

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with –s /s/ added at the end (hats sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words and compound words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



Oldfield Primary School

English Reading and Phonics Policy

Aims

At Oldfield Primary School, we aim to provide a clear framework for high quality teaching and learning of English. We are committed to helping children develop the necessary skills and knowledge that will enable them to:

- Develop a love of reading.
- Communicate effectively and creatively with the world at large, through spoken and written language.
- Enjoy and appreciate a rich variety of literature.

We strive for children to be confident English learners. This means that by the age of 11, we aim for children to be able to:

- *read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.*
- *have an interest in books and read for enjoyment*
- *have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.*
- *understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.*
- *be developing the powers of imagination, inventiveness and critical awareness.*
- *have a suitable technical vocabulary to articulate their responses.*

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the EYFS Statutory Framework (updated 2021).

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- *speak and listen and represent ideas in their activities;*
- *use communication, language and literacy in every part of the curriculum;*
- *become immersed in an environment rich in mark-making and possibilities for communication through books.*

In Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently (using the correct pre-/cursive script: see appendix I) and with enthusiasm. They should use language to explore their own experiences and imaginary worlds and begin to link sounds and letters (phonics).

In Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works, and importantly, read for pleasure.



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The Governing Body



Regular reports are made to Governors on progress and provision in English.

Subject Organisation

The English Curriculum is delivered using objectives from the English Programmes of Study for KS1/KS2, and these are planned over the year, to ensure children have a range of reading opportunities to develop their love of reading as well as their understanding of texts read.

Pupil provision is related to the year group stage they are working at in school, unless they have an Individual Education Plan (IEP:-see SEN Policy).

The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Phonics & Early Reading

Intent

At Lees, we follow the Little Wandle principles and practice throughout school. This provides a systematic approach to the teaching of phonics to develop phonemic awareness and embed the skills of early reading right from Early Years. This approach ensures all children learn to read words and simple sentences by the end of Reception, in which they are receiving up to an hour a day of phonics teaching. This is supported by using a range of resources to support the effective delivery of high quality phonics lessons to cater for all children's needs, alongside high quality provision to ensure that every child has the potential to succeed.

Implementation

Lessons are quick in pace, engaging and challenging for all children within the lesson. Sessions are revisited on a 1:1 basis that day if sounds are not consolidated. The class teacher uses daily assessments to inform them of the progress children are making. This enables us to adapt and tailor the provision to ensure the needs of individual children are met. Phonics teaching is linked to letter formation and early spelling which is modelled at all times.

Quality phonics teaching links to the literary needs of the children within English and across the curriculum. Each Phonics lesson includes the following sections:

- **Revise** - Overlearn the previous graphemes and words
- **Teach** - Introduce a new grapheme / phoneme words
- **Practise** - Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- **Apply** - Use the new graphemes / words in games and activities to secure knowledge
- **Assess** - Monitor progress within each phase to inform planning.

Assessment: (Reception only)

- Knowledge of children's ability used for formative assessment which informs future planning.
- Individual reading records are kept which focus on key areas of the reading curriculum - these are used as a focus when reading 1:1 either with the class teacher or class support.
- Phonics is assessed every half term



Assessment: (Year 1-2)

- Phonics to be assessed every term along with HFW recognition.
- Teacher notes to be used to inform assessment judgements from planning which are noted in individual reading records.
- Benchmarking for assessment to be completed at the beginning and end of the half term.
- Termly reading tests for Y2.

Towards the Phonics Screening Check, Year 1 pupils will be given curriculum adaptation to identify specific skills or any gaps in learning. All Year 1 children take the 'Phonics Screening Check' in Summer term each year - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and curriculum adaption in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark.

Impact

Children enjoy and have confidence in their phonics learning, and will transfer these skills to support their reading for pleasure and writing. Children know more, remember more and understand more about Phonics, demonstrating this knowledge in all areas of the curriculum. The vast majority of children will achieve age related expectations in Phonics and this will be assessed through EYFS data and the Phonics Screening Check at the end of Year 1. Parents have a clear understanding of how phonics is taught throughout the school and also understand how to further support their children learning at home, and books read link to phonics taught. High quality first teaching ensures phonics is taught consistently (using the correct vocabulary, lesson structure and teaching techniques) to ensure all children's needs are met.

