

# Temple Meadow Primary School



## Phonics Teaching and Learning Policy

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To SLT:	
To Staff:	
To Governors:	
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# Intent for Phonics

## Vision and intent

Our aim at Temple Meadow is to make teaching and learning as enjoyable as we can. To that end, we adopt an Irresistible Learning approach to our curriculum – packaging learning in a way that allows us to create memorable and adaptable learning experiences which include all National Curriculum requirements.

At Temple Meadow Primary School, we believe that all our pupils can become fluent readers and writers. This is why we teach phonics through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching in Nursery and follow the Little Wandle Letters and Sounds Revised progression map, which ensures pupils build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school.

## 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

<b>Autumn 1 Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l	<b>New tricky words</b> is I the
<b>Autumn 2 Phase 2 graphemes</b> 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)	<b>New tricky words</b> 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.	
<b>Spring 1 Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	<b>New tricky words</b> was you they my by all are sure pure
<b>Spring 2 Phase 3 graphemes</b> 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	<b>No new tricky words</b> Review all taught so far
<b>Summer 1 Phase 4</b> 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	<b>New tricky words</b> said so have like some come love do were here little says there when what one out today
<b>Summer 2 Phase 4 graphemes</b> 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	<b>No new tricky words</b> Review all taught so far

# Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /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 /ul/ 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 /ol/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /cl/ 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 /il/ 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

As a result, all our pupils are able to tackle any unfamiliar words as they read. At Temple Meadow 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.

***Note: we have a distinctive Temple Meadow learning culture that includes Irresistible Learning, Collaborative Learning etc See T&L Policy Learning Culture Policy for more details.***

### ***Cultural capital considerations for Phonics***

Given our context linked to high levels of deprivation, we are aware of the high need to support development of Temple Meadow pupils' cultural capital. This is key to their future success in their next stage of education and in future life. We plan to ensure that the experiences we provide through our phonics curriculum and by connecting learning across subjects, gives them confidence and the capacity to succeed in the future and to support a long term aspiration of all UK pupils achieving in society.

## Implementation of Phonics

**Note:** we have a distinctive Temple Meadow learning culture that includes *Irresistible Learning*, *Collaborative Learning* etc See T&L Policy Learning Culture Policy for more details.

We ensure pupils gain a clear understanding of often complex concepts by ensuring we allow for concrete and hands on learning as a means to develop abstract understanding.

### National Curriculum coverage

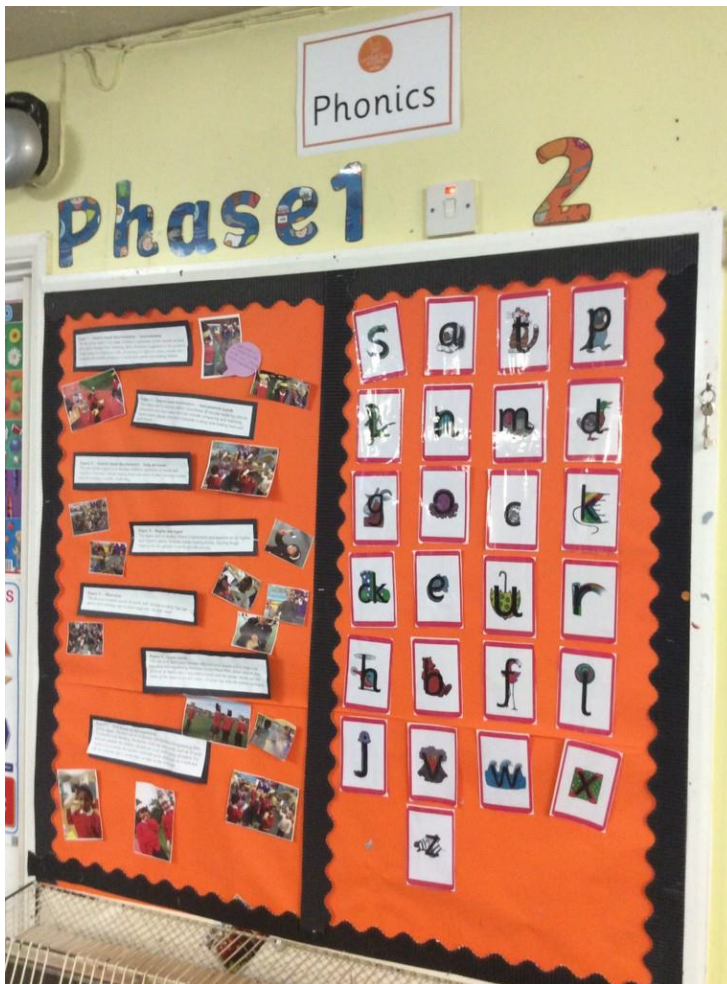
We implement all National Curriculum expectations for phonics. At Temple Meadow we use the Little Wandle Scheme to ensure full coverage and speedy decoding of unfamiliar words.

### Foundations for Phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all pupils 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 pupils are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.
- In Nursery, our pupils learn a new Phase 2 sound per week and practise this sound using a range of Phase 1 activities and games from Little Wandle. Everytime the pupils learn a new sound this is added to their phonic learning wall. The pupils have oral blending opportunities on a daily basis. During child-initiated play, there are also additional phonic learning traps that the teacher has planned for so pupils can rehearse and master Phase 1 skills.









- The Nursery teacher plans for their Little Wandle phonic lesson using the proforma below which is then saved on the Sdrive, Curriculum Design, Early Years, Weekly Planning, Nursery.

	Revisit and Review	Teach	Practise	Oral blending	CI activities
Mon PHLI: hear and say the sound s	Sing the nursery rhyme- 5 fat sausages sizzling in the pan.	Teach children the grapheme s. Teacher to say the rhyme, <u>Show</u> your teeth and let the s hiss out <u>ssssss ssssss</u> . My turn, your turn. Children to practise saying the s sound.  Introduce Sid the Snake who also makes the <u>ssssss</u> sound. What sound does Sid begin with? What sound does snake begin with? Is there anyone else whose name begins with s?	Play Betha the bus game using s picture cards.  spider snake snail seal starfish  <small>Bertha the bus is going to the zoo • Chant the rhyme: Bertha the bus is going to the zoo. Who does she see as she passes through? • Pull models or pictures of the animals she sees out of a bag, and say the name of the animal. • At the end of the chant, briefly discuss with the children the initial sound of the animals and encourage them to enunciate it. • Repeat using animals with different initial sounds. • Extend by using alternative phrases for some of the animals (see <u>Play with sounds</u> above).</small>	Can you touch <u>your</u> ? Game  Adult to sound talk each body part and children to orally blend and touch that body part. Can you touch your <u>h-ea-d</u> ? <small>Can you teach your ... ? • Tell the children that you are going to play a game where they touch different parts of their body. • Model what will happen. For example: <u>say</u>: Can you touch your h-e-d? (Touch your head.) For each word: • Use the <u>eggie me</u> method: • <u>Say</u>: Can you touch your (name body part)? Then sound talk the word twice. • Give feedback. Praise and ask the children to join in with you as you repeat the sound-talk and touch the correct part of your body.</small>	Tuff spot filled with spaghetti or slime and children to find items with the s sound.



