

C - Courage

A - Achievement

Y – Your Actions

T - Tolerance

O – Our World

N - Nurturing



Cayton School Phonics and Early Reading Progression Map

Learn from yesterday, seek today and aim for tomorrow

Intent								
Cayton School Vision	<i>“To deliver the highest standards enabling all children and adults to grow, learn and work together where laughter, respect, trust and harmony are highly valued”</i>							
Cayton School principles	Broad and Balanced, each subject has sufficient time to contribute effectively to learning	Sequential and Progressive	Engaging and Interesting	Ambitious and Progressive	Every child awarded the same offer	Prior Learning and Knowledge on Knowledge opportunities	Making Life-long Learners	Reading a priority – whole school reading culture
Why Cayton School Curriculum is unique	We have written our curriculum with a strong emphasis towards Local: Community, History, Geography, Culture and Faith	Our Curriculum has a rich knowledge base and strong skills development	A strong emphasis on vocabulary allows children to learn and apply words in a variety of contexts	Cultural Capital opportunities support children to accomplish the very best they can be	PSHE is a thread that runs throughout our Curriculum	We have written the Curriculum to support children to develop lively, enquiring and creative minds	We understand the importance of a healthy body, healthy mind which is prioritised throughout our Curriculum	
Intent	Our overriding belief at Cayton School is that our role as Educators is to ensure children are prepared for the future and have the skills to be life long, curious learners. We passionately believe that life skills as well as academic success is vitally important. Our curriculum is designed to ensure life-long learners who are kind, confident and successful. Our designing of our bespoke curriculum was underpinned by evidence and research in order to challenge thinking and encourage enquiry.							
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing		
Implementation								
Delivering the Curriculum	Centrist pedagogical approach	A strong emphasis on positive behaviour through Cayton Awards	A whole school approach to PSHE	Opportunities for collaborative and shared work	The importance of Reading is implemented throughout our Curriculum offer	Every class has a Cayton, Cultural, Capital, Citizenship and community Passport throughout school		
Evidence Based Research	Metacognition ‘learning to learn’ using scaffolding strategies EEF evidence		Language skills at the centre of Quality First Teaching Rose Report/ EEF		English Curriculum delivery has a strong emphasis on vocabulary and reading Reading spine Doug Lemov		The power of ‘empowerment’ Dr Raj Persaud/ Hertzog Performance=Skills x Motivation	
Pedagogy	Enquiry based learning – Enquiry based driver questions		Teacher centred		Holistic approach		Togetherness Well-being	
Processes and Procedures	A strong focus on assessment for learning throughout school		Training and empowerment of subject leaders to lead their subjects		Clear guidance and structure in teaching core subjects		Robust assessment of core and foundation subjects throughout school Clear rules and routines set out to support all children	
Implementation	Professional Development and Empowerment of staff supports pedagogical theories and research and equips all teachers to confidently deliver and implement the Curriculum. We implement clear structures and teaching sequences, which underpin the teaching of Reading, Writing and Mathematics. The whole curriculum is taught through ‘Metacognitive’ pedagogy which encourages children to ‘learn to learn’ and self-regulate, thus enabling them to question their learning.							
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Impact								
What ‘success’ looks like at Cayton School	Children develop self-confidence and self-esteem		High Quality Outcomes for all children based on their starting points		Strong feeling of Community		A rich and diverse school culture Children prepared for life-long learning	
Ambition	Children and adults are proud of themselves and proud to be part of the Cayton Community		Progress and attainment at each Key Stage shows outcomes as being above the ‘National Average’		Children and adults are kind, courteous and confident		Adults are a positive role model in all that they do and say Children are self -regulated in their learning and take responsibility for their actions	
Evidence	Outcomes at each stage of learning	Pupil and staff voice		Impact of school development priorities		Stakeholder feedback		Formal and Informal assessments A positive Cayton Awards Culture throughout school
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Special Educational Needs and Disabilities (SEND) Inclusive Provision

Children with special educational needs and/or disabilities (SEND) follow the Twinkl phonics scheme alongside their peers. Children with SEND (who are not at age related expectations in reading) are part of the lowest 20% of children supported at Cayton School. Our aim is to identify the gaps in their knowledge and work in a timely way to ensure that each child has the best opportunities to become a fluent reader. We recognise that in some cases this may need adaptations and this will be done alongside the parents and SENCo.

