



Phonics

At St. Stephen's we use resources from Success for All (SFA) alongside the Letter and Sounds government document to ensure progression in Phonic development throughout Nursery to the end of Year 2.

Nursery

Teacher and teaching assistants are trained to deliver daily differentiated sessions to develop early phonetic awareness and begin grapheme correspondence. Children are assessed each half term. Children who are below the expected standard receive additional support.

Reception

Planning uses the SFA structure to implement daily sessions of phonics so that sounds and graphemes are consistently repeated and reinforced.

Children are assessed on entry into Reception and split into different groups to support the progression of their phonic knowledge and skills. Children are assessed each half term to check that they are making good progress in their phonic knowledge.

Key texts are carefully selected to develop reading and writing skills as well as speaking and listening.

Throughout each week, children have group guided reading sessions. Children are also listened to reading on a one to one basis.

Children take home books each week to support them learning to read at home as well as in school.

Year 1 and 2

Planning continues to use the SFA structure to implement daily sessions of phonics so that sounds and graphemes are consistently repeated and reinforced.

Children are assessed on entry into Year 1 and split into different groups to support the progression of their phonic knowledge and skills. Children are assessed each half term to check that they are making good progress in their phonic knowledge.

Key texts are carefully selected to develop reading and writing skills as well as speaking and listening.

Each day, children have grouped guided reading sessions. Children are also listened to reading on a one to one basis.

Children take home books each week to support them learning to read at home as well as in school.

At the end of Year 1, all children take the Statutory Phonics Check. At the end of Year 2, those that did not pass the previous year, re-take the Statutory Phonics Check.



Nursery Letters and Sounds

Autumn Term	Spring Term	Summer Term
<p>Aspect 1: General sound discrimination Environmental Sounds</p> <p>Aspect 2: General sound discrimination Instrumental Sounds</p> <p>Aspect 3: General sound discrimination Body percussion</p>	<p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p>	<p>Aspect 6: Voice Sounds</p> <p>Aspect 7: Oral blending and segmenting</p> <p>Where appropriate some children to learn sounds and grapheme correspondence. Children to learn how to write sounds, hear sounds in words, group objects beginning with the same sound (alliteration).</p>



Reception Success for All (SFA)

Autumn Term	Spring Term	Summer Term																																																																																																																										
<div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Part 1 </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>m</td><td>a</td><td>s</td><td>d</td><td>t</td><td>i</td><td>n</td><td>p</td><td>g</td><td>o</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> <div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Part 2 </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>c</td><td>k</td><td>ck</td><td>u</td><td>r</td><td>b</td><td>f</td><td>e</td><td>l</td><td>h</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> <div style="text-align: center; border: 1px solid black; padding: 5px;"> Part 3 </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>sh</td><td>z</td><td>w</td><td>ch</td><td>j</td><td>v</td><td>y</td><td>th</td><td>q</td><td>ng</td><td>x</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	m	a	s	d	t	i	n	p	g	o											c	k	ck	u	r	b	f	e	l	h											sh	z	w	ch	j	v	y	th	q	ng	x												<p style="text-align: center;">Repeat Part 1-3 if necessary.</p> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="text-align: center; border: 1px solid black; padding: 5px;"> Part 1 </div> <div style="text-align: center; border: 1px solid black; padding: 5px;"> Part 2 </div> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>a</td><td>e</td><td>ee</td><td>i</td><td>e</td><td>o</td><td>e</td><td>oo</td><td>ar</td><td>c</td><td>ou</td><td>ay</td><td>ea</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="text-align: center; border: 1px solid black; padding: 5px;"> Part 3 </div> <div style="text-align: center; border: 1px solid black; padding: 5px;"> Part 4 </div> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>or</td><td>ie</td><td>_y</td><td>oy</td><td>ir</td><td>ue</td><td>ai</td><td>igh</td><td>ow</td><td>aw</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> <div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Part 5 </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>oi</td><td>oa</td><td>ur</td><td>ow</td><td>oo</td><td>u</td><td>e</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	a	e	ee	i	e	o	e	oo	ar	c	ou	ay	ea														or	ie	_y	oy	ir	ue	ai	igh	ow	aw											oi	oa	ur	ow	oo	u	e								<p>Repeat to ensure children can read each sound in words.</p> <p>Teach children to represent sounds they can hear in words when writing.</p> <p>Additional Sounds from Letters and sounds:</p> <p>or, er, ar, ear, air, ure.</p>
m	a	s	d	t	i	n	p	g	o																																																																																																																			
c	k	ck	u	r	b	f	e	l	h																																																																																																																			
sh	z	w	ch	j	v	y	th	q	ng	x																																																																																																																		
a	e	ee	i	e	o	e	oo	ar	c	ou	ay	ea																																																																																																																
or	ie	_y	oy	ir	ue	ai	igh	ow	aw																																																																																																																			
oi	oa	ur	ow	oo	u	e																																																																																																																						



