detailed in the progression map below. Assessments completed at the end of each year inform any necessary changes or interventions put in place. This is also relevant to Year 2's provision of phonics, as it may be necessary to continue teaching phase 5 before moving onto phase 6 grammar rules

Reception progression

Reception Autumn 1							
Week	1	2	3	4	5	6	7
ELS week					Reception, Autumn 1, Week 1	Reception, Autumn 1, Week 2	Reception, Autumn 1, Week 3
Focus	Phase 1 phonics and baseline	Phase 1 phonics and baseline	Phase 1 phonics and baseline	Phase 1 phonics and baseline	/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>
HRSW					a	I, the, no	put, of, is
Assessment	Baseline	Baseline	Baseline	Baseline			
Apply							

Reception Autumn 2							
Week	**8**	**9**	**10**	**11**	**12**	**13**	**14**
ELS week	Reception, Autumn 1, Week 4	Reception, Autumn 1, Week 5		Reception, Autumn 1, Week 6	Reception, Autumn 2, Week 1	Reception, Autumn 2, Week 2	Reception, Autumn 2, Week 3
Focus	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	Each class revisit 5 weakest sounds based on assessment	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>	/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>
HRSW	to, go, into	pull		as, his	he, she, buses	we, me, be	push
Assessment		Reception, Autumn 1 • GPC • HRSW • Blending					
Apply	Apply carousel over 5 days – children to be ability grouped • Group reading with teacher – children reading quietly to themselves. Teacher goes round listening to each child read a couple of pages. • Group reading with TA - children reading quietly to themselves. TA goes round listening to each child read a couple of pages • 3 independent reading-based activities – Busy Things, sound robot, writing 3 words						

Reception Spring 1						
Week	1	2	3	4	5	6
ELS week	Reception, Autumn 2, Week 4	Reception, Autumn 2, Week 5	Reception, Autumn 2, Week 6	Reception, Spring 1, Week 1	Reception, Spring 1, Week 2	Reception, Spring 1, Week 3
Focus	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	–es (where there is no change to the root word) Assess and review week R:2	Review week R:3	Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>
HRSW	was, her		my, you			they, all, are
Assessment		Reception, Autumn 2 • GPC • HRSW • Blending • Any previous gaps				
Apply	Apply carousel over 5 days – children to be ability grouped • Group reading with teacher – children reading quietly to themselves. Teacher goes round listening to each child read a couple of pages. • Group reading with TA - children reading quietly to themselves. TA goes round listening to each child read a couple of pages • 3 independent reading-based activities – Busy Things, sound robot, writing 3 words					

Reception Spring 2						
Week	*7*	*8*	*9*	*10*	*11*	*12*
ELS week	*Reception, Spring 1, Week 4*	*Reception, Spring 1, Week 5*		*Reception, Spring 1, Week 6*	*Reception, Spring 2, Week 1*	*Reception, Spring 2, Week 2*
Focus	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	*Each class revisit 5 weakest sounds based on assessment*	Review week R:6	Review week R:7	Review week R:8
HRSW	*ball, tall*	*what, when*			*said, so, have*	*were, out, like*
Assessment		*Reception, Spring 1* • *GPC* • *HRSW* • *Blending* • *Any previous gaps*				
Apply	*Apply carousel over 5 days – children to be ability grouped* • *Group reading with teacher – children reading quietly to themselves. Teacher goes round listening to each child read a couple of pages.* • *Digraph/trigraph spotting with TA - children adding sound buttons and reading words* • *3 independent reading-based activities – Busy Things, sound robot, writing 3 words*					

Reception Summer 1						
Week	**1**		**2**	**3**	**4**	**5**
ELS week	*Reception, Spring 2, Week 3*		*Reception, Spring 2, Week 4*	*Reception, Spring 2, Week 5*		*Reception, Spring 2, Week 6*
Focus	Review week R:9		Review week R:10	Assess and review week R:11	*Each class revisit 5 weakest sounds based on assessment*	Review week R:12
HRSW	*some*	*little, one, do*	*children, love*			
Assessment				*Reception, Spring 2* ● *HRSW* ● *Blending* *Any previous gaps*		
Apply	*Apply carousel over 5 days – children to be ability grouped* ● *Group reading with teacher – children reading quietly to themselves. Teacher goes round listening to each child read a couple of pages.* ● *Digraph/trigraph spotting with TA - children adding sound buttons and reading words* ● *3 independent reading-based activities – Busy Things, sound robot, writing 3 words*					

Reception Summer 2							
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**
ELS week	*Reception, Summer 1, Week 1*	*Reception, Summer 1, Week 2*	*Reception, Summer 1, Week 3*	*Reception, Summer 1, Week 4*	*Reception, Summer 1, Week 5*		*Reception, Summer 1, Week 6*
Focus	Phase 4:1 CVCC –ed /ed/	Phase 4:2 CCVC –ed /t/	Phase 4:3 CCVCC –ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	*Transition/recap - es -ed work endings*	Phase 4:5 CCCVCC –er –est
HRSW	**NONE**						
Assessment					*Reception, Summer 1* ● *Blending* ● *Any previous gaps*		
Apply	*Apply carousel over 5 days – children to be ability grouped* ● *Group reading with teacher – children reading quietly to themselves. Teacher goes round listening to each child read a couple of pages.* ● *Digraph/trigraph spotting with TA - children adding sound buttons and reading words* ● *3 independent reading-based activities – Busy Things, sound robot, writing 3 words*						