Ambition

At Cayton School we believe that all our children can become fluent readers and writers. This is why we teach reading through Twinkl phonics which is an accredited systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Twinkl phonics progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. By following this programme with fidelity, we are able to meet all current national expectations for the teaching of phonics. We also chose this programme because of the emphasis it places on reading for pleasure. This programme aligns with our belief that as educators, teaching children to be confident, fluent readers is our most important priority.

As a result, all our children are able to tackle any unfamiliar words as they read. At Cayton School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. Being a confident and fluent reader gives children the key to unlock the rest of the curriculum.

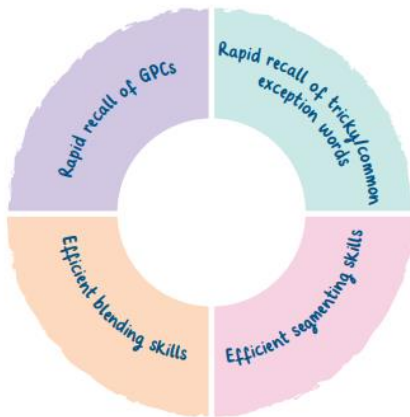
Intent

At Cayton School, we believe that children need consistency of approach in phonics lessons and to know what is expected and what is coming next. This reduces the cognitive load and frees up working memory which makes it easier for children's knowledge to transfer into their long term memory. From understanding this, Cayton School therefore believes that phonics lessons should be predictable and structured to ensure children are 'knowing more and remembering more'. This helps to build their confidence with phonics and feel safe and secure in their learning.

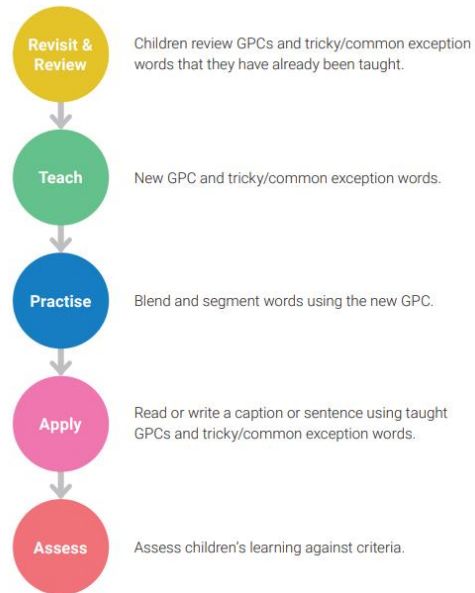
Cayton School follow Twinkl phonics scheme. Whilst the pedagogy of our curriculum is based around the centrist approach, phonics is the taught in a more traditional way:

- Synthetic, systematic and progressive
- 100% of the children, 100% of the time
- Rigorous and pacy

Each phonics session structure covers these four elements:



The structure of every lesson follows this five-part pattern to ensure the four elements are covered.



Progression of phonic:

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	nursery/preschool	3-4
Level 2	7	reception	4-5
Level 3	12	reception	4-5
Level 4	5	reception	4-5
Level 5	30	year 1	5-6
Level 6	30	year 2	6-7

Level 1 - Aspects

Throughout Level 1, young learners develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects. Level 1 is taught in EYFS and underpins learning throughout the teaching of Phonics Levels 2-6.

Level 1 activities are arranged under the following 7 Aspects:

Aspect 1: Environmental Sounds

Aspect 2: Instrumental Sounds

Aspect 3: Body Percussion

Aspect 4: Rhythm and Rhyme

Aspect 5: Alliteration

Aspect 6: Voice Sounds

Aspect 7: Oral Blending and Segmenting

Level 2

The purpose of Level 2 is to teach the first 19 most commonly-used letters and the sounds they make, move children on from oral blending and segmenting to blending and segmenting with letters and to introduce some common exception words (tricky words) for reading.

