

English policy Appendix: Phonics exemplification per year group

Reception:

- CVC/ VCC/ CCVC/ CVCC
- using single letters (a-z)
- some consonant digraphs (ch, ck, ff, ll, ng, sh, ss, th, zz)
- and frequent and consistent vowel digraphs (ar, ee, oi, oo, or, ai, er oa) etc.

We aim for all Reception Children to make maximum progress in order to work at least within, with some exceeding, their Early Learning Goals, including:

- reading and writing a range of tricky words by sight
- forming their letters correctly with some children able to join the frequent and consistent vowel digraphs.

Year 1:

- CCVCC/ CCCVC/ CCCVCC/ two syllable words
- with some additional consonant digraphs (ph, wh)
- some less frequent and consistent vowel digraphs, including split digraphs (a-e, ai, au, aw, ay, ea, e-e, er, ew, i-e, ie, ir, oa, o-e, ou, ow, oy, ue, u-e, ur) and trigraphs (air, igh)

We aim for our Y1 children to make maximum progress in their reading, including:

- being able to read and write a range of tricky words by sight (and first 200 words), with some children exceeding these expectations
- being able to form letters correctly, in the right position and in the right size, with some children beginning to join a range of letter strings.

Year 2:

- Most children should be increasingly joining their handwriting
- More able children should be reading confidently at 2A+

Years 3-6:

- All children will be given opportunity to develop and use the full range of AF reading strategies through e.g. guided reading, 1:1 reading and reading journal activities.
- Most children will be able to join their writing in a neat and fluent style
- Most children will be able to spell confidently (in line with Support for Spelling materials)
- Most children will be on track to achieve L4+ in reading at the end of key stage 2, with some children achieving L5+