



RIDGMONT LOWER SCHOOL PHONICS KNOWLEDGE & PROGRESSION

At Ridgmont Lower School, we teach phonics using a linguistic phonics programme called Sounds-Write – a proven Systematic Synthetic Phonics programme validated by the Department for Education (DfE). It is based on the science of reading and provides a structured, cumulative, and code-oriented approach to teaching reading and spelling. It starts with what children learn naturally, the sounds of their own language, and teaches them to represent those sounds in writing. Sounds-Write is a complete phonics curriculum that teaches the skills, concepts, and code knowledge necessary for children to read and spell.

In Reception, children are taught the 'Initial Code' in daily phonics lessons; phonemes (or 'letter sounds') are taught in a specific order. Every two weeks or so, a new unit is introduced and builds the new sounds into what has already introduced. We always talk about 'sounds' rather than letter names. We also use precise language. For example, we say that letters 'spell' or 'represent' sounds rather than 'make' or 'say' sounds. To begin with, children are taught to segment, blend and manipulate sounds in two- and three-sound words, such as 'mat'. Later, they are also taught that some spellings can be written with two of the same letter (e.g. < ll >) in words such as 'fill'. After this, children begin to read and spell words with more than three sounds. They also learn that some sounds can be written with two different letters (e.g. < sh >) and sounds can be represented by more than one spelling (e.g. /ch/ can be spelt as < ch > in 'church' and as < tch > in 'watch'.

After the 'Initial Code' comes the 'Extended Code'; prior to this being taught is a 'Consolidation and Bridging Unit'. It is expected that we would teach the Consolidation and Bridging Unit in the Summer Term of your child's reception year. This unit focuses on the concept that 'the same sound can be spelled in more than one way' in preparation for the 'Extended Code'.

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Year 1 sees the introduction of the 'Extended Code' and polysyllabic words.

However as children are children and not automatons, teachers use their skill and judgment and apply responsive teaching to ensure each child's needs are met in order for them to become fluent, confident and engaged readers.

RECEPTION – AUTUMN TERM

Term 1	Weeks 1-2	Weeks 3-4	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-12	Weeks 13-14
Review	Content from previously taught units based on formative assessment						
Current Unit	Unit 1 CVC a i m s t	Unit 2 CVC n o p	Unit 3 CVC b c g h	Unit 4 CVC d e f v	Unit 5 CVC k l r u	Unit 6 CVC j w z	Unit 7 CVC x y ff ll ss zz
Reading and Writing in Connected Text		Unit 1 Decodable texts	Unit 2 Decodable texts	Unit 3 Decodable texts	Unit 4 Decodable texts	Unit 5 Decodable texts	Unit 6 Decodable texts
				Code up to Unit 2 Dictation	Code up to Unit 3 Dictation	Code up to Unit 4 Dictation	Code up to Unit 5 Dictation

RECEPTION – SPRING TERM

Term 2	Weeks 1-2	Weeks 3-4	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-12
Review	Content of previously taught units based on formative assessment					
Current Unit	Unit 8 VCC & CVCC	First week: Unit 9 CCVC with continuants Second week: Unit 9 CCVC & Unit 11 < sh > CVC	First week: Unit 10 CCVCC & Unit 11 < sh > Second week: Unit 10 CCVCC/CCVC & Unit 11 < sh > < ch > CVC	First week: Unit 11 < sh >, < ch >, < th > CVC Second Week: Unit 11 < sh >, < ch >, < th >, < ng > CVC	First week: Unit 11 < sh >, < ch >, < th >, < ng >, < ck > CVC Second Week: Unit 11 < sh >, < ch >, < th >, < ng >, < ck >, < wh >	First week: Unit 11 < sh >, < ch >, < th >, < ng >, < ck >, < wh >, < tch > Second week: Unit 11 < sh >, < ch >, < th >, < ng >, < ck >, < wh >, < tch > < q > & < u >*
Reading and Writing in Connected Text	Reading and Writing in Connected Text One unit lag for reading Two unit lag for writing (dictation)					

RECEPTION – SUMMER TERM

This is when the 'bridging unit' is taught. It is taught alongside review, practice and consolidation of the Initial Code units, with plenty of opportunities to read and write in connected texts. The Bridging Unit begins with the sound /k/ spelled in three ways < c >, < k > and < ck >. The children have been introduced to all three ways within the Initial Code. It then proceeds with /w/ spelled as < w > and < wh > and /ch/ spelled in two ways < ch > and < tch >. The sound /l/ spelled as < l > and < ll > is also taught.

/k/ - < c >, < k > and < ck >	< c > can, cap, camp, clump, cost, crust, scrap < k > kit, kilt, king, kelp, milk, skill, skip, skimp, skull < ck > pack, neck, lick, flick, flock, sock, duck, black, brick, truck
/w/ - < w > and < wh >	< w > wax, web, well, wept, wig, will, wilt, with < wh > wham, whack, whiff, whelk, when, whet, which, whip, whit, whomp, whisk
/ch/ - < ch > and < tch >	< ch > champ, chant, chat, check, chop, rich, such, chug < tch > patch, fetch, ditch, hutch, pitch, splotch, thatch, witch
/l/ - < l > and < ll >	< l > lad, lamp, leg, lent, let, lift, list, loft, lug < ll > shall, shell, tell, chill, pill, thrill, krill, dull, lull