

# powerfulPhonics



## By the time they leave, pupils will:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read aloud accurately books that are consistent with their developing phonic knowledge, without needing to use other strategies to work out words
- Spell words containing each of the 40+ phonemes already taught, and common exception words
- Name the letters of the alphabet in order, and use letter names to distinguish between alternative spellings of the same sound

## EYFS links

### Little Wrens – Super Sounds (Pre-Phonics)

- Make, match and copy everyday sounds, then sounds with voices and bodies
- Break words into syllables and spoken words into chunks, hearing, copying and making rhymes
- Hear similarities and differences in spoken sounds at the start of words
- Hear and say separate sounds in words, ready for making and reading words when school starts

### Literacy (ELG: Word Reading)

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words



## Curriculum Intent – Phonics at Mill View Primary School

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known, and when children can do something with it: change themselves, change their community, change the world.

Reading involves two key skills: word reading and comprehension. Phonics is the foundation of word reading. At Mill View, we teach word reading using Floppy's Phonics, a comprehensive, systematic synthetic phonics programme for EYFS and Year 1, and we use a mastery approach to ensure every child progresses through the programme.

We are guided by the principle of Powerful Phonics Knowledge: the understanding that emerges when the disciplinary skill of blending and segmenting meets the substantive knowledge of the alphabetic code. This knowledge is emancipatory: it unlocks every child's ability to read independently, regardless of their starting point. We assess regularly to identify children needing extra help, and we involve parents by sharing weekly phonemes on Seesaw, alongside phonics evenings and lesson observations for parents.

## Our Five Curriculum Commitments

| Oracy                                                                                                                                                                                                                                                                                                                                                                                                                          | Global Challenges                                                                                                                                                                                                                                                                                                                                                       | Career & Future Ready Learners                                                                                                                                                                                                                                                                                             | Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | What Makes Our Curriculum Exceptional?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Phonics is fundamentally an oral discipline before it is a written one. At Mill View, oracy in phonics means:</b></p> <p>Pupils say sounds aloud and orally blend and segment before they read or write them</p> <p>Songs, flashcards and the Say the Sounds Posters build a shared, precise vocabulary of sounds</p> <p>Oral rehearsal of sentences using taught graphemes precedes independent reading and writing</p> | <p><b>A secure, systematic knowledge of the code is the foundation that lets every child access global knowledge through reading.</b></p> <p>We ask: how can we make sure every child has the same key to unlock any text, in any subject?</p> <p>Our mastery approach and regular assessment meet the 2025 Curriculum Review's call for no child to be left behind</p> | <p><b>Phonics is the most transferable foundation skill in the entire curriculum.</b></p> <p>Every future subject, career and life skill depends on the ability to read independently and fluently</p> <p>We develop transferable dispositions: precision, resilience, and the confidence to tackle an unfamiliar word</p> | <p><b>Inclusion at Mill View is a design principle, not a retrofit.</b></p> <p>A mastery approach ensures every child progresses through the programme together, with rapid intervention where needed</p> <p>Regular assessment identifies pupils needing extra help early, using Letter/s-sound Correspondence and Reading and Spelling assessment sheets</p> <p>Parents are partners: weekly phonemes are shared on Seesaw, with phonics evenings and lesson observations for parents</p> | <p><b>What makes Phonics at Mill View exceptional is the coherence of our vision from Little Wrens to Year 2.</b></p> <p>A clear conceptual spine: pre-phonetic awareness builds directly into Phase 2–5 GPCs, decodable reading and spelling</p> <p>Mastery by design: every child is expected to achieve secure code knowledge before moving on</p> <p>Emancipatory knowledge: we insist that phonics is the right of every child, not a hurdle for some</p> <p>The disciplinary habit: by the end of Key Stage 1, our pupils decode with automaticity. This is the entitlement of every child.</p> |