Approach to Reading

Intent

Creating a strong reading culture is vital to us at Lees because we want our children to develop a life-long love of reading. Reading is at the heart of the curriculum and underpins all aspects of learning. We aim to develop children's reading through high quality systematic phonics teaching, guided and shared reading, 1:1 reading, accessing the library and reading for pleasure. We are passionate about fostering a love of reading with our children so they become fluent and confident readers as they grow up. We aim to involve parents in improving their child's reading through communicating effectively such as regularly checking home-school reading diaries phonemically progressive home-share books and even workshops. Teachers thrive to promote a high quality model of reading with expression, enjoyment and understanding, and aim to we ensure all children have the opportunity to hear high-quality texts being read to them daily.



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Implementation**



Teachers are passionate about selecting high quality fiction, non-fiction and poetry texts to support a rich and varied curriculum. Warm and purposeful reading environments have been created for a rich reading classroom.

All teachers have a class book to share with the children daily either through shared/guided reading or English sessions or at the end of the day, and these often link with a curriculum theme, and children are read to right through school, from EYFS to Year 6. Texts are carefully chosen and the majority are endorsed by CLPE research (Power of Reading, Pictures, Poetry and Reflecting Realities). A range of purposeful texts are taught through Reading and English sessions to foster a passion for reading so that all children read for enjoyment. A selection of purposeful quality books are accessed in the classroom reading corners and topic areas, and further choice is available in the school library.

Guided Reading Sessions begin in Reception. Younger children participate in developing fluency sessions, phonics activities, comprehension questions and developing prosody (patterns of stress and intonation during language acquisition), shared reading and reading for enjoyment.

Guided Reading sessions encourage discussion around vocabulary, asking and answering of questions, inferencing, predictions and looking at similarities and connections between texts that have been read. Progressive objectives are taken from the National Curriculum. Tasks are based around the shared reading of high quality text and are often recorded in their Guided Reading Journals such as:

- *Text discussions with the teacher/teaching assistant to develop key reading skills.*
- *Comprehension questions linked to the text*
- *Follow-up challenges*
- *Vocabulary work linked to the text*
- *Reading for enjoyment*

Children are listened to on a daily basis, individually or through guided reading sessions (Year 1-6). Reading books are readily available to children, and there are daily opportunities to change books. Reading records are sent home, and parents/carers are encouraged to sign these daily and bring into school each day.

Assessment

Children are formatively assessed through the use of questioning their understanding of what they read through word reading, vocabulary acquisition and comprehension in English and Guided Reading sessions, discretely in English, the wider curriculum and when they read. Teachers also make summative assessments based on end of term tests and the child meeting the national curriculum requirements for their stage.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment so that every child can keep up with their reading



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learning. All lessons provide a model of core learning. More-able children will have suitable learning challenges provided.

Equal Opportunities.

Every child is entitled to access a broad and balanced English curriculum. We aim to provide suitable learning opportunities regardless of race, gender, ethnicity or home background. We positively celebrate diversity and difference through exciting texts to prepare our children for life in modern Britain.

Impact

Through the careful development of early reading matched to their phonological awareness, children follow systematic phonics and early reading systems to ensure they are able to read, and are ready for the national curriculum from the Early Years. Children quickly develop a love of reading throughout their years in primary school and this is shown through the strong progress they make from their starting points.

High levels of engagement from EYFS secure strong phonics check pass rates in Y1. From an early age, children develop a good level of fluency, vocabulary acquisition, and use these transferable skills to secure good understanding of comprehension skills and foster that enjoyment from high quality books they access at school.

Throughout school, children read widely from a range of genres, building relevant strategies to build a strong vocabulary repertoire through hypothesising, imagining and exploring ideas with their peers. Our approach enables our children to make sustained progress in their reading throughout their primary education.

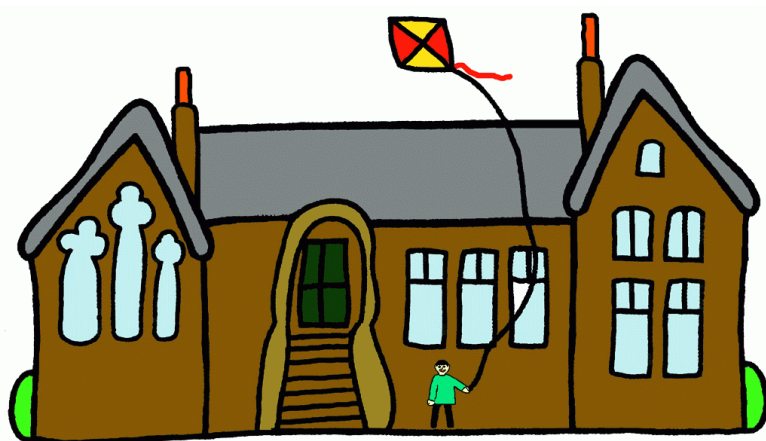
This policy will be reviewed every two years, or earlier if necessary.