Wed PHLI: hear and say the sound s	Recap the grapheme s. Have three pictures on the board sun, sausage, cat Which is the odd one out?	Teach children the grapheme s. Teacher to say the rhyme, <u>Show your teeth</u> and let the s hiss out <u>ssssss ssssss</u> . My turn, your turn. Children to practise saying the s sound.	Play with sounds game. Susan- Susan's silly sausages Simon- Simon's smelly socks Sarah- Sarah's stinky sandwich Sid- Sid's sensible skipping rope	Play the game blend from the box	
<p><b>Blend from the box</b></p> <ul style="list-style-type: none"> <li>Tell the children that you have some objects and you want them to help you work out what they are.</li> <li>For each object:                     <ul style="list-style-type: none"> <li>Use the <b>eggy me method</b>.</li> <li>Soundtalk the word name.</li> <li>Ask the children to soundtalk the word and then blend to say the word.</li> <li>Model soundtalking and blending the word.</li> </ul> </li> <li>Show the children the object and check they know what it is!</li> </ul> <p><b>Play with sounds</b></p> <ul style="list-style-type: none"> <li><b>Say:</b> Let's play with sounds!</li> <li>Using the children's names, or objects that are particularly engaging for them, make up elaborate phrases that the children will engage and enjoy experimenting with.</li> <li><b>Examples:</b> David's dangerous dinosaur/Maria's marvellous, magic mallet.</li> </ul>					

Tue PHLI: hear and say the sound s	Recap the grapheme s. Have three pictures on the board Snake, sock, dog Which is the odd one out?	Teach children the grapheme s. Teacher to say the rhyme, <u>Show your teeth</u> and let the s hiss out <u>ssssss ssssss</u> . My turn, your turn. Children to practise saying the s sound.	Play what's in the box using s objects  sock snake spaghetti sand star sausage	Play the game what's that noise?	
<p><b>What's that noise?</b></p> <ul style="list-style-type: none"> <li>Tell the children that you are going to play a game about the sounds made by different things, such as animals or vehicles.</li> <li>Model what will happen. For example, <b>say:</b> What sound does a dog make?</li> <li>A dog dog says woof/ark. Let's all bark like a dog!</li> <li>For each word:                     <ul style="list-style-type: none"> <li><b>Say:</b> What sound/noise does that soundtalk the word? make? Pause and listen to the children.</li> <li>Repeat.</li> <li>Soundtalk the word and make the noise. Ask the children to join in!</li> </ul> </li> </ul> <p><b>What's in the box?</b></p> <p>Explain that all the objects begin/end with the same sound.</p> <ul style="list-style-type: none"> <li><b>Say:</b> Let's play <b>What's in the box?</b></li> <li>Take out each object one by one and say what it is, emphasizing the initial/end sound.</li> <li>Use the <b>eggy me method</b> so the children say the sound and object.</li> <li>Check the children know what the object is.</li> </ul>					

Practising the s sound.  
Name writing

Thu PHLI: to hear and say the sound s	Recap the grapheme s. Have three pictures on the board slug, star, mouse Which is the odd one out?	Teach children the grapheme s. Teacher to say the rhyme, <u>Show your teeth</u> and let the s hiss out <u>ssssss ssssss</u> . My turn, your turn. Children to practise saying the s sound.	Play the game name play	Play the game blend from the box	Making sock puppets and children to practise saying the s sound.
<p><b>Name play</b></p> <ul style="list-style-type: none"> <li><b>Say:</b> Let's play <b>Name play</b>.</li> <li>Put the children name cards out of a bag. Show each card and say the name.</li> <li>Make up fun sentences with the children's names.</li> <li><b>Examples:</b> Tyrone has ten tickly toes. Ben has a big banana.</li> </ul> <p><b>Blend from the box</b></p> <ul style="list-style-type: none"> <li>Tell the children that you have some objects and you want them to help you work out what they are.</li> <li>For each object:                     <ul style="list-style-type: none"> <li>Use the <b>eggy me method</b>.</li> <li>Soundtalk the word name.</li> <li>Ask the children to soundtalk the word and then blend to say the word.</li> <li>Model soundtalking and blending the word.</li> </ul> </li> <li>Show the children the object and check they know what it is!</li> </ul> <p><b>Can you touch your ...?</b></p> <p>Adult to sound talk each body part and children to orally blend and touch that body part.</p> <p><b>Can you touch your head?</b></p> <p><b>Can you touch your ...?</b></p> <ul style="list-style-type: none"> <li>Tell the children that you are going to play a game where they touch different parts of their body.</li> <li>Model what will happen. For example, <b>say:</b> Can you touch your head? (Touch your head.)</li> <li>For each word:                     <ul style="list-style-type: none"> <li>Use the <b>eggy me method</b>.</li> <li><b>Say:</b> Can you touch your (name) body part? Then soundtalk the word name.</li> <li>Give feedback. Praise and ask the children to join in with you as you repeat the soundtalk and touch the correct part of your body.</li> </ul> </li> </ul>					



Make s with the spaghetti

- The pupils are given a Big Cat Lilac book to take home which is matched to their Phase 1 phonics.
- On a weekly basis, the Nursery teacher will add a phonic talking ticket home learning task to the pupil's learning journey so the pupils can practise the sound they have been learning and phase 1 skills at home. Parents then share this on Tapestry which is shared in class.

Our sound of the week is S

We looked at many things starting with the s sound: smelly socks (scented new socks), skeleton, sloth, snake, swirls in art, spaghetti, sparkles, super snack, s letter formation.

Here is a video to help your child with the s sound: <https://www.youtube.com/watch?v=LtBB1qX327Y>

Can you find things that start with a ssS sound at home or out and about.









Have a SUPER time!

## Daily Phonic lessons in Reception

- We teach Phonics for 20 minutes a day at 9.00-9.20. In Reception, we build from 10- minute lessons, with additional daily blending games, to the full-length lesson as quickly as possible. Every Friday, we review the week's teaching to help pupils become fluent readers.
- The teaching of phonics begins in Week 2, Autumn 1 in Reception.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress.
- Pupils in Reception are taught to read and spell words using the Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy using the Little Wandle planning and resource packs.
- All GPCS have a mnemonic with a phrase that the staff must model and pupils use. These can be found on the Little Wandle website, my letters and sounds, weekly lesson content, Reception, resources, support for teachers.

Phase 2 grapheme information sheet

Autumn 1





Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.

- Reception planning can be located using the Little Website, my letters and sounds, weekly lesson content, Reception, planning. (<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/planning-reception/>)

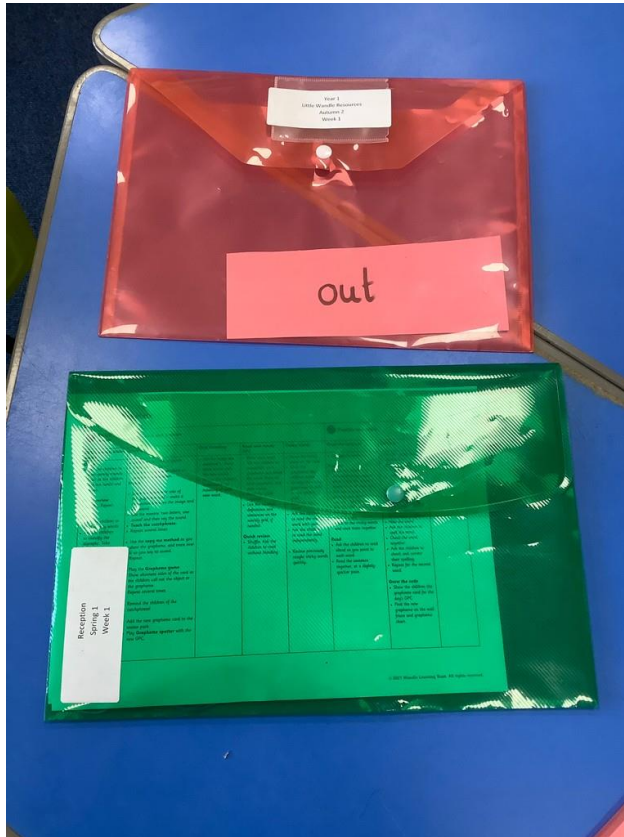
**Reception**

<b>Autumn 1 Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l	<b>New tricky words</b> is I the
<b>Autumn 2 Phase 2 graphemes</b> 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)	<b>New tricky words</b> 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.	
<b>Spring 1 Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	<b>New tricky words</b> was you they my by all are sure pure
<b>Spring 2 Phase 3 graphemes</b> 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	<b>No new tricky words</b> Review all taught so far
<b>Summer 1 Phase 4</b> Short vowels with adjacent consonants • CVCC CCVC CCVC CCVC CCVC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	<b>New tricky words</b> said so have like some come love do were here little says there when what one out today
<b>Summer 2 Phase 4 graphemes</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCVC CCVC CCVC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	<b>No new tricky words</b> Review all taught so far