Year 1
Success for All (SFA)

Autumn Term	Spring Term	Summer Term																																																																																				
<p>Repeat Part 1-3 if necessary.</p> <table border="1" data-bbox="137 456 616 591"> <thead> <tr> <th colspan="5">Part 1</th> <th colspan="5">Part 2</th> </tr> </thead> <tbody> <tr> <td>a</td><td>e</td><td>ee</td><td>i</td><td>e</td> <td>o</td><td>e</td><td>oo</td><td>ar</td><td>c</td> <td>ou</td><td>ay</td><td>ea</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> <td></td><td></td><td></td><td></td><td></td> <td></td><td></td><td></td> </tr> </tbody> </table> <table border="1" data-bbox="137 676 616 810"> <thead> <tr> <th colspan="5">Part 3</th> <th colspan="5">Part 4</th> </tr> </thead> <tbody> <tr> <td>or</td><td>ie</td><td>_y</td><td>oy</td><td>ir</td> <td>ue</td><td>ai</td><td>igh</td><td>ow</td><td>aw</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> <td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <table border="1" data-bbox="137 904 430 1039"> <thead> <tr> <th colspan="6">Part 5</th> </tr> </thead> <tbody> <tr> <td>oi</td><td>oa</td><td>ur</td><td>ow</td><td>oo</td><td>u e</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>Additional Sounds from Letters and sounds:</p> <p>or, er, ar, ear, air, ure.</p>	Part 1					Part 2					a	e	ee	i	e	o	e	oo	ar	c	ou	ay	ea														Part 3					Part 4					or	ie	_y	oy	ir	ue	ai	igh	ow	aw											Part 5						oi	oa	ur	ow	oo	u e							<p>Additional Sounds from Letters and sounds:</p> <p>Wh, ph, ue, es, oe, au,</p> <p>Alternate pronunciations of:</p> <p>A, e, l, o, u, ow, ie, ea, er, ou, y, ch, c, g, ey,</p>	<p>Repeat to ensure children can read each sound in words.</p> <p>Teach children to represent sounds they can hear in words when writing.</p> <p>Implement the Statutory Phonics Check.</p>
Part 1					Part 2																																																																																	
a	e	ee	i	e	o	e	oo	ar	c	ou	ay	ea																																																																										
Part 3					Part 4																																																																																	
or	ie	_y	oy	ir	ue	ai	igh	ow	aw																																																																													
Part 5																																																																																						
oi	oa	ur	ow	oo	u e																																																																																	



Year 2
Success for All (SFA)

Autumn Term	Spring Term	Summer Term
<p>Revision of the Year 1 Phonics Curriculum.</p> <p>Practise the suffixes;</p> <p>– ed and –es.</p>	<p>Practise the suffixes;</p> <p>– ed, –er, – est, – y, – en.</p>	<p>Practise the suffixes;</p> <p>– ing, – ful, – ly, –est.</p>