June 24 to be reviewed June 26

D Booth. Chair of Governors



Supporting Reading at Home



**OLDFIELD
PRIMARY SCHOOL**

'Putting Children first'

Our aim is to make reading an enjoyable, lifelong
experience for all our children.

"Reading gives you wings. It lifts you up, lets you soar and brings you home in time for tea."

The teaching of phonics and early reading at Oldfield School is the highest priority. We are committed to ensuring that every child will learn to read, regardless of ability, need or background.

Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. We are committed to inspiring every child to be excited about books and motivated to read for pleasure.

Reading is key to a child's learning and we know how important it is to work in partnership with parents and carers to help children to develop their confidence in this area.

Reading together at home is one of the easiest, but most important ways in which you can help your child. As you share books together, you will help to develop your child's reading skills and show them how enjoyable and important reading is. Thank you for your support-it really makes a difference.

What reading skills and strategies do we teach at school?

Phonics is the key strategy we teach to enable children to read the words they see. We follow Letters and Sounds. Phonics Play supports this. Some children may not suit a phonic approach and we use on-sight reading and other strategies to aid these early readers.

By using the phonics skills they have learnt, children will be confident to tackle new words and go on to become fluent readers.

In Phonics, children are taught to:

- Recognise the sound that each individual letter makes.
- Identify the sounds that different combinations of letters make such as

'sh.'

- Read (decode) words by sounding out the letters and blending the sounds together from left to right.
- Recognise words by sight because many words in the English language cannot be read (decoded) by sounding out and blending for example, 'the.' These are known as 'tricky words.'

During reading practice sessions and guided reading, we focus on the skills of decoding, prosody (expression and intonation) and comprehension.

When do we teach reading at school?

All the time, all of the day!

All children in Reception and Key Stage 1 are taught Phonics every day. In Reception, this increases to an hour. It is the most effective way of teaching young children how to read.

All children read weekly but some children may read more often depending on individual need. During English lessons, the planning is linked, inspired and supported by high quality, engaging and relevant texts.

Children have many other opportunities to read and enjoy texts as part of the wider curriculum. These include reading their own or a partner's work in class, carrying out research as part of a project or preparing for and presenting class assemblies. Year 1 in summer and Year 2 have guided reading session. Here children read in groups.

Your child's teacher will take advantage of opportunities to make links between reading sessions and other activities so that the children can practice their skills in context.

What do the children read?

Your child will bring home a reading book each week. Usually changed at least once. The aim of this book is to focus on phonic decoding. The children should become fluent with it. The teacher will select a book to match the phonetic stage the child is on.

Children in Nursery will in the summer term, get a picture book. The focus

here is language and vocabulary acquisition using the pictures. Books with simple sounds will also be given.

How you can help? (Phonics)

- Your child will keep their 'phonic reader' and it is expected that they have the opportunity and are encouraged to read it every day. This is part of the National Curriculum preparation in Reception and helps children to develop confidence, fluency and pace.
- Encourage your child to decode the words by saying each sound in order and then blending the sounds together.
- Have fun helping your child develop fluency and pace by timing how quickly they can read their book. The times could be recorded in the reading record.
- Reading the same book provides additional opportunities to read with expression and ask your child questions to develop their understanding of what they have read. There will be guidance from your child's teacher in their reading record.
- Children need encouragement and positive reinforcement to become a confident reader so try not to point out every mistake your child is making.

Research suggests that reading to children every day at a young age has a direct effect on their schooling outcomes regardless of their family background and home environment. It has a significant positive effect on their reading skills and cognitive skills later in life. Reading to young children 6-7 days per week has the same effect as being almost 12 months older.

How you can help (General reading)?

- Introduce the book and ask why your child chose it. Continue by discussing the title, what it means and what they think the book may be about from the title and cover.
- Draw attention to 'tricky words' and words containing focus sounds. You could make a list of the words or count how many 'tricky words' there are.
- Encourage your child to talk about new words or those they don't know the meaning of to develop vocabulary.
- Sound out decodable words. For example. 'SAT' S/A/T
- Talk about the events in a story to help your child develop the skills of retelling and sequencing.
- Point out capital letters and explain how they differ from lower case letters.
- Identify and talk about the punctuation on a page.
- When reading factual books, encourage your child to use the index, contents page and headings to find information.
- Read a range of books including poetry and nursery rhymes to develop a sense of rhythm and rhyme.
- Make links with other stories, experiences or programs your child has enjoyed.