Set 1	
Set 2	
Set 3	
Set 4	
Set 5	
Set 6	
Set 7	

Year 1 progression

YEAR 1 AUTUMN 1							
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**
ELS week	*Year 1, Autumn 1, Week 1*	*Year 1, Autumn 1, Week 2*	*Reception, Summer 2, Week 1*	*Reception, Summer 2, Week 2*	*Reception, Summer 2, Week 3*	*Reception, Summer 2, Week 4*	*Reception, Summer 2, Week 5*
Focus	Assess and review week Y1:1	Review week Y1:2	/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> –le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Assess and review week R:14
HRSW			*oh, their*	*people, Mr, Mrs*	*your, ask, should*	*would, could, asked*	*house, mouse, water*
Assessments	*Assess any lower children – planned with reception teachers before summer*						*Reception, Summer 2* • *GPC* • *HRSW* • *Blending* • *Any previous gaps*
Apply	*Apply carousel over 5 days – children to be ability grouped* • *Group reading with teacher – children reading quietly to themselves. Teacher goes round listening to each child read a couple of pages.* • *Group reading with TA - children reading quietly to themselves. TA goes round listening to each child read a couple of pages.*						

	• *3 independent reading-based activities – Busy Things, sound robot, writing 3 words*

YEAR 1 AUTUMN 2							
Week	8	9	10	11	12	13	14
ELS week	Reception, Summer 2, Week 6	Year 1, Autumn 1, Week 3	Year 1, Autumn 1, Week 4		Year 1, Autumn 1, Week 6		Year 1, Autumn 1, Week 5
Focus	/igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	*Mock phonics screening*	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	*NTS tests*	Assess and review week Y1:3
HRSW	*want, very*						
Assessments							*Year 1, Autumn 1* • *GPC* • *Blending* • *Any previous gaps*
Apply	*Apply carousel over 5 days – children to be ability grouped* • *Group reading with teacher – children reading quietly to themselves. Teacher goes round listening to each child read a couple of pages.* • *Group reading with TA - children reading quietly to themselves. TA goes round listening to each child read a couple of pages.* • *3 independent reading-based activities – Busy Things, sound robot, writing 3 words*						

YEAR 1 SPRING 1						
Week	**1**	**2**	**3**	**4**	**5**	**6**
ELS week	Year 1, Autumn 2, Week 1	Year 1, Autumn 2, Week 2	Year 1, Autumn 2, Week 3	Year 1, Autumn 2, Week 4	Year 1, Autumn 2, Week 5	Year 1, Autumn 2, Week 6
Focus	Revise: /or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Revise: /igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
HRSW	please, once	any, many, again	who, whole	where, two		
Assessment					Year 1, Autumn 2 • GPC • HRSW • Blending • Any previous gaps	
Apply	Apply carousel over 5 days – children to be ability grouped • Group reading with teacher – children reading quietly to themselves. Teacher goes round listening to each child read a couple of pages. • Digraph spotting with TA - children to practise spotting digraphs in individual words, progressing to captions, sentences and text based on ability. Use PSC papers. • 3 independent reading-based activities – Busy Things, sound robot, writing 3 words					

YEAR 1 SPRING 2						
Week	*7*	*8*	*9*	*10*	*11*	*12*
ELS week		*Year 1, Spring 1, Week 2*		*Year 1, Spring 1, Week 3*	*Year 1, Spring 1, Week 4*	*Year 1, Spring 1, Week 5*
Focus	*Mock phonics screening*	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	*NTS Tests*	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9
HRSW				*here, sugar, friend*	*because*	
Assessment						*Year 1, Spring 1* • *HRSW* • *Blending* • *Any previous gaps*
Apply	*Apply carousel over 5 days – children to be ability grouped* • *Group reading with teacher – children reading quietly to themselves. Teacher listens to each child read a couple of pages.* • *Digraph spotting with TA - children to practise spotting digraphs in individual words, progressing to captions, sentences and text based on ability. Use PSC papers.*					

	• *3 independent reading-based activities – Busy Things, sound robot, writing 3 words*				
YEAR 1 SUMMER 1					
Week	***1***	***2***	***3***	***4***	***5***
ELS week		*Year 1, Spring 1, Week 6*	*Year 1, Spring 2, Week 1*	*Year 1, Spring 2, Week 2*	*Year 1, Spring 2, Week 3*
Focus	*Mock phonics screening*	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)	/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)
HRSW	***NONE***				
Assessment					
Apply	*Apply carousel over 5 days – children to be ability grouped* • *Group reading with teacher – children reading quietly to themselves. Teacher goes round listening to each child read a couple of pages.* • *Digraph spotting with TA - children to practise spotting digraphs in individual words, progressing to captions, sentences and text based on ability. Use PSC papers.* • *3 independent reading-based activities – Busy Things, sound robot, writing 3 words*				

YEAR 1 SUMMER 2							
Week	6	7	8	9	10	11	12
ELS week					Year 1, Spring 2, Week 4	Year 1, Spring 2, Week 5	Year 1, Spring 2, Week 6
Focus	Phonics screening prep	Phonics screening prep	Phonics screening	NTS Tests	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> –tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> –tious (scrumptious) /sh/ <ci> (delicious) –ous, –ion, –ian
HRSW	**NONE**						
Assessment						Year 1, Spring 2 • Blending • Any previous gaps	
Apply	Apply carousel over 5 days – children to be ability grouped • Group reading with teacher – children reading quietly to themselves. Teacher goes round listening to each child read a couple of pages.						

	• *Digraph spotting with TA - children to practise spotting digraphs in individual words, progressing to captions, sentences and text based on ability. Use PSC papers.* • *3 independent reading-based activities – Busy Things, sound robot, writing 3 words*

Set 8	
Set 9	
Set 10	
Set 11	
Set 12	
Set 13	

**Set 14 (today, says, has, by) and 15 (school, full, our) are the remaining year 1 CEW and are not taught as part of ELS*