**Weekly grid Reception phase 2**
**Autumn 1 week 3**

Lesson focus	Revisit and review	Teach and practise							Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Tricky words	Oral blending game
g goat	s a t p i n m d	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the sound <b>g g g</b>	grapes glue glasses goat		Round the goat's face, up to his ear, down and curl under his chin.	<b>Review:</b> m-a-n p-i-n s-a-t <b>New:</b> d-i-g p-i-g	man mat sad pin dig	is	<b>Can you touch your ... ?</b> l-i-p ch-i-n h-e-a-d f-o-o-t
o octopus	s a t p i n m d g	Make your mouth into a round shape and say <b>o o o</b>	orange otter ostrich octopus		All around the octopus.	<b>Review:</b> d-i-g t-a-p p-a-t <b>New:</b> p-o-t d-o-g	sat dig tap tip dog	is	<b>Can you do the actions?</b> s-t-i-r the pot r-o-l-l the bobbin up m-a-r-ch c-l-a-p
c cat	s a t p i n m d g o	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	car cup crown cat		Curl around the cat.	<b>Review:</b> t-o-p d-o-g p-o-t <b>New:</b> c-a-t c-o-t	nip top dog pot cap	is	<b>What's that noise?</b> What sound does: a c-ar make? a t-r-ai-n make? a b-u-s make? a p-l-ai-n (plane) make?
k kite	a p i n m d g o c	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	kangaroo kettle ketchup kite		Down the kite, up and across, back and down to the corner.	<b>Review:</b> c-a-t c-o-g n-o-d <b>New:</b> k-i-t k-i-d	nod cat cog got kid	is	<b>Blend from the box</b> s-u-n d-u-ck t-r-ee n-e-t
Review	a i n m d g o c k	<b>Graphemes to display:</b> g o c k	<b>Match initial sound of object to grapheme:</b> orange kettle car cup goat glue ketchup			<b>Review:</b> t-a-p m-a-n c-a-p k-i-d	man tap dog cap dig kid	<b>Review:</b> is	<b>Blend from the box</b> c-u-p c-ar c-a-t g-o-a-t k-i-te

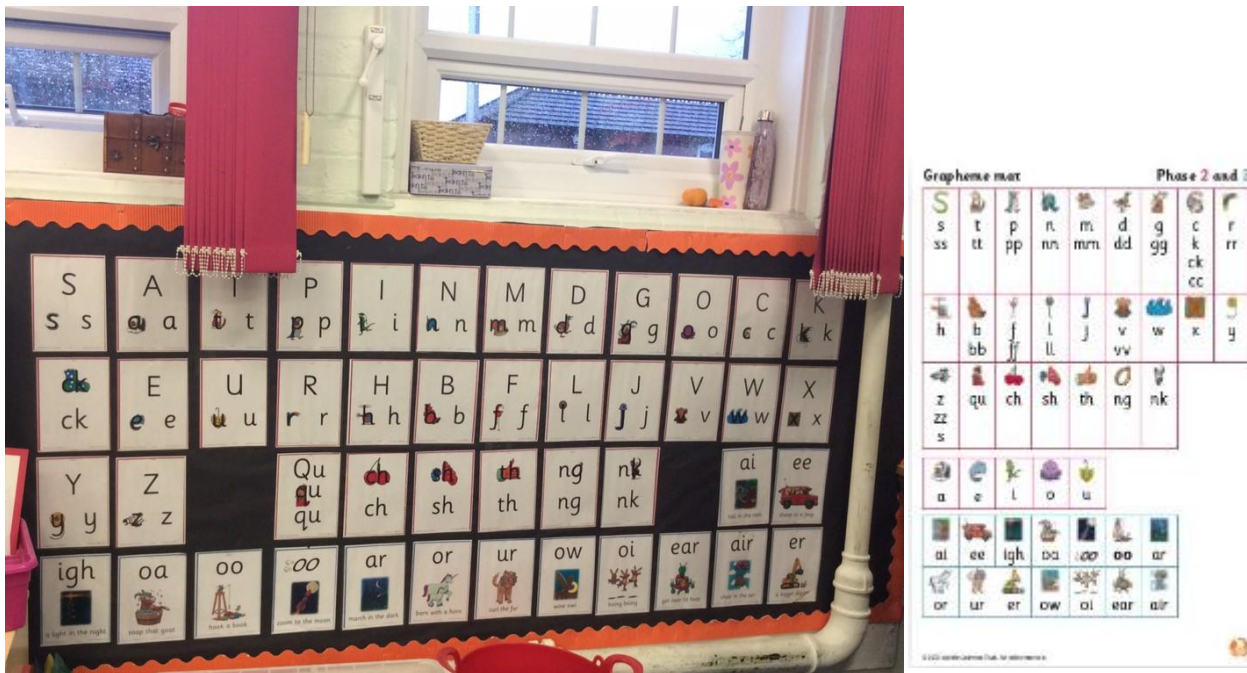
- In Reception, each class teacher has a box of phonic pack resources which are labelled for example, Reception, Autumn 1, week 1 and contain the GPC's, weekly planning and weekly word cards and tricky words.



- All staff must follow the same Little Wandle structure when teaching and lesson and use the grey caddy to support with resources whilst teaching.

Structure of a Reception lesson:

- revisit and review GPC's (play speedy sounds)
  - revisit words with taught GPC's
  - revisit taught tricky words (asking what part of the word is tricky.)
  - teach new GPC and catchphrase
  - practise oral blending
  - practise new words with new GPC
  - practise new tricky word (asking what part of the word is tricky)
  - read/write the sentence (identifying tricky words and words with new GPC)
  - spelling (two words with new GPCS and tricky word)
- In each Reception classroom there is a phonic Little Wandle learning wall, which staff and pupils use in phonics and other curriculum areas. Pupils also have access to sound mats in the provision. These can be found on the Little Wandle website, my letters and sounds, weekly lesson content, Reception, resources, use in class.