How are the Reading Records used?

All children have a Reading Record which will need to be in school each day and taken home each evening. An adult will write in the Reading Record when your child has read in school. We would ask you to write in the diary when your child has taken part in any reading activity at home including bedtime stories and phonic games. Please date, sign or initial any comments you make.

How is Reading Assessed?

We build a picture of a child's reading behaviours from a wide variety of sources including, phonics, reading practice sessions, guided reading lessons, individual reading and home reading records.

Your child will move through the book boxes of Phonic Readers at a pace matching their development. It is important that they read the books within each box easily at an independent or instructional level, which is with 90-95% accuracy. They should also be able to retell the main points they have read and answer simple literal retrieval questions.

James Travers.

Reading Comprehension Question Ideas



Information for Parents

Phonics & Reading at Home

Why is it important to read at home?

- Enjoying and sharing books with your child is a great time for bonding, talking and sharing.
- Sharing books helps with vocabulary development and concentration.
- Exposure to a wide range of books helps them to develop language, ideas and a love of reading.
- Reading with your child promotes reading for pleasure as they see reading as a worthwhile activity. You can share favourite stories from your own childhood and discover some new shared favourites.

ASKING THE RIGHT QUESTIONS

When reading with your child, check for understanding by asking questions. Don't just ask questions at the end, it's important to check for understanding before, during and after reading. Here are some questions to ask!

BEFORE

- What do you think will happen in this story?
- What might be the problem?
- Where may be the setting of the story?
- What do you know about this topic?
- What does this story make you think of?
- What are you wondering?
- What does the title tell you?

DURING

- What do you think will happen next?
- What can you tell me about the story so far?
- How do you feel about the story so far?
- What questions do you have?
- Why do you think the character did that?
- What would you have done?

AFTER

- What was the title?
- What was the problem/solution in the story?
- Why do you think the author wrote this book?
- What was your favorite/least favorite part?
- What would you change about the story?
- What will happen next?

































Phonics teaching in Reception

At Lees Primary we follow the Little Wandle, Letters and Sounds Revised Scheme.

Early reading is taught using synthetic phonics. Pupils are taught to recognise graphemes (the letter) and matching sounds. We practise 'blending' sounds together to read words. Children are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught how to decode and read high frequency words which do not completely follow the phonic rules.















- Your child will learn the sounds below by sight.
- They will also learn how to blend them together to read words e.g. c-a-t -> cat.
- Phase 2 sounds are taught in the following order:

+

s	a	t	p	i	n	m	d
							
o	g	c	k	ck	e	u	r
							
h	b	f	l	j	x	w	y
							
z	v	qu	sh	th	ng	nk	ch
							

- Once children have learnt the first 5 sounds we teach them to blend them. When we say words in pure sounds we call it 'sounding out'. E.g. p-a-n, c-l-a-p.

- Phase 3 sounds are taught in the following order:

ear	air	oa	igh	ee	ai	oi	ow
 get near to hear	 chair in the air	 soap that goat	 a light in the night	 sheep in a jeep	 tail in the rain	 boing boing	 wow owl
er	ur	or	ar	oo	oo		
 a bigger digger	 curl the fur	 born with a horn	 march in the dark	 hook a book	 zoom to the moon		

How can you support your child with phonics at home?

- It is really important that children are given lots of opportunity to develop speaking and listening skills as preparation for learning to read with phonics. Parents can play a vital role in helping their children develop these skills by encouraging their children to listen carefully and talk extensively about what they hear, see and do.
- You can help your child to learn to recognise and say sounds. You can talk about the first sound in words.

Eg - 'c' – cat 'c' – coat 'c' – cucumber.

is a good idea to do this when you see the object, eg. When putting on your coat to go out or when having cucumber for lunch.

- You can play blending games. Give them an instruction but 'sound' out one of the words.

Eg – 'put on your h-a-t' 'touch your ch-i-n' 'where is the c-a-t?'

- This video explains blending.

<https://www.youtube.com/watch?v=IL5YUCPyC5I>

- Practice recognising graphemes (the letter) and saying the sounds. This video explains how to say each sound.

https://www.youtube.com/watch?v=-ZtjFlvA_fs

- Support your child with their reading book, giving them lots of chances to practice the same book. This helps them gain confidence and really get to grips with the sounds in their book.



Little Wandle at Home flashcard packs are available to order from Amazon. You can use these resources to help your child learn at home.