**Overview of progression in Year One.**

As the children come into Year One they will be well on their way in their Floppy’s phonics journey. Having started the scheme at the end of Nursery, they will have had over a year to become confident with the scheme and its routines.

When the children come into Year One, we want to make sure that as they start the scheme again after their summer break, they are confident and that the sounds that they have learnt previously are secure. Floppy’s phonics has effective assessment materials that we use, in conjunction with teacher assessment, to make sure that we can provide the children with the most comprehensive support and continue their phonics journey at the right place.

As the children begin the Year One material, they begin by recapping sounds that they have learnt in Reception. Then they move on to look at different ways of seeing (graphemes) and hearing (phonemes) the sounds that they have covered in Reception.

As the children progress through the scheme we carefully monitor the children’s progress and support those that need additional revision by running regular interventions alongside their phonics sessions.

In Year One, children begin to become more independent with their phonics learning. We introduce folders for the children to store their activity sheets, which they access frequently. These folders also support our interventions and support the children’s reading and spelling.

**What will be covered in Year 1**

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|  | Sounds that children will focus on | Tricky words |
| Autumn Term | * Revise and blend a e I o u s t p n m d g c k ck r h b f ff l ll le ss j v w x y z zz qu * Revise and blend digraphs and trigraphs: ch sh th ng nk ai ee igh oa oo o oar or ur ere r ow oi ear air | * Tricky words focus on reading phase 2/3/4 tricky words- the/to/ I/ no/go/into/ he/she/ we/ me/ be/was/you/they/ all/ are/ my/her/said/have/like/so/do/some/come/ were/there/little/one/when/out/what |
| Spring term | * Revise and stretch level 4   ai/ **ai ay**/oi/ **oi oy**/ee/ **ee ea**  /igh/ **igh ie**  oa/ **oa ow**/yoo/**ue ew**/oo/ **oo ew**/ou/ **ow ou**/ur/  **ur ir**  /or/  **or aw**/eer/ **ear eer**  /air/ **air are** /s/ **s ce**  /e/  **e ea**/u/  **u o ed**/ d/ t /  Split digraphs   * a\_e e\_e i\_e * /o\_e u\_e | * Tricky words focus on Writing phase 2/3/4 tricky words- the/to/ I/ no/go/into/ he/she/ we/ me/ be/was/you/they/ all/ are/ my/her/said/have/like/so/do/some/come/ were/there/little/one/when/out/what |
| Summer Term | * Ph/ al/au/ ore/ear (bear) / oe/ ie (field) * Ey/e/ e\_e * 0 (as in old)/ oe/ ow/oa/ ough/ eau * ue / u /ew/) u\_e / eu   ur /ir / er /Ear /or | * Tricky words focus on Writing phase 2/3/4 tricky words introduce phase 5- the/to/ I/ no/go/into/ he/she/ we/ me/ be/was/you/they/ all/ are/ my/her/said/have/like/so/do/some/come/ were/there/little/one/when/out/what * Phase 5 words – oh/ their/people/mr/mrs/looked   Called/asked/could |

Throughout the year children will look at different types of sound books:

**Revise and Blend:** These books revise sounds already taught in levels 1+ to 3 (Phases Two and Three). The reading practice in each revision spread provides lots of opportunity to practice blending adjacent consonants.

**Revise and Stretch:**  These books revise familiar sound and spellings of those sounds, and introduce one alternative spelling for the selected sounds. At level 4 the focus is on alternative vowel graphemes. These spelling alternatives support progress into phase Five and can provide the children with the knowledge and skills to broaden their writing and reading experience.

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| **Grapheme:**  what is written- the letters that you see.  **Phoneme:**  The sound that the grapheme makes- what you hear. |