

Progression of Phonics at St John's.

As a school, we teach the DfE approved scheme for phonics: Monster Phonics.

This approach to the teaching of phonics offers a clearly defined sequence of learning whilst the simultaneous use of different senses provides multisensory activities. Monster Phonics adds colour and context to this curriculum area in order to move phonics from the abstract to the real, allowing children to deepen their understanding of how to break up words and understand the code from written to spoken and vice versa.

Through their lessons, the children will meet and become familiar with a total of 10 monsters:



Green Froggy



Yellow I



Angry Red A



Miss Oh No



U- Hoo



Brown Owl



Cool Blue



Silent Ghosts



Tricky Witch



Black cat

Children in EYFS, KS1 and those working at a phonics level in KS2 have daily, targeted phonics lessons and their progress is assessed regularly. Our trained staff use this information to plan for and deliver additional intervention sessions so that misconceptions can be addressed and further practice can be offered where required. Same day intervention and Rapid Intervention are in place to ensure specific, targeted phonics learning is delivered to every child.

Details of the progression through phonics can be found below.

During their phonics journey, each child will bring home a Monster Phonics book, where the familiar monsters feature in their own stories. Please read this book with your child at least 3 times a week to help them progress in their phonics and consolidate their knowledge.

Once children have completed our phonics programme, reading remains at the heart of our curriculum, as explained in the English document listed above this on the website.

All children, across the key stages, read regularly at school and are encouraged to continue this avid reading at home. Whilst children make their way through the Monster Phonics reading levels, books are matched to their current phase of phonological learning and reviewed by experienced members of staff regularly. On the completion of the Monster Phonic levels, children progress to 'free reader' status which allows them to choose books carefully matched to their age-related standard, both appropriate in structure and content.

Phonics continues into Key Stage 2 where the children carry their phonological learning on through weekly spellings. Children who have struggled to achieve the phonics screening check at Year 1 and Year 2 have targeted support for phonics. This usually takes the form of small group intervention, working specifically on the gaps in their understanding.

To find out more about Monster Phonics please speak to your child's class teacher, visit [www.monsterphonics.com](http://www.monsterphonics.com) or watch the parent information session linked [https://www.youtube.com/watch?v=58U5HecJAXc&ab\\_channel=MonsterPhonics](https://www.youtube.com/watch?v=58U5HecJAXc&ab_channel=MonsterPhonics)

# Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
<b>TERM 1</b>	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th <sup>(v)</sup> th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	ASSESSMENT 2
<b>TERM 2</b>	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children
<b>TERM 3</b>	CVCC	CCVC	CVC+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could
												ASSESSMENT 5

# Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
<b>TERM 1</b>	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea e@	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow
	a, be, he, me, we, she, no, go, so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CEWs			100 HFWs					200 HFWs			
<b>TERM 2</b>	ue ue ew	ew k before y i e ASSESSMENT 4	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (Long E-) ear (short)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e i-e	Review o-e u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, were even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
	200 HFWs											
<b>TERM 3</b>	PHONICS SCREEN	Review ee ea ea er	Review ir ur oo oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew le ie igh	Review or ore aw au	Review air ear ear are	Review y ph wh e	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	Nonsense words	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION	HFW REVISION
	YEAR 1 CEWs					100 HFWs						

# Year 2 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	
<b>TERM 1</b>	dge g	c kn	gn wr	le el il	al homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i  ASSESSMENT 1	y al (or)	o (u) ey	after w-ā after w-ōr	after w-ār s (zsh)	ti i	
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes  thought	busy money hour Christmas	grass class pass past fast last	bath path father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs	
YEAR 2 CEWs													
<b>TERM 2</b>	Constants suffixes Contractions	Possessive Apostrophe	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW c Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW el il al Adding suffix	REVIEW y Adding suffix	REVIEW al (or) Adding suffix	
	ASSESSMENT 2	ASSESSMENT 2	ASSESSMENT 2		ASSESSMENT 2		ASSESSMENT 2		ASSESSMENT 2		ASSESSMENT 3		
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, past fast, last	bath, path father, plant half	after, sure again, sugar	
YEAR 2 CEWs													
200 HFWs													
<b>TERM 3</b>	REVIEW o (u) Adding suffix	REVIEW ey Adding suffix	REVIEW w-ā Adding suffix	REVIEW w-ōr Adding suffix	REVIEW w-ār Adding suffix	REVIEW z (zsh) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix	ASSESSMENT 4	Homophone Vowel suffix Drop e	Vowel suffix drop e Vowel suffix Y to i	Constants suffixes Contractions	Possessive Apostrophe CEWs
	water parents beautiful	Mr, Mrs who eye	thought laughed magic, animals I've, I'll who two	where once couldn't only, baby floppy, every suddenly great	any many these small, bear boat home clothes	because we're everyone town how through eyes, boy again	gone horse which pulled fly, why cried, find giant narrator	different pulled lived grandad morning, rabbit that's, things king, across along	great, break steak, every even, busy many everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold told, cold, hold whole, clothes only	beautiful move prove improve Who half	would, could, should door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again	
	YEAR 2 CEWs												
200 HFWs													
YEAR 2 CEWs													