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	ck e u r	to, the
5	h, b, f, l	no, go, l
6	ff, ll, ss, 's' saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words

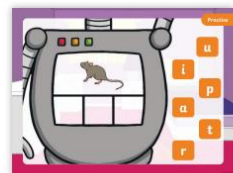
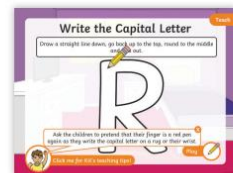
Power point structure:



Recap of previously taught GPCs and tricky words, embedding taught sounds and words to ensure rapid recall.

Stories for the adult to read to contextualise the learning.

Mnemonic links to the story, phoneme and grapheme, giving children a visual prompt to aid recall.



An action links each sound to a physical movement, giving children a physical prompt to aid recall.

Letter formation rhyme linked to the mnemonic to encourage correct formation of the grapheme.

An interactive opportunity to practise capital letter formation.

An interactive activity to provide opportunities to practise blending or segmenting words including the new sound.

Level 3

The purpose of Level 3 is to introduce another 25 graphemes, including consonant digraphs, vowel digraphs and trigraphs so that children can represent 42 phonemes with a grapheme. It is also to continue to practise CVC blending and segmentation, as well as to apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	all level 2 tricky words	
2	y, z, zz, qu, ch	he, she	the, to
3	sh, th, th, ng	we, me, be	
4	ai, ee, igh, oa	was	no, go, l
5	oo, oo, ar, or	my	
6	ur, ow, oi, ear	you	
7	air, ure, er	they	
8	all level 3 GPCs	here	
9	all level 3 GPCs	all, are	
10	trigraphs and consonant digraphs	was, my (recap)	
11	recap j, v, w, x and vowel digraphs	we, they (recap)	
12	all level 3 GPCs	all level 3 tricky words	the, to, no, go, l

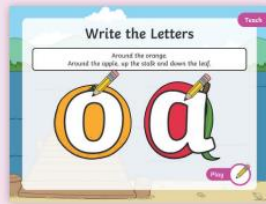
Power point structure:



Recap of previously taught GPCs and tricky words, embedding taught sounds and words to ensure rapid recall.

Stories for the adult to read to contextualise the learning.

Mnemonic links to the story, phoneme and grapheme, giving children a visual prompt to aid recall.



An action links each sound to a physical movement, giving children a physical prompt to aid recall.

Letter formation rhyme linked to the mnemonic to encourage correct formation of each letter.

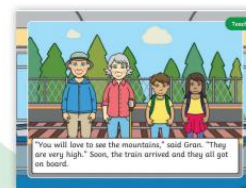
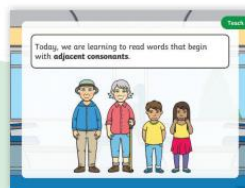
An interactive activity to provide opportunities to practise blending or segmenting words including the new sound.

Level 4

The purpose of Level 4 is to consolidate children's knowledge of graphemes in reading and spelling words (especially digraphs and trigraphs), introduce words with adjacent consonants - CVCC, CCVC, CCVCC, CCCVC, CVCCC, CCCVCC, CCVCCC. It is also to learn polysyllabic words and learn to read and spell some more common exception words (tricky words).

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here
5	three-letter adjacent consonants	all level 4 words	all level 4 words

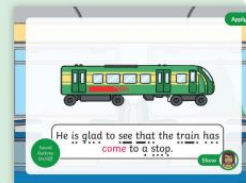
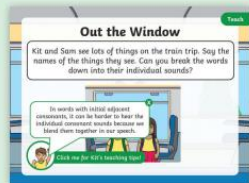
Power point structure:



Recap of previously taught GPCs and tricky words, embedding taught sounds and words to ensure rapid recall.

Introduction to the learning objective.

Stories for the adult to read to contextualise the learning.



An interactive activity to provide opportunities to practise blending or segmenting words that contain adjacent consonants.

Children are given opportunities to read the adjacent consonants.