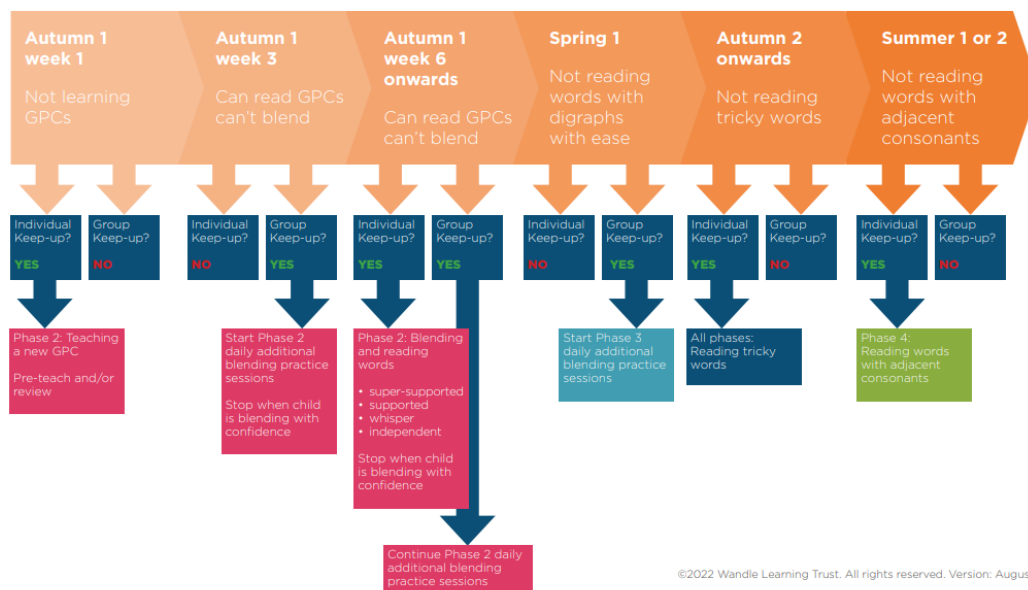


- From assessments and daily teaching and using the Little Wandle guidance (please see below) staff will identify pupils who need either an individual or group daily keep up session so they do not fall behind. The staff must identify the gaps the pupil needs to work on and pick a different GPC to focus on in each session, also reviewing other GPCs. Keep-up lessons must match the structure of the class teaching and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. The adult delivering the keep up session will have a folder and will evidence their intervention using the Little Wandle keep up record sheet. This can be found on the Little Wandle website, daily keep up, resources, Phase 2 keep up record/individual keep up plan.

### Reception: Identifying children for group or individual Keep-up support

Use the *Little Wandle Letters and Sounds Revised* assessments (every six weeks), as well as assessment within the daily lesson to identify children in Reception who need either individual or group Keep-up sessions. Do not let children fall behind – take action as soon as possible.

Use the assessment again after three weeks to check that these children have filled their gaps.



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## Phase 2 additional blending practice: Group Keep-up record

- Tick the box at the top to show attendance.
- Use the larger box to make notes of misconceptions that require 1:1 consolidation/additional teaching to the group.

Names	Week 1					Week 2					Week 3					Week 4					Week 5					Week 6					Week 7				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5

## Individual Keep-up plan

Child's name:

Autumn 1	Spring 1	Summer 1
Autumn 2	Spring 2	Summer 2

(Tick the correct half term.)


Gaps identified in assessment/AFL in lessons	GPCs	
	Blending/Reading words (Identify specific need e.g. longer words/phase etc.)	

Group blending sessions required (see group records): Yes ☐ No ☐




Re-test after three weeks.

		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> Relevant page from Keep-up guide: <input type="text"/>	Focus GPC					
	Review GPCs					
	Words					
<b>Week 2</b> Relevant page from Keep-up guide: <input type="text"/>	Focus GPC					
	Review GPCs					
	Words					

- Each week, the class teacher provides the pupils with Little Wandle phonic home learning to practise at home. These can be found on the Sdrive, Curriculum Design, Phonics, Little Wandle home learning, Reception.

<b>Little Wandle - Letters and Sounds</b> <b>Reception Phonics Home Learning</b>		
<b>Phase 2 - Autumn 2 Week 3</b> <b>Focus -</b> Phonemes z / zz / qu / ch Words with s /s/ added at the end (hats / sits)		

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

<b>Phonemes we will be focusing on this week in school -</b>	
 <p><b>Pronunciation Phrase - z</b> Show me your teeth and buzz the z sound zzzzz</p>	 <p><b>Pronunciation Phrase - qu</b> Pucker your mouth, then open it as you say qu qu qu</p>
 <p><b>Pronunciation Phrase - ch</b> Pucker your lips and show your teeth; use your tongue as you say ch ch ch</p>	

**We will be reading and writing words.** Can you spot segment and blend these words and spot this week's phonemes?

zip	zap	buzz	fizz
quick	quit	chips	rich









- In Reception, each classroom should have a phonics table top activity for the pupils to access during independent learning. These will need to be refreshed regularly to ensure we maintain pupils's curiosity and engagement.



### *Daily Phonic lessons in Year 1 and for any pupils who did not pass the Phonic screening check (Years 2-6.)*

- We teach Phonics for 30 minutes twice a day.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress.
- All GPCS have a mnemonic with a phrase that the staff must model and pupils use. These can be found on the Little Wandle website, my letters and sounds, weekly lesson content, Reception, resources, support for teachers.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>v v v v v</b>	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say <b>w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open, then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

- Pupils in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Year 1 planning can be located using the Little Website, my letters and sounds, weekly lesson content, Year 1, planning. (file:///network/FS02/TeachingStaffHome/Kirsty.Evans/Downloads/Y1\_PH3\_Autumn\_1\_Week\_2-1.pdf.)

## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /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 /ol/ 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

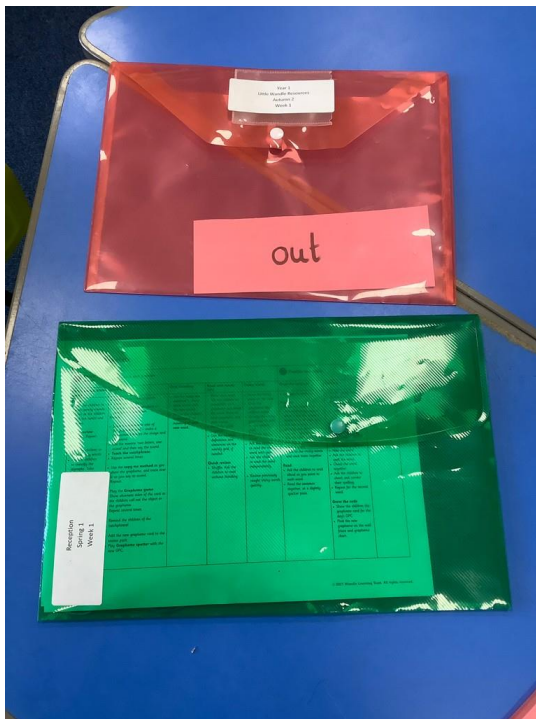
Summer 2 Phase 5 graphemes	New tricky words
/ai/ igh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour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

## Weekly grid Year 1 phase 3

## Autumn 1 week 2

Lesson focus	Revisit and review						Practise and apply		Reading practice sessions with decodable reading books three times a week
	GPCs	Words	Tricky words	Oral blending	Review words	Example definitions and sentences	Read/write the sentence	Spelling	
Review air er /z/ s, -s -es	ai ee igh oa ow ear air er sh zz ss	fears howl year fishes fizzes misses	what when	h-air-z b-i-gg-er v-i-z-i-t	hair fairs bigger visit toads letter	<b>fairs</b> A place with lots of rides and food stalls where you can go to have fun. <b>visit</b> Going to see someone, a place or something – We are going to visit my nan at the weekend. <b>letter</b> Either a symbol from the alphabet that we use to spell words, or a message written on paper and sent to someone.	My fishes are bigger than the cat.	hair year + what	
Two or more digraphs	ch sh qu ar ai or ear ng ck	<b>Match the words to the pictures:</b> tear cob/web chick/en rabb/it finger letter	what when he she we	sh-ow-er m-ar-ch ch-ai-n	cheep shower arch march chain thorn	<b>arch</b> Something curved – We walked under the arch of the bridge. <b>chain</b> Things that are connected together, like a chain on a bike. <b>thorn</b> A small, pointy bit on a plant stem, like a rose thorn.	I can feel the cobweb with my finger.	chain march + she	
Two or more digraphs	qu sh th ee ar or oi igh air	night feeling goats coil fairs boils	what when he she we be me	qu-ee-n sh-ar-p sh-or-t	sheet queen teeth sharp short sheep	<b>sharp</b> Something that has an edge or point that can cut – Be careful with those sharp scissors! <b>short</b> Not tall – My little brother is short. It can also mean not a long time – We went for a short walk.	The sheep has sharp teeth.	queen sharp + me	
Two or more digraphs	sh ng er oo th or ch ar air	<b>Sort the ar/or words:</b> gar/den mor/ning car/pet mar/ket corn/let farm/yard	what when he she we be me have love	n/a	<b>Match the words to the pictures:</b> rubbl/ish singer chair tooth torch shark	n/a	My garden feels cool in the morning	chair shark + love	
Review	air ar ow er ee ch sh ai oa	<b>Match the words to the pictures:</b> mag/net show/ler par/rot buck/et ear/ling pop/corn	what when he she we be me have love	n/a	<b>Sort the oo/er words:</b> car/toon bed/room ba/lloon thicker farmer better	<b>Quick review:</b> fears year fishes fizzes misses mixes tails surfs feeling	<b>Write:</b> I have a bucket of popcorn.	better bucket	

- In Year 1, each class teacher has a box of phonic pack resources which are labelled for example, Year 1, Autumn 1, week 1 and contain the GPC's, weekly planning and weekly word cards and tricky words.



