

**Phonics is fun, focused, and foundational—giving every child the tools to become a confident, fluent reader from the very start.**

At Red Oaks, we are passionate about ensuring every child becomes a confident and fluent reader. Phonics is a vital part of our early reading curriculum, and we have a clear, consistent approach to teaching it across Nursery, Reception, and Key Stage 1.

### Intent

Our phonics curriculum is designed to give children a strong foundation in early reading and writing. We aim to:

- Develop secure knowledge of Grapheme-Phoneme Correspondence (GPC)
- Build fluency and confidence in decoding unfamiliar words
- Support children in becoming independent readers and writers
- Ensure consistency in language, visuals, and routines across all year groups

We follow the **Supersonic Phonic Friends** programme, which is enhanced with **visual phonics** and supported by British Sign Language (BSL) signing. This approach makes phonics accessible, engaging, and inclusive for all learners.

### Implementation

Phonics is taught daily in EYFS and KS1, gradually building up to one hour of teaching by the end of Reception. Our progression is mapped as follows:

- **FS1 (Nursery)** – *Firm Foundations in Phonics 1*
- **FS2 (Reception)** – *The Basics 2, 3 & 4*
- **Year 1** – *The Basics 4 & The Higher Levels 5*
- **Year 2** – *Recap of basics & Suze's Spelling Rules*



Lessons follow a consistent structure using Supersonic Phonic Friends characters and phrases:

- **Listen with Len** – Listening carefully to sounds
- **See it with Sam** – Visual recognition of graphemes
- **Segment with Seb & Build with Bill** – Breaking down and constructing words
- **Read with Rex** – Blending sounds to read
- **Write with Ron** – Applying phonics knowledge in writing

Children use **sound buttons** to identify graphemes and segment words. All resources are printed (non-cursive) to support early reading. Common exception words are taught in line with our bespoke phonics roadmaps.

**Consistent actions** are used across all classrooms:

- Segmenting: chopping the air outward to represent phonemes
- Blending: moving hands inward to say the whole word clearly (no clapping)

All classrooms from FS1 to Year 2 have a **phonics working wall** with:

- A plain light brown background and dark brown border
- Supersonic Phonic Friends characters and phrases
- Previously taught graphemes
- Phase 5 alternatives grouped together

### Impact

Children are assessed termly to monitor progress and identify gaps. Assessments inform book band levels and highlight children needing additional support. Children are tracked as **emerging, developing**, or **secure** in each phase.

We prepare children for the **Year 1 Phonics Screening Check**, which takes place in June. The check includes 20 real words and 20 pseudo (alien) words. Children must score **32/40** to meet the expected standard. Those who do not pass are re-tested in Year 2.

**Mock screening checks** are carried out in:

- Term 2 – Expected score: 16/40
- Term 4 – Expected score: 25/40
- Term 5 – Expected score: 33/40

**Booster groups** are used for pre- and post-teaching to close gaps quickly. Parents are informed if their child is receiving additional phonics support, and resources are shared to help at home.

We also support families through:

- **Weekly phonics newsletters** on Class Dojo (Reception & Year 1)
- **Phonics workshops** led by the Foundation Stage Team and Phonics Lead in September

### Useful links

<https://www.supersonicphonicfriends.co.uk/> Super Sonic Phonic Friends

<https://www.phonicsplay.co.uk/> A range of games to support phonics at home

<https://www.twinkl.co.uk/teaching-wiki/sound-button> Understanding sound buttons



## Progression Document

### The Basics 2

Group	Spellings for the Sounds	Tricky Words
1&2	s a t p i n m d	I is
3	g o c k	the to
4	ck e u r	go no
5	h b f l	has his as
6	ll ff ss	of into

### The Basics 3

Group	Spellings for the Sounds	Tricky Words
1	j v w x	her was you
2	y z zz qu	he she we me be
3	ch sh th ng	they my by
4	ai ee igh oa	are all
5	oo oo ar or	some come
6	ur ow oi er	so do
7	ure air ear	little out

### The Basics 4

Group	Adjacent Consonants	Tricky Words
1	CVCC	were what like have
2	CVCC with digraphs	there here said one
3	CCVC	house when our your
4	CCVC with digraphs	love school
5	CCVCC	then them that this
6	CCVC(C)	Recap
7	Polysyllabic	Recap

### The Higher Levels 5 - Choose to Use

Group	Choose to Use Spellings	Tricky Words
1	ay ea ie oe ue	their people Mr Mrs
2	a-e e-e i-e o-e u-e	Oh these friend asked
3	oy ir ou aw wh	where today once
4	are kn wr ph au	could should would called
5	gn ore ey y ew	looked son says want
6	ear or tch dge er	after half only with

### The Higher Levels 5 - Switch It

Group	Switch It Spell Sounds	Tricky Words
1	i o c g	does goes tall call small laughed
2	u ow ie ea	why over above love please
3	a a ou o	water because break work
4	ue u-e ew	who any many move eye
5	y y ch ch ou	Recap