Sentence time encourages children to apply their phonic knowledge to read or write a caption including adjacent consonants and this week's tricky words.

Level 5

The purpose of Level 5 is to learn alternative graphemes for known phonemes, to learn alternative pronunciations of known graphemes, to introduce split digraphs, to introduce suffixes and prefixes, to learn to read and spell more common exception words. Level 5 focuses on less GPCs per week so that the children can spend more time understanding and applying the GPC and its sound family. This further supports the children in preparing for the phonics screening check in the summer term.

Structure of the week:

Lesson 1

Identifying and reading words that contain the new GPC(s) for this week's learning.

Lesson 2

Embedding and further practising the identification of this week's new GPC(s).

Lesson 3

Writing words and sentences containing the new GPC(s).

Lesson 4

Embedding and further practising the writing of this week's new GPC(s).

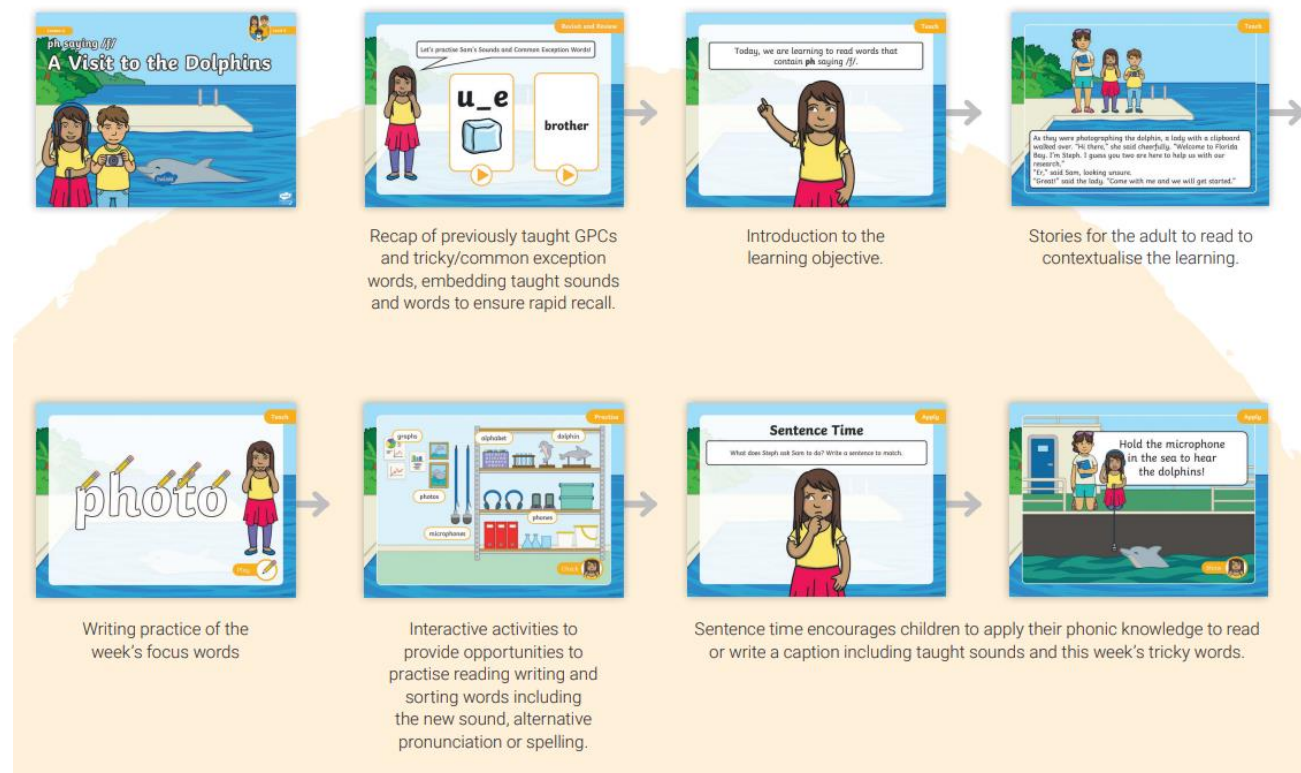
Lesson 5

Bringing the week's learning together to develop more independent reading and writing skills through the application of this week's teaching.