- In each Year 1 classroom and any other phonic learning space there is a phonic Little Wandle learning wall, which staff and pupils use in phonics and other curriculum areas. Rooms and areas will also have the 'Grow the Code' wall chart once pupils start learning Phase 5. Pupils also have access to sound mats in the provision. These can be found on the Little Wandle website, my letters and sounds, weekly lesson content, Year 1, resources, use in class.



Grow the code grapheme mat Phase 2, 3 and 5									
S	s	t	p	n	m	d	g	c	r
ss	tt	pp	nn	mm	dd	gg	cc	rr	h
se	te	pe	ne	me	de	ge	ce	re	
st	sc	st	sc	st	sc	st	sc	st	
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	jj	vv	ww	xx	yy	zz	qu
ch	sh	th	ng	nk	a	e	i	o	u
ch	sh	th	ng	nk	a	e	i	o	u
ture									

Grow the code grapheme mat Phase 2, 3 and 5									
ai	ee	igh	oa	oo	ue	uo	ou	ou	ou
ay	ea	ie	oe	oo	ue	uo	ou	ou	ou
a	e	i	o	oo	ue	uo	ou	ou	ou
a-e	e-e	i-e	o-e	oo-e	ue-e	uo-e	ou-e	ou-e	ou-e
igh	ie	y	ou	oo	ue	uo	ou	ou	ou
ey	ey								
ea									
or	ur	er	ir	or	ur	er	ir	or	ur
aw	ow	ow	oi	oy	ear	ere	ear	ere	ear
aur	aur	aur	aur	aur	aur	aur	aur	aur	aur
oor	oor	oor	oor	oor	oor	oor	oor	oor	oor
al	al	al	al	al	al	al	al	al	al
oar	oar	oar	oar	oar	oar	oar	oar	oar	oar
ore	ore	ore	ore	ore	ore	ore	ore	ore	ore



- All staff must follow the same Little Wandle structure when teaching and lesson and use the blue phonic box to support with resources whilst teaching.

Structure of a Year 1 lesson:

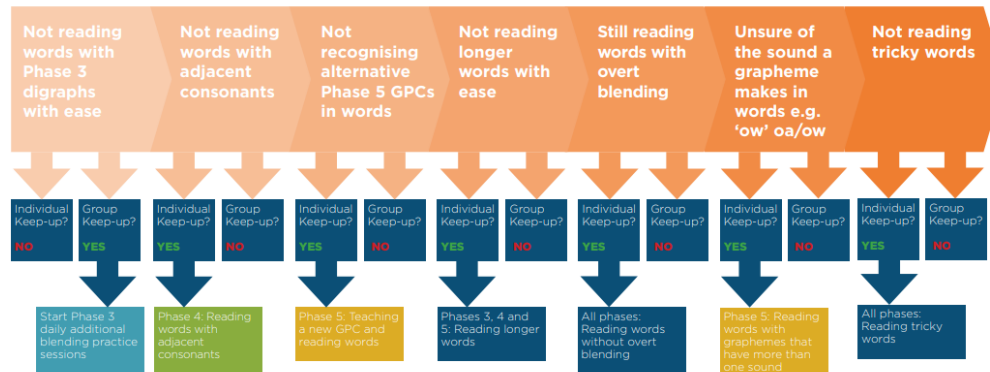
- revisit and review GPC's (play speedy sounds)
- revisit words with taught GPC's
- revisit taught tricky words (asking what part of the word is tricky.)
- teach new GPC
- practise oral blending
- practise new words with new GPC
- practise new tricky word (asking what part of the word is tricky)
- read/write the sentence (identifying tricky words and words with new GPC)
- spelling (two words with new GPCS and tricky word)

- From assessments and daily teaching and using the Little Wandle guidance (please see below) staff will identify pupils who need either an individual or group daily keep up session so they do not fall behind. The staff must identify the gaps the pupil needs to work on and pick a different GPC to focus on in each session, also reviewing other GPCS. Keep-up lessons must match the structure of the class teaching and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. The adult delivering the keep up session will have a folder and will evidence their intervention using the Little Wandle keep up record sheet. This can be found on the Little Wandle website, daily keep up, resources, Phase 3 keep up record/individual keep up plan.

### Year 1: Identifying children for group or individual Keep-up support

Use the *Little Wandle Letters and Sounds Revised* assessments (every six weeks), as well as assessment within the daily lesson, to identify children in Year 1 who need either individual or group Keep-up sessions. Do not let children fall behind – take action as soon as possible.

Use the assessment again after three weeks to check that these children have filled their gaps.



### Phase 3 additional blending practice: Group Keep-up record


- Tick the box at the top to show attendance.
- Use the larger box to make notes of misconceptions that require 1:1 consolidation/additional teaching to the group.

Names	Week 1					Week 2					Week 3					Week 4					Week 5				
	qu	ch	sh	th	R	ng	nk	ai	ee	R	igh	oa	oo	oo	R	ar	or	ur	ow	R	oi	ear	air	er	R

## Individual Keep-up plan

Child's name: <input type="text"/>		Autumn 1	Spring 1	Summer 1	
		Autumn 2	Spring 2	Summer 2	
(Tick the correct half term.)					
Gaps identified in assessment/AFL in lessons	GPCs				
	Blending/Reading words (Identify specific need e.g. longer words/phase etc.)				
Group blending sessions required (see group records): Yes <input type="checkbox"/> No <input type="checkbox"/>					
Re-test after three weeks.					
		Monday	Tuesday	Wednesday	Thursday
Week 1 Relevant page from Keep-up guide:	Focus GPC				
	Review GPCs				
	Words				
Week 2 Relevant page from Keep-up guide:	Focus GPC				
	Review GPCs				
	Words				

- Each week, the class teacher provides the pupils with Little Wandle phonic home learning to practise at home. These can be found on the Sdrive, Curriculum Design, Phonics, Little Wandle home learning, Year 1.

<b>Little Wandle – Letters and Sounds</b> <b>Year 1 Phonics Home Learning</b> Phase 3 & 4 (review) / Phase 5 – Autumn 1 Week 1 Focus – Review Phase 3 phonemes													
Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <a href="https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/">https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</a>													
Phonemes we will be focusing on this week in school -													
<table border="0"> <tr> <td>ai</td> <td>ee</td> <td>igh</td> <td>oa</td> </tr> <tr> <td>oo</td> <td>ar</td> <td>or</td> <td>ur</td> </tr> <tr> <td>oo</td> <td>ow</td> <td>oi</td> <td>ear</td> </tr> </table>	ai	ee	igh	oa	oo	ar	or	ur	oo	ow	oi	ear	
ai	ee	igh	oa										
oo	ar	or	ur										
oo	ow	oi	ear										
We will be reading and writing words. Can you see this week's focus phonemes?													
<table border="0"> <tr> <td>tail</td> <td>feel</td> <td>right</td> <td>road</td> </tr> <tr> <td>food</td> <td>bar</td> <td>born</td> <td>surf</td> </tr> <tr> <td>down</td> <td>join</td> <td>near</td> <td>soap</td> </tr> </table>	tail	feel	right	road	food	bar	born	surf	down	join	near	soap	
tail	feel	right	road										
food	bar	born	surf										
down	join	near	soap										
We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?													
The toads feel so cool. The boot on my right foot is too hard. I can see foxes in the car lights. We can go down to the town on the bus.													

## Daily catch-up lessons ensure every child learns to read

- Every pupil in Year 2 or above who cannot read and did not pass their Phonic Screening check needs urgent targeted support so that they can access the curriculum and enjoy reading.
- The Little Wandle catch up intervention mirrors the main phonics programme but has a faster pace. It is to help pupils to catch up quickly.
- We timetable daily Phonics lessons for any child in Year 2,3,4,5,6 which is not fully fluent at reading or has not passed the Phonics Screening Check. These pupils 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. From this we plan 'catch up' lessons to address specific gaps. These short sharp lessons last ten minutes and take place at least three times a week.



- The adult delivering the catch up session will have a folder and will need to use the Little Wandle Catch up planning to support the pupils gaps which can be located on the Little Wandle website, my letters and sounds, rapid catch, planning. The adult must also evidence their intervention using the Little Wandle catch up record sheet and precision grid. These can be found on the Little Wandle website, daily catch up, resources, support for teacher.

### Precision teaching grids


### Rapid Catch-up weekly grid

### Phase 2 week 1

Lesson/session		Quick review	Teach and practise				Practise and apply
Phonics	Day	GPCs	Teach new GPCs	Teacher-led/oral blending words	Independent reading words	Example definitions and sentences	Tricky words
	1 (20 mins)	-	sat pin	a-t s-a-t s-i-p n-i-p p-a-n t-i-p	sit pat pin nap tap tin	A <b>nap</b> is a short sleep. <i>It was time for the baby's nap.</i>	-
	2 (20 mins)	sat pin	m d	a-m m-a-p m-a-n d-i-d d-i-p s-a-d	man map mat pad sad dad	A <b>pad</b> can be some sheets of paper that you write on, or the way an animal or human walks with quiet steps. <i>The cat padded across the room.</i>	-
	3 Review (10 mins)	sat pin m d	Precision teaching of week 1 GPCs and words				<b>Spelling/Mix it up:</b> pit sip nap man dip dad

## Vocabulary

Vocabulary has high focus and pupils are expected to develop a secure understanding of required terms. All staff must use the same terminology when teaching phonics.

Important vocabulary to be taught: Phoneme, grapheme, digraph, trigraph, blending, segmenting.



## Glossary of *Little Wandle Letters and Sounds Revised* terminology

### Adjacent consonants

Two or more consonants that come together in a word without any intervening vowel or vowels (for example, 'd-r' in 'drop', 's-t-r' in 'strap'). Adjacent consonants do not constitute a discrete unit of sound and are read by blending the individual consonant phonemes involved.

### Alien words

A child-friendly term for 'pseudo-words'.

### Alphabetic code

The relationship between the sounds that can be identified in speech (phonemes) and the letters used to represent them in writing (graphemes).

### Alternative pronunciation

A different way of pronouncing a grapheme. For example, the letters 'ow' can represent the sounds /ow/ as in 'crown' and /oa/ as in 'snow'.

### Alternative spelling

A different way of spelling a phoneme. For example, the sound /w/ can be represented in writing by 'w' as in 'wave' and 'wh' as in 'what'.

### Blend

To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice. Practice in oral blending is very helpful, both before and during the process of learning to read. It is important to understand that blending sounds into a word is not simply a matter of saying them more quickly, nor of mixing them together like paint. Phonemes need to be joined into one continuous stream of sound to make a spoken word. Extensive practice, following teacher modelling, is the key.

**Catchphrase**

A type of mnemonic in the form of a memorable (often funny) phrase. Catchphrases are generally used in this programme to help children remember some of the later GPCs learned, where a picture alone might not give enough of a 'hook'.

**Chunk it up**

To break up a longer word and read it one part (chunk) at a time, to avoid being overwhelmed and to ease the process of blending.

**Compound word**

A word made by joining two individual words together, for example, 'houseboat' is 'house' + 'boat'.

**Digraph**

A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra '*two letters, one sound*'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.

**Fluency**

The ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode. It is at this point that we see them able to focus on comprehension and make sense of what is being read.

**Formation phrase**

A memorable phrase used to support the children in forming the letter correctly using directional vocabulary, such as 'down', 'up', 'across' and 'over'.



**Under the snake's chin, slide down and round its tail.**

**GPC**

This stands for grapheme-phoneme correspondence, the sound-letter relationship between each element of the alphabetic code. Written English is quite complex and does not have one-to-one grapheme-phoneme correspondence. The same phoneme can be represented by different graphemes in different words, and the same grapheme can represent different phonemes in different words. To ensure learning is systematic, and to avoid cognitive overload, this programme generally teaches one fairly common grapheme representation of each phoneme first. Alternative spellings of the same phoneme, and alternative pronunciation of the same grapheme are usually taught later, mostly in Phase 5.

### **Grapheme**

A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.

### **Group reading practice**

A group reading session where the children read alongside an adult from books containing known GPCs and tricky words, and have the opportunity to apply and practise their knowledge. The children should be able to access these books with 90% accuracy. (Also known as 'teaching reading with books'.)

### **Grow the code**

To systematically and incrementally teach additional GPCs so that the range of words children can read continually extends.

### **Homograph**

Homographs are words that have the same spelling but different meanings, for example, 'pen' (writing implement) and 'pen' (animal enclosure).

### **Homophone**

Homophones are words that have the same pronunciation but different spellings or meanings, for example, 'prey' and 'pray'.

### **Mnemonic**

Any simple device used to assist memory. In this programme, it is a combination of an engaging picture with a letter and is used as a 'hook' to help children remember a particular GPC when they first learn it.

### **Multi-syllable word**

A word with more than one syllable. Syllables are easy to recognise when words are spoken, but hard to distinguish in printed words until you know how to say them. The best way for children to learn to recognise syllables is to count (or clap) them when reciting known rhymes, songs, and so on.

### **Oral blending**

A technique for the early practice of blending. The teacher articulates each phoneme in a word separately, in order, and children respond by saying the whole word aloud. Alternatively, they can be asked to blend the word silently and show they have done so by responding with some action, for example, touching their head, after the teacher has pronounced the separate phonemes in the word 'head'. Such practice is valuable both before and during the early stages of learning to read. (Also known as 'sound-talk'.)

### **Orthographic store**

Children learn to read by first sounding and blending words, and then reading them 'straight off', without overt sounding and blending. Once this has been practised sufficiently, recognition of these words becomes automatic and they are held as an orthographic store in a highly specialised area of the brain that expert neurologist Stanislas Dehaene calls 'the brain's letterbox'. This orthographic store, and the instantaneous recall it enables, is the basis of fluent reading. It is important to remember that the orthographic store is most effectively built up through extensive practice of the sounding-blending-reading process, which establishes the necessary neural pathways, not through trying to memorise countless whole words.

### **Overt blending aloud**

Sound-talking aloud every phoneme in turn before blending them together to form the word.

### **Phoneme**

The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning of our programme. (Note: We do not usually notice discrete sounds in words. We deliberately separate them out so that children can learn how our writing-reading system works. Children are first helped to identify the separate sounds in words through oral blending and segmenting, and this is reinforced as they begin to work through our systematic synthetic phonics programme.)

### **Phonetically plausible**

Comprising grapheme-phoneme correspondences that can be found in English words, even if they are not correct spellings of the (or any) actual word, for example, 'thor' instead of 'thaw'.

### **Phonics screening check**

A statutory national assessment in England, conducted internally by schools towards the end of Year 1. Its sole purpose is to determine whether a child can phonically decode single words to an annually predetermined national standard.

### **Phonics**

The method by which we teach children to read by recognising the connections between the sounds of spoken words (phonemes) and the letters that are used to write them down (graphemes).

### **Point and sweep**

A technique for reinforcing the process of sounding and blending involving the teacher pointing to each phoneme in a word, in sequence from left to right, and then sweeping a finger below the word, again from left to right, to indicate the blending. It can be used with the teacher and/or children vocalising each stage, or as a reinforcement to silent sounding and blending as children become more confident.

**Teaching reading with books**

See 'Group reading practice,' above.

**Tricky words**

High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point. Not all high-frequency words are 'tricky words'. Many tricky words cease to be tricky in the later stages of our programme, as more GPCs are learned.

**Trigraph**

A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra '*three letters, one sound*'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.

**Vocabulary**

All of the words that a person knows and uses within their language.

**Vowel sound**

Although we have five vowel letters in English, each one can be pronounced in different ways and there are, therefore, far more than five vowel phonemes (vowel sounds). Each one has a short vowel form, with a fairly staccato pronunciation; these are the vowel sounds heard, for example, in 'hat', 'bed', 'big', 'hot' and 'tub'. Each also has a more elongated pronunciation, the long vowel form heard, for example, in 'play', 'seed', 'high', 'blow' and 'tube'. There are, additionally, more complex vowel forms, for example, those heard in 'bear' and 'farm'. Graphemes for short vowel phonemes are the easiest to learn and are taught first. Most GPCs for long vowels involve digraphs or trigraphs and are taught later, generally in Phase 5.

**Whisper blending**

An intermediary stage that can help children bridge the gap between sounding and blending aloud and doing the process silently 'in their head'.

**Prefix**

A recognisable unit of language added to the beginning of a word to change its meaning. For example, 'rewrite' is 'write' with 're-' added at the beginning, so 're-' is the prefix. Examples of other common prefixes are 'un-', 'dis-', 'sub-'. Prefixes usually carry a particular meaning, whatever word they are applied to.

**Prosody**

The rhythmic and intonational aspect of speech that manifests as expressive reading. It comprises timing, phrasing and intonation, and helps to convey meaning and add 'life' to reading.

**Pseudo-words**

Simple, phonetically plausible 'words' that don't actually occur in the English language; used (as in the Phonics screening check) to assess whether a child can correctly read a word they haven't seen before, using phonic decoding; use should be confined to assessment.

**Reading**

The process of looking at written symbols and getting meaning from them – making meaning from print.

**Regional pronunciation**

In a few instances, regional accents result in a noticeably different pronunciation of a phoneme in some words. It is recommended that teaching is adapted to suit this. For example, whereas in southern areas it will be necessary to teach an /ah/ sound as an alternative pronunciation for the vowel in words like 'bath', in some northern regions, where such words are consistently pronounced with a short form of the vowel, this will not be necessary. In this programme, the progression chart indicates where this is most likely to apply.

**Revisit and review**

The first part of the lesson where the core purpose is to activate prior knowledge – bringing prior learning to the forefront of the children's minds and promoting the transference of working memory into long-term memory.

**Segment**

To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.

## ***Inclusion***

Teachers are always mindful of inclusion and differentiation. Learning must meet the needs of all pupils.

## ***Making connections to other subjects***

Phonics is vital for all areas of the curriculum. Pupils are supported to use phonics in all subjects.



## Impact

The new Ofsted framework Sep 2019 emphasises Intent, Implementation and Impact. At Temple Meadow we see Impact as an evidential legacy of a clear intent; implemented appropriately and with rigour.

## Assessment

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

## Assessment for learning

- Staff daily assess the pupils within tge class to identify pupils needing keep-up or catch up interventions.
- During the weekly review lesson on a Friday, staff assess gaps and address these immediately in order to secure fluency of GPCs, words and spellings through keep up or catch up interventions.

## Summative assessment

- Pupils's progress is continually reviewed to allow for movement between morning phonic groups, and pupils move phonics group when it is necessary to meet their needs. Every six weeks, staff assess the progress the pupils have made to identify any pupils needing additional support and to plan the keep up/catch support that they need. Pupils are formally assessed using the Little Wandle assessment once they have completed the Little Wandle half termly planning. Assessments are located on the Sdrive, curriculum design, phonics, Little Wandle assessments, Reception/Year 1 assessments.

[View our Little Wandle](#)

### Little Wandle Letters and Sounds Revised Reception Teacher's mark and record sheet

Child's name: .....

Date: ..... Class: .....

#### Autumn 1

##### GPCs

Mark '✓' 'M' or 'I'

Mark a tick by those GPCs read automatically.

Write 'M' by those GPCs where the mnemonic was needed as a prompt.

Place a line 'I' by any GPC that the child could not read.

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

##### Oral blending

Mark '✓' 'P' or 'PN'

Mark a tick next to the word if the child correctly sound-talks the word and blends.

Write 'P' and mark a tick next to the word if the child correctly sound-talks the word and points to the picture. (See the 'Oral blending' worksheet for pictures to support this.)

Write 'PN' next to the word if the child does not sound-talk the word but points to the correct picture.

h-a-t

d-u-ck

c-u-p

...



## Little Wandle Letters and Sounds Revised Reception Child assessment

## Autumn 1

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

sat	man	hug	red	pe <u>ck</u>
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- After each assessment, the phonics lead, inputs the scores into the Temple Meadow phonic tracker which can be located on the Sdrive, curriculum design, phonics, little wandle assessments, TM phonic assessments, phonic trackers and data. From these assessments, half termly data is collated and communicated to staff and new half termly phonic groups are assigned in order to close the gaps. Pupils are also identified for interventions.

0-16 (0-59%) Red 17-23 (60%-80%) Orange 24-28 (81%-100%) Green											
Reception Autumn 1 Phase 2	Reception Autumn 2 Phase 2	Reception Spring 1 Phase 3	Reception Spring 2 Phase 3 (35)	Reception Summer 1 Phase 4 (20)	Reception Summer 2 Phase 4	Year 1 Autumn 1 Phase 5 (54)	Year 1 Autumn 2 Phase 5 (65)	Year 1 Spring 1 Phase 5 (55)	Year 1 Spring 2 Phase 5	Year 1 Summer 1 Phase 5	Year 1 Summer 2 Phase 5
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 45/45 (100%)	Summer 2 35/35 (100%)	Summer 2 20/20 (100%)	Summer 2 25/25 (100%)	Autumn 1 15/14 (100%)					
Summer 2 23/28 (100%)	Summer 2 39/40 (100%)	Summer 2 37/45 (82%)	Autumn 1 28/35 (80%)	Autumn 1 17/20 (35%)		Autumn 1 31/54 (57%)					
Summer 2 23/28 (100%)	Autumn 1 14/40 (35%)	Summer 2 41/45 (91%)	Summer 2 14/35 (40%)	Autumn 1 10/20 (50%)		Autumn 1 14/54 (26%)					
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 45/45 (100%)	Autumn 1 26/35 (74%)								
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 22/45 (49%)	Autumn 1 15/45 (33%)	Autumn 1 12/35 (34%)	Autumn 1 12/20 (48%)	Autumn 1 12/54 (22%)					
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 22/45 (49%)	Autumn 1 12/35 (34%)	Autumn 1 12/35 (34%)		Autumn 1 12/54 (22%)					
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 41/45 (91%)	Autumn 1 13/35 (38%)	Autumn 1 11/20 (55%)	Autumn 1 11/25 (44%)	Autumn 1 13/54 (24%)					
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 41/45 (91%)	Autumn 1 13/35 (38%)	Autumn 1 11/20 (55%)	Autumn 1 11/25 (44%)	Autumn 1 13/54 (24%)					
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 35/45 (78%)	Autumn 1 15/35 (43%)	Autumn 1 15/20 (75%)	Autumn 1 15/25 (76%)	Autumn 1 14/54 (26%)					
Summer 2 23/28 (100%)	Summer 2 39/40 (100%)	Autumn 1 14/45 (33%)	Autumn 1 15/35 (43%)	Autumn 1 15/20 (75%)		Autumn 1 14/54 (26%)					
Summer 2 23/28 (100%)	Autumn 1 13/28 (46%)	Autumn 1 14/40 (35%)	Autumn 1 14/45 (33%)	Autumn 1 14/25 (57%)		Autumn 1 12/54 (22%)					
Summer 2 23/28 (100%)	Autumn 1 14/40 (35%)	Autumn 1 14/45 (33%)	Autumn 1 14/25 (57%)			Autumn 1 12/54 (22%)					
Summer 2 27/28 (96%)	Summer 2 25/40 (62%)	Autumn 1 13/45 (29%)	Autumn 1 13/25 (48%)			Autumn 1 12/54 (22%)					
Autumn 1 13/28 (46%)	Autumn 1 14/40 (35%)	Autumn 1 13/25 (48%)				Autumn 1 12/54 (22%)					
Summer 2 27/28 (96%)	Summer 2 36/40 (90%)	Autumn 1 14/45 (33%)				Autumn 1 12/54 (22%)					
Autumn 1 12/28 (35%)	Autumn 1 14/40 (35%)	Autumn 1 14/45 (33%)				Autumn 1 11/54 (20%)					
Summer 2 27/28 (96%)	Summer 2 36/40 (90%)	Summer 2 38/45 (84%)	Summer 2 33/35 (94%)	Summer 2 17/20 (85%)	Summer 2 20/25 (80%)	Autumn 1 18/54 (33%)					
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 22/45 (49%)	Summer 2 22/45 (49%)	Summer 2 17/20 (85%)		Autumn 1 13/54 (24%)					
Summer 2 27/28 (96%)	Summer 2 37/40 (92%)	Autumn 1 13/45 (29%)	Autumn 1 12/35 (34%)	Autumn 1 16/20 (80%)		Autumn 1 12/54 (22%)					
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 44/45 (98%)	Summer 2 34/35 (97%)	Summer 2 17/20 (85%)	Summer 2 10/25 (40%)	Autumn 1 15/54 (28%)					
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 40/45 (90%)	Summer 2 28/35 (80%)	Summer 2 20/20 (100%)		Autumn 1 15/54 (28%)					
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 35/45 (78%)	Autumn 1 12/35 (34%)	Autumn 1 15/20 (75%)	Autumn 1 11/25 (44%)	Autumn 1 13/54 (24%)					
Summer 2 25/28 (89%)	Autumn 1 17/40 (42%)	Autumn 1 27/40 (68%)				Autumn 1 13/54 (24%)					
Summer 2 23/28 (100%)	Autumn 1 13/40 (32%)	Autumn 1 18/45 (40%)				Autumn 1 16/54 (30%)					
Summer 2 23/28 (100%)	Summer 2 40/40 (100%)	Summer 2 45/45 (100%)	Summer 2 35/35 (100%)	Summer 2 15/20 (75%)		Autumn 1 14/54 (26%)					
Summer 2 25/28 (89%)	Summer 2 39/40 (97%)	Autumn 1 13/45 (29%)	Autumn 1 15/35 (43%)			Autumn 1 12/54 (22%)					
Summer 2 23/28 (100%)	Summer 2 33/40 (83%)	Autumn 1 13/45 (29%)	Autumn 1 12/20 (60%)			Autumn 1 12/54 (22%)					

- 1 pupils and Year 2 pupils who are going to be rescreened also carry out a mock Phonic screening assessment in Autumn 2 and Spring 2.

## Statutory assessment

At the end of Year 1 (June) pupils will be assessed using the National Assessment materials. The phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. It will identify the pupils who need extra help so they can be given support in reading. Any child not passing the check resit it in Year 2.

## Ongoing assessment for catch-up

- Pupils in Years 2-6 are assessed through their teacher's ongoing formative assessment as well as through the half termly Little Wandle Letters and Sounds Revised summative assessments.

## Stakeholder impact

### Pupil voice

- Pupils are able to access phonics aids/resources when needed throughout school.

### Working with parents including home learning

- There are a number of workshops held throughout the year in order for parents to become familiar how we teach phonics to support pupils at home. There are workshops for Nursery, Reception and Year 1. There is also an extra workshop for target pupils in years 1 and 2.

All pupils are given phonics home learning each week consolidating the learning episodes taught at school. In addition, Year 1 pupils and any pupils to be rescreened have a practise screening check each half term to use at home.

During Covid-19 school closure phonics home learning to be updated each day with differentiated planning.

## Parent partnership

- At Temple Meadow we believe that engaging parents with their child's phonic learning is key to their success.
- Parents have access to The Little Wandle website where they can access videos which supports them with how we teach phonics in school and supports them with the pronunciations of the sounds. This can be found on the Little Wandle website, engaging parents, support for phonics.  
(<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>)

## Enrichment

To build Cultural Capital to support lifelong success as learners and citizens the curriculum at Temple Meadow must be experiential, hands on and imaginative. We value enrichment to support our values.

### *Clubs*

We deliver a Year 1 phonic afterschool club to give key pupils support with phonics.

### *Outdoor learning*

Where possible learning can be taken outside. Outdoor phonic games can be used to engage pupils. Early years outdoor area to have accessible phonic resources and adults to facilitate activities involving phonics.

## Leadership of Phonics

At Temple Meadow Phonics is led by Miss Evans.

### *Roles and responsibilities of subject leader*

Fundamentally as UPS teacher of phonics the expectation is that phonics as a subject is delivered efficiently, creatively and effectively and that as a school we meet all expectations regarding National Curriculum.

The aim is to build a sustainable phonic curriculum that ensures year on year it sustains; that pupil acquisition of knowledge and skills improves over time and that pupils have developed their long term memory. Retrieval of knowledge and application of knowledge and skills benefits pupils as they move onto the next stages of education and employment.

### *Action plan and leadership log*

#### **Action Plan**

Subject leads have a live action plan which ensures there is a strategic overview of the subject and that it is clear what elements of the subject are sustaining, developing or being implemented. Action plans capture routine tasks and plan for innovation and development.

The SDP (School Development Plan) has an overview of what the subject action plan is attempting to achieve along with expected costs to support strategic planning and priorities whole school.

#### **Leadership Log**

All subject leaders keep a leadership log which track their activity with regards leading a subject and shows where activity happens in own time or in bid slots during directed time. Leadership logs ensure that expectations and impact of subject leadership is in line with payments and experience i.e. an M2 leader likely to be different to UPS leader.

### *Reporting to governors*

The leadership log is a SMART approach to reporting to governors each term as it includes the leadership log along with a SWOT analysis.

### *Monitoring and assessment expectations*

OFSTED favour a 'deep dive' approach to evaluate impact of subject when inspecting. Subject leader monitoring is moving towards this approach – see table below.

Pupils's progress is continually reviewed to allow for movement between Phase groups, and pupils move Phonics group when it is felt necessary to meet their needs. Pupils are formally assessed at the end of each term using our Temple Meadow Phonic assessment. Year 1 pupils and Year 2 pupils who are going to be rescreened also carry out a mock Phonic screening assessment in Autumn 2 and Spring 2. After each assessment, teachers input the Phonic scores onto the Phonