



We're teaching every child to read with



Little Wandle
LETTERS AND SOUNDS
★ ★ ★
REVISED TM

A complete SSP validated by the Department for Education

Phonics and Early reading

Westlands Primary School



Swale
ACADEMIES
TRUST

Intent

Phonics (Reading and Spelling)

At Westlands Primary School we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Westlands Primary School, we also 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.

Intent

Comprehension

At Westlands Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

How is Phonics taught at Westlands Primary School?

We teach phonics through a highly structured programme of daily lessons across Reception and Year 1. Phonics teaches children to read by linking sounds (phonemes) to the symbols that represent them (graphemes).

At Westlands Primary School we use the Little Wandle phonics programme that has a clear structure and progression of sounds to be taught throughout EYFS and Year 1. It is a successful programme that enables children to become fluent readers. Phonics sessions are whole class and then there are additional keep up sessions for children who may require some intervention.

Implementation

Implementation

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:](#)
 - o 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.
 - o Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Implementation

Implementation

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 and above 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 Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Implementation

Implementation

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Sound progression - Reception

Reception

Autumn 1 Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l

New tricky words

is I the

Autumn 2 Phase 2 graphemes

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)

New tricky words

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.

Sound progression - Reception

Spring 1 Phase 3 graphemes

ai ee igh oa oo oo ar or ur ow oi ear air er

- words with double letters
- longer words

New tricky words

was you they my by all are sure pure

Spring 2 Phase 3 graphemes

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

No new tricky words

Review all taught so far

Sound progression - Reception

Summer 1 Phase 4

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

New tricky words

said so have like some come love do were here little
says there when what one out today

Summer 2 Phase 4 graphemes

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

No new tricky words

Review all taught so far

Sound progression - Year 1

Year 1

Autumn 1

Review Phase 3 and 4

Phase 5

/ai/ ay play

/ow/ ou cloud

/oi/ oy toy

/ea/ ea each

Review tricky words Phases 2–4

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.

Sound progression - Year 1

Autumn 2 Phase 5 graphemes	New tricky words
<p>/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</p>	<p>their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>

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

Sound progression - Year 1

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

Sound progression - Year 1

Spring 2 Phase 5 graphemes	New tricky words
<p>/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</p>	<p>once laugh because eye</p>

*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.

Sound progression - Year 1

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

Summer 2 Phase 5 graphemes

/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

New tricky words

busy beautiful pretty hour
move improve parents shoe

Assessment

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- o daily within class to identify children needing Keep-up support
- o weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment for Reception and Year 1 is used:

- o every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- o by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Assessment

Assessment

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments.

They are used:

- o in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- o with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
- o to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A **placement assessment** is used:

- o with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Assessment

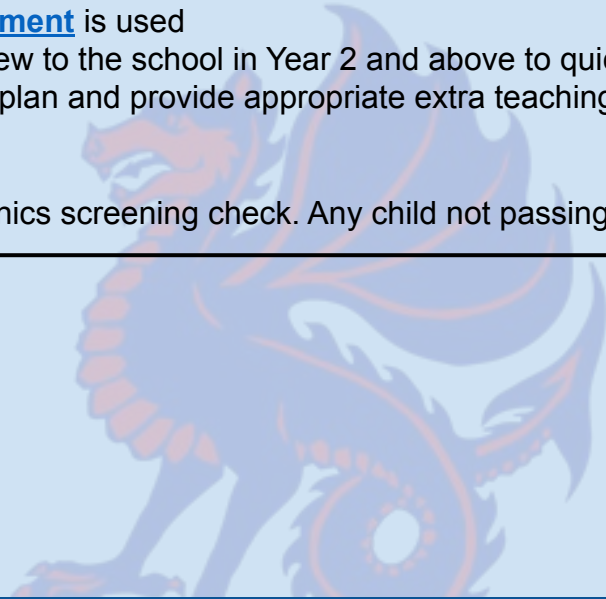
Assessment

The [Rapid Catch-up assessment](#) is used

- o with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.



Assessment

Ongoing assessment for Rapid Catch-up in Years 2 to 6

Children in Year 2 to 6 are assessed through:

- o the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
- o the Rapid Catch-up summative assessments to assess progress and inform teaching
- o the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.

The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.