Weekly overview:

Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling	Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling
1	'ay' saying /ai/	could should	said so	16	'ow/'oe' saying /oa/	once, please	thought through
2	'oy' saying /oi/	would want	have like	17	'wh' saying /w/	live, coming	work house
3	'ie' saying /igh/	oh their	some come	18	'c' saying /s/ 'g' saying /j/	Monday, Tuesday	many laughed
4	'ea' saying /ee/	Mr Mrs	were there	19	'ph' saying /f/	Wednesday, brother	because different
5	'a_e' saying /ai/	love your	little one	20	'ea' saying /e/	more, before	any eye
6	'l_e' saying /igh/ 'o_e' saying /oa/	people looked	do when	21	'ie' saying /ee/	January, February	friend also
7	'u_e' saying (y) /oo/ and /oo/ 'e_e' saying /ee/	called asked	what could	22	adding -ed (root word unchanged)	April, July	once please
8	'ou' saying /ow/	water where	should would	23	adding -s and -es	scissors, castle	live coming
9	Long Vowel Sounds	who why	want their	24	adding -er and est (adj)	beautiful, treasure	Monday Tuesday
10	'ch' saying /c/ 'ch' saying /sh/	thought through	Mr Mrs	25	'tch' saying /ch/	door, floor	Wednesday brother
11	'ir' saying /ur/	work house	love your	26	adding -ing and -er (verbs)	bought, favourite	more before
12	'ue' saying (y) /oo/ and /oo/	many laughed	people looked	27	'are/'ear' saying /air/	autumn, gone	January February
13	'ew' saying (y) /oo/ and /oo/	because different	asked called	28	've' saying /v/	know, colour	April July
14	'y' saying /ee/	any eye	water where	29	'ore' saying /or/	other, does	scissors castle
15	'aw/'au' saying /or/	friend also	who why	30	adding un-	talk, two	beautiful treasure

Power point structure:



Level 6

The purpose of Level 6 is to develop children's knowledge of spelling patterns and best-guess grapheme selection, to learn more alternative graphemes for known phonemes, to learn more alternative pronunciations for known graphemes, to introduce the /zh/ phoneme, to develop an understanding of the spelling rules for adding suffixes and prefixes, to introduce homophones/near homophones and contractions, to learn to spell more common exception words, to develop their understanding of grammar rules, to learn effective writing techniques including editing and proofreading and learn more strategies to read and write independently.

Structure of the week:

Weekly Teaching Sequence

Lesson 1

Identifying and reading words that contain the new GPC(s)

Lesson 2

Identifying different GPC spelling rules within the same sound family

Lesson 3

Writing words and sentences containing the new GPC(s).

Lesson 4

2014 national curriculum
grammar objective

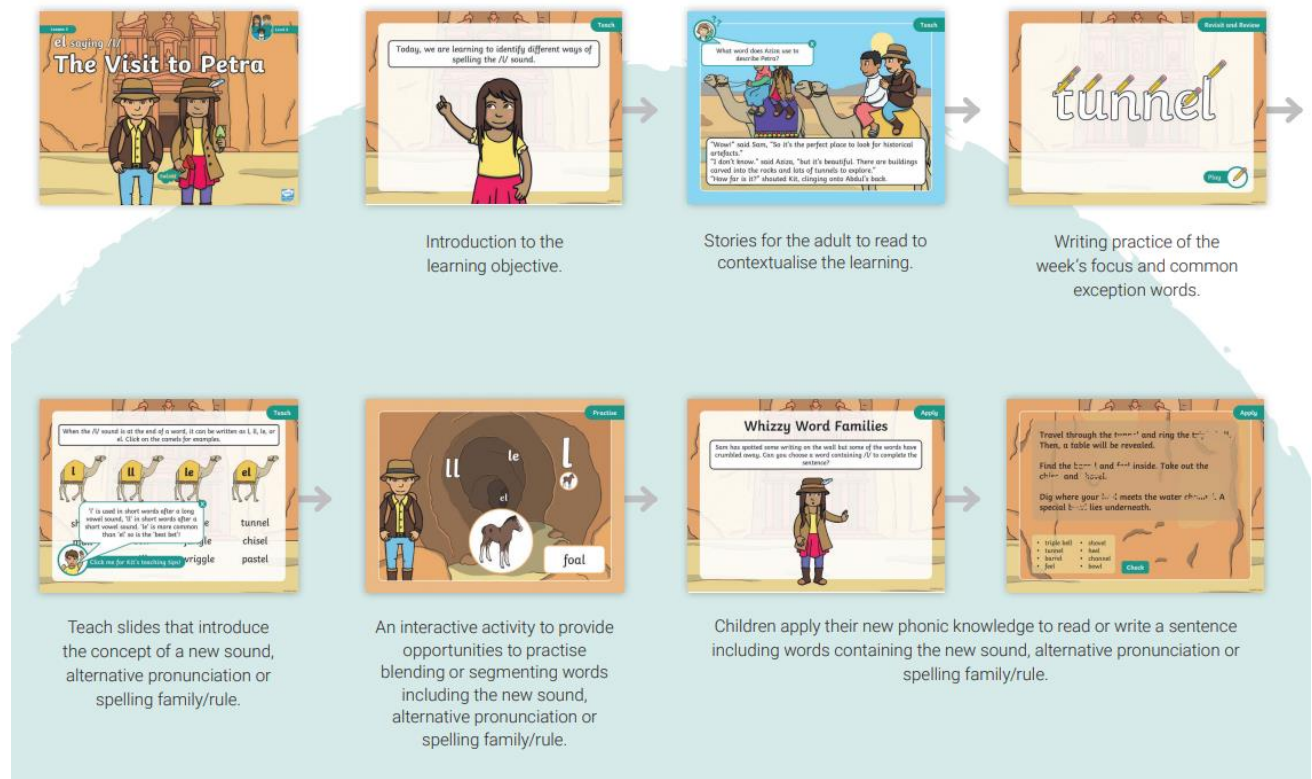
Lesson 5

Bringing the week's learning together to develop writing skills through the application of the week's spelling and grammar teaching.

Weekly overview:

Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus	Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus
1	'y' saying /igh/	door, floor	Capital Letters and Full Stops	16	'mb' saying /m/	famous, shoe	Using a Dictionary 1 - Finding Definitions
2	'dge' saying /j/ 'ge' saying /j/	bought, favourite	Proper Nouns (Names)	17	'al' saying /or/	pretty, neighbour	Coordinating Conjunctions
3	-es to words ending in y	autumn gone	Plural nouns	18	-ing, -ed to CVC, CCVC words	England, tongue	Irregular Past Tense
4	'gn' saying /n/	know colour	Alphabetical Order (1) - First/Second Letter	19	'o' saying /u/	group, country	Exciting Words (1) - alt words for said
5	'kn' saying /n/	other does	Alphabetical Order (2) - Second/Subsequent Letters	20	'ey' saying /ee/	heart, dangerous	Exclamation Marks (to show emotion/shouting)
6	-ed, -ing to words ending in y	talk two	Verbs	21	-er, -est, -y to CVC, CVCC words	special, enough	Improving Sentences (1) Adjectives and Nouns
7	'wr' saying /r/	four, eight	Adverbs	22	contractions	aunt, father	Contractions
8	-le	world work	Common Nouns (Revision)	23	'war' saying /wor/ 'wor' saying /wur/	prove, improve	Subordinating Conjunctions
9	-er, -est to words ending in y	poor, great	Adjectives and Expanded Noun Phrases	24	suffixes -ment, -ness	hour, move	Improving Sentences (2) - Verbs and adverbs
10	-el	break, steak	Commas in Lists	25	's' saying /zh/	sure, sugar	Exciting Words (2) Using a Thesaurus
11	-al, -il	busy, clothes	Capital letters for place names	26	'wa' saying /wo/ 'qua' saying /quo/	half, quarter	Possessive Apostrophe
12	-ed, -er to words ending in e	whole, listen	Regular Past Tense	27	tion	straight, touch	Improving Sentences (2) - when, if, because
13	'eer' saying /ear/	build, earth	Regular Present Tense	28	suffixes -ful, -less, -ly	caught, daughter	Speech Marks
14	ture	delicious, fruit	Question Marks and Commands	29	homophones/near homophones	journey, area	Commas in Speech
15	-est, -y to words ending in e	learn, search	Exclamations and Statements	30	prefix dis-	heard, early	Using a Dictionary 2 - Checking Spellings

Power point structure:



Lowest 20% of readers:

Cayton School believe that the best way for children to progress in reading is to stay on track with the programme and have clear, termly expectation. However, we acknowledge that some children have an SEND or for a variety of reasons may find staying on track challenging. At Cayton School, we want to support children to make the best progress that they can. We do this by teaching daily phonics from EYFS to Year 2 and then from Year 2 to 6 where assessment/teacher judgement shows phonics support is needed. This support is taught through:

- Same day catch up

- KS1 intervention
- KS2 codebreakers
- For specific needs 1:1 precision teaching

Assessment (*This may vary slightly depending on how many weeks are in each term*)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Assess weeks 1- 4 of Level 2	Assess week 5-6 of Level 2 and 1- 3 of Level 3	Assess week 4-9 of Level 3	Assess week 10- 11 of Level 3 and week 1 and 2 of Level 4	Assess week 3-5 of Level 4	Assess any outstanding learning
Year 1	Assess week 1-4 of Level 5	Assess week 5-10 of Level 5	Assess week 11-16 of Level 5	Assess week 17-22 of Level 5	Assess week 23-28 of Level 5	Assess week 29-30 of Level 5 and any gaps
Year 2	Assess week 1-4 of Level 6	Assess week 5-10 of Level 6	Assess week 11-16 of Level 6	Assess week 17-22 of Level 6	Assess week 23-28 of Level 6	Assess week 29-30 of Level 6 and any gaps

Assessment includes: GPCs/CEW/blending/segmenting within each level. These are assessed using Phonics Tracker.

Implementation

Twinkl Phonics sets clear expectations for pupils’ progress within the Twinkl Phonics Programme. Alongside this, Cayton School have made adaptations to this programme by all staff using hand held resources and all staff using the same structure for the ‘revisit’ part of the session as this allows staff to adapt to ‘in the moment teaching’.

Cayton School uses Phonics Tracker to assess and identify any gaps in the children’s knowledge so that this can be supported in class teaching through KS1 Intervention, KS2 Codebreakers and in some circumstances precision teaching.

EYFS to Year 2 and then the lowest 20% will have daily phonics sessions as detailed above.

In addition to daily phonics, every child working on the Twinkl Programme, will have three reading sessions with an adult per week. These are taught through reading practice sessions three times a week. These:

- Are taught by a fully trained adult to small groups
- Use books matched to the children's secure phonic knowledge using Rhino Readers (and some supplementary matched books such as Dandelion Readers).
- Are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

1. Decoding
2. Prosody: teaching children to read with understanding and expression
3. Comprehension: teaching children to understand the text.

Impact

The impact of using our Twinkl Phonics Programme, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. It provides sufficient support for children to become fluent readers and prepares them for the statutory Year 1 Phonics Screening Check. Following the programme gives school a consistent approach to phonics, which is clear to teaching staff and learners.

Phonics Tracker is used to assess the children's phonetical abilities in GPCs, common exception words, segmenting and blending (half-termly). In addition to this, on-going teacher assessment and termly PIRA assessments is used to monitor progress and to identify any child needing additional support as soon as they need it.

Statutory assessment is completed by all children in Year 1- Phonics screening check. Any child not passing the check re-sits it in Year 2.

We are committed to ensuring that EVERY CHILD will learn to read to a high standard of fluency and understanding, regardless of their background, their needs or prior attainment.