| Alignment with the Ofsted Inspection Framework and 2025 Curriculum Review |                                                                                                                                                                                                                                             |
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| Ofsted / Curriculum Review focus                                          | How Phonics at Mill View responds                                                                                                                                                                                                           |
| <b>Curriculum coherence: knowledge builds cumulatively</b>                | Our phonics progression (Little Wrens pre-phonics → Phase 2 → Phase 3 → Phase 4 → Phase 5) ensures GPCs are revisited, deepened and applied to increasingly complex words, in line with a validated systematic synthetic phonics programme. |
| <b>Oracy as a curriculum entitlement</b>                                  | Oral blending and segmenting are taught and rehearsed before reading or spelling a grapheme, embedded in every phonics session from Little Wrens onwards.                                                                                   |
| <b>Reading practice matched to phonic knowledge</b>                       | Floppy's Phonics decodable books are precisely matched to each child's current code knowledge, so pupils practise reading using only the GPCs they have been taught.                                                                        |
| <b>Adaptive teaching: keeping up, not catching up</b>                     | A mastery approach and regular assessment (Letter/s-sound Correspondence, Reading and Spelling, and Oral Segmenting assessment sheets) identify pupils needing extra help immediately, so no child falls behind.                            |
| <b>Assessment that proves knowledge has stuck</b>                         | Children are assessed at planned intervals throughout the programme and at the end of each Oxford Level, checking that code knowledge, blending and spelling are secure and usable, not just recently taught.                               |
| <b>Disciplinary knowledge and skills</b>                                  | Blending, segmenting and applying GPCs are tracked as distinct disciplinary skills alongside the substantive knowledge of the alphabetic code, with explicit progression from Little Wrens to Year 2.                                       |
| <b>Parental engagement</b>                                                | Weekly phonemes are shared with parents on Seesaw, and phonics evenings and lesson observations for parents ensure the home and school approach is consistent.                                                                              |

## Curriculum End Points – Phonics

### EYFS – Little Wrens

| Super Sounds – Pre-Phonics Progression                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                              |
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| Steps 1–2                                                                                                                                                          | Steps 3–4                                                                                                                                                                             | Steps 5–6                                                                                                                                                                                                                                | Final Milestone                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Make, match and copy everyday sounds</li> <li>• Make, match and copy lots of sounds with our voices and bodies</li> </ul> | <ul style="list-style-type: none"> <li>• Break words into syllables by playing with rhythm</li> <li>• Break spoken words into chunks by hearing, copying and making rhymes</li> </ul> | <ul style="list-style-type: none"> <li>• Hear the similarities and differences in spoken sounds at the start of words</li> <li>• Hear and say separate sounds in words, ready for making and reading words when school starts</li> </ul> | <ul style="list-style-type: none"> <li>• Differentiate between sounds and symbols</li> <li>• Remember what they see and hear through repetitive memory-building games</li> <li>• Learn the meaning and pronunciation of new words</li> </ul> |

### EYFS and Key Stage 1 – Floppy's Phonics Progression

|                         | Autumn                                                                                                                                                                 | Spring                                                                                                                                                          | Summer                                                                                                                                                                                            |
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| <b>Reception Robins</b> | Oxford Level 1+<br>Books 1–6<br>GPCs: s a t p · i n m d · g o c k · c k e<br>u r · h b f f · l l l e s s                                                               | Oxford Level 2–3<br>Books 7–13<br>GPCs: j v w · x y z · z z q u c h · s h t h<br>n g · revise/stretch d g e v e w h, c k s<br>t c h n k · a i e e i g h         | Oxford Level 3<br>Books 14–18<br>GPCs: o a o o (boot/look) · a r o r u r<br>· o w o i e a r · a i r, e r<br>(summer/herbs) · revise/stretch<br>u e, u r e                                         |
| <b>Year 1 Sparrows</b>  | Oxford Level 3–4<br>Books 19–24<br>Revise and blend adjacent consonants · alternative spellings:<br>a i a y, o i o y, e e e a, i g h i e, o a o w, o o<br>e w, o o o u | Oxford Level 5<br>Books 25–32<br>Alternative spellings/pronunciations: u r i r e r,<br>a i r a r e e a r, s c e, j g (e), y o o u -e, o i<br>o y, o r o u r a w | Oxford Level 5<br>Books 33–36<br>Alternative pronunciations:<br>c h / k / s h · e a r / a i r · n / m / r ·<br>automatic recall of all GPCs to<br>support fluent reading and<br>accurate spelling |

# Progression in Phonics from EYFS to Year 2

*Built on Floppy's Phonics · Letters and Sounds · National Curriculum for English (DfE)*

## GPC / Phoneme Progression

|  | Little Wrens                                                                                                                                                                                                                                                                                                                                          | Reception                                                                                                                                                                                                                                                                                                                    | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 2                                                                                                                                                                                                                                                                                                                                                                                             |
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|  | <p>Make, match and copy everyday sounds, then sounds with voices and bodies</p> <p>Break words into syllables and spoken words into chunks; hear, copy and make rhymes</p> <p>Hear similarities and differences in spoken sounds at the start of words</p> <p>Hear and say separate sounds in words, ready for making and reading words at school</p> | <p>Phase 2 GPCs: s a t p · i n m d · g o c k · ck e u r · h b f ff · l l le ss (Oxford Level 1+, Books 1–6)</p> <p>Phase 3 GPCs: j v w · x y z · zz qu ch · sh th ng · ai ee igh (Oxford Level 2–3, Books 7–13)</p> <p>Phase 3 continued: oa oo · ar or ur · ow oi ear · air, er · ue, ure (Oxford Level 3, Books 14–18)</p> | <p>Revise and blend adjacent consonants (Books 19–20)</p> <p>Phase 5 preparation – alternative spellings: ai ay eigh, oi oy, ee ea, igh ie, oa ow, oo ew, ar or ur, air ear, s ce, j g(e), yoo ue, u/o (Books 21–24)</p> <p>Phase 5 GPCs – alternative spellings and pronunciations across a widening range of graphemes (Books 25–26)</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes</p> | <p>Phase 5 GPCs – alternative spellings and pronunciations continued (Books 27–32)</p> <p>Alternative pronunciations: ch /ch/ /k/ /sh/, ea /ee/ /e/, ou /ow/ /oo/ /oa/ (Books 33–36)</p> <p>Automatic recall of all GPCs taught, applied to both reading and spelling</p> <p>Targeted teaching linked to assessed phonological ability, closing any gaps from the Letters and Sounds programme</p> |

## Word Reading and Spelling

|  | Little Wrens                                                                                                                                                                  | Reception                                                                                                                                                                                                                            | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 2                                                                                                                                                                                                                                                                                                                                                                             |
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|  | <p>Pre-phonetic awareness only – no formal letter/sound reading or spelling expected yet</p> <p>Exploratory letter recognition through play, puzzles and craft activities</p> | <p>Apply phonic knowledge to blend and read CVC words and simple captions</p> <p>Read Floppy's Phonics decodable books matched precisely to current code knowledge</p> <p>Begin to spell words using the phonemes already taught</p> | <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs</p> <p>Read common exception words, noting unusual correspondences between spelling and sound</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> | <p>Read most words containing common suffixes</p> <p>Read most words accurately without overt sound-blending, and with increasing fluency</p> <p>Read aloud with reasonable accuracy and correct emphasis</p> <p>Read all common exception words with automaticity</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell most words correctly</p> |

|  | Little Wrens | Reception | Year 1                                                                                                                                                                                                                                                                                                                     | Year 2                                                                                                                                                |
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|  |              |           | <p>Read aloud accurately books consistent with developing phonic knowledge, without needing other strategies</p> <p>Spell words containing each of the 40+ phonemes already taught, and common exception words</p> <p>Name the letters of the alphabet in order; use letter names to distinguish alternative spellings</p> | <p>Learn to spell more common exception words</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> |