Phonics at Worth Valley Primary School

Little Wandle
LETTERS AND SOUNDS
REVISED
TM

Why we teach phonics at Worth Valley Primary School

At Worth Valley Primary School, we believe that teaching children to read is the most important gift we can give them. We value the importance of reading and know that reading is central to our ability to understand, interpret and communicate with one another. In order to access the wider curriculum, children must be confident readers who can understand, interpret and apply what they read to other areas of learning.

Key Concepts

The key concepts in Little Wandle Phonics are:

Phonemic Awareness: Recognizing and manipulating the individual sounds (phonemes) in spoken words, which is crucial for reading and spelling.

- **Grapheme-Phoneme Correspondence**: Understanding the relationship between letters (graphemes) and their corresponding sounds (phonemes).
- **Blending**: Combining individual sounds to read whole words, helping children to decode unfamiliar words.
- **Segmenting**: Breaking down words into their constituent sounds to spell and write accurately.
- **Decodable Texts**: Reading books that align with the phonics skills being taught, ensuring practice with words that fit their current level of understanding.
- **Fluency**: Developing smooth and accurate reading through repeated practice and reading aloud, which supports comprehension and confidence.
- **Vocabulary Building**: Expanding word knowledge by connecting new phonics skills to meaningful vocabulary development.

Curriculum Delivery

We teach a synthetic phonics programme. We start teaching phonics in pre-school Nursery using the Little Wandle Foundations for Phonics teaching. In Reception we and follow the Little Wandle Letters and Sounds Revised progression.

We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Curriculum Delivery

- **Foundations for phonics in Pre-School and Nursery**
- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Curriculum Coverage

Rapid Catch up for Key Stage Two

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 20 minutes and take place at least three times a week. The children also apply their phonics skills in reading practise sessions which last 10 minutes at least three times a week. Rapid Catch up mirrors the main phonics programme but has been created to help children catch up quickly, so has a faster pace.

Curriculum Delivery

- **Daily phonics lessons in Reception and Year 1**
- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We follow the Little Wandle Letters and Sounds Revised expectations of progress:
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Curriculum Delivery

- **Daily Keep-up lessons ensure every child learns to read**
- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

Curriculum Coverage

Rapid Catch up for Key Stage Two

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Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck 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 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	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 • 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 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • 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 • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	Review all taught so far

Year One

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 oul 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

Reception end points

- In Reception, the end points for Little Wandle Phonics focus on ensuring that children have developed foundational reading and writing skills. Key end points include:
- **Phonemic Awareness**: Children can recognise and produce the 44 phonemes and identify the corresponding graphemes.
- **Blending and Segmenting**: They can blend individual sounds to read simple words and segment words into phonemes for spelling.
- **Reading Decodable Texts**: Children can read decodable books that match their phonics knowledge with growing fluency and confidence.
- **Writing Simple Words and Sentences**: They can write simple words and sentences using their phonics knowledge, demonstrating an understanding of how sounds and letters form words.
- **Sight Word Recognition**: They can recognize and read a set of high-frequency sight words that appear frequently in texts.
- **Comprehension**: Children can demonstrate basic comprehension by answering simple questions about the texts they read and discussing their stories.
- These end points ensure that children have a solid foundation in phonics by the end of Reception, setting them up for further literacy development in Key Stage 1

Year One end points

- In Year One, the end points for Little Wandle Phonics focus on consolidating and expanding phonics skills to support fluent reading and writing. Key end points include:
- **Advanced Phoneme-Grapheme Correspondence**: Children can recognise and use more complex phonemes and graphemes, including digraphs, trigraphs, and split digraphs.
- **Fluent Reading**: They read decodable texts with increased fluency and accuracy, using their phonics knowledge to decode unfamiliar words.
- **Segmenting and Blending**: Children can segment and blend longer and more complex words, including multi-syllable words.
- **Writing Sentences**: They can write sentences that are grammatically correct and use phonics to spell words accurately.
- **Reading Comprehension**: Children can understand and discuss the texts they read, answering questions about key details and making simple predictions about content.
- **Sight Words**: They recognize and read a broader range of high-frequency sight words, aiding in more fluent reading and writing.
- These end points ensure that children have a strong grasp of phonics by the end of Year One, preparing them for more advanced literacy skills in Key Stage 2.

Cross-curricular

Little Wandle Phonics fits into the cross-curricular framework by supporting literacy development across various subjects and integrating phonics skills with broader learning experiences.

- **Literacy Across the Curriculum**: Phonics skills developed through Little Wandle are foundational for reading and writing in all subjects. Strong phonics skills enable students to decode and comprehend texts in various subjects, such as science, history, and geography.
- **Vocabulary Development**: The vocabulary taught in Little Wandle Phonics can be applied to other areas of learning. Understanding key terms in different subjects is enhanced by solid phonics skills, aiding in reading comprehension and written expression across the curriculum.
- **Writing Across Subjects**: Phonics instruction supports spelling and writing abilities, which are essential for producing written work in subjects beyond English, including project reports, explanations, and creative assignments in subjects like art and science.
- **Reading Comprehension**: As students develop their phonics skills, they become better readers, which supports their ability to engage with texts in all subjects, fostering greater understanding and learning in content areas.
- **Communication Skills**: Phonics instruction contributes to overall communication skills, which are crucial for discussions, presentations, and collaborative work in various subjects.
- By integrating phonics with cross-curricular learning, Little Wandle Phonics helps build essential literacy skills that support academic success across all areas of the curriculum.

Curriculum for all

Little Wandle Phonics supports students with Special Educational Needs and Disabilities (SEND) through differentiated instruction, targeted interventions, and multisensory approaches. The program uses regular progress monitoring to tailor support and includes inclusive resources that cater to various needs. Teachers collaborate with SEND coordinators and parents to create individualised learning plans, ensuring that all students can access and benefit from the phonics instruction.

Personal Development in Phonics

Little Wandle Phonics supports personal development by fostering key skills and attributes in children.

These skills include:

- **Confidence Building**: As students develop their phonics skills and achieve reading milestones, they gain confidence in their abilities, which contributes to their overall self-esteem and personal growth.
- **Resilience**: The structured approach of Little Wandle encourages persistence through practice and gradual progress, helping students build resilience as they overcome challenges and improve their reading and writing skills.
- **Independence**: By learning to decode words and read independently, children develop self-reliance in their literacy abilities, which supports their ability to tackle new tasks and challenges on their own.
- **Self-Motivation**: The program's focus on achieving small, manageable goals fosters a sense of achievement and motivates students to set and work towards their own learning objectives.
- **Social Skills**: Collaborative activities in phonics sessions help children develop social skills such as teamwork, communication, and empathy, enhancing their ability to interact positively with peers.
- Through these aspects, Little Wandle Phonics contributes to the broader personal development of students, supporting their growth as confident, resilient, and independent learners.

Assessment

At Worth Valley Primary School, formative assessment in phonics plays a crucial role in monitoring and enhancing student progress.

Formative Assessment: In Little Wandle, formative assessment is integrated into phonics and reading sessions to support and enhance student learning. Staff look for correct pronunciation of phonemes, effective blending of sounds, and accurate decoding of words. Additional support is then given at that moment or as an additional session if more time is needed.

Summative Assessment: Assessments are conducted at the end of a 6 weekly block of teaching. Along with formative assessment these help inform adults on who needs additional support. The assessment information produces a detailed heat map which clearly identifies any gaps in learning, this can be used to tailor support given to individual pupils.

Pupil Voice

What do our children say about phonics?

I love phonics lessons. I love learning new sounds and tricky words.

I am excited on Thursday because we take reading practice books home to read to our grown-ups at home.

I am really proud of myself when I can sound and blend a new word.

Phonics is important because it helps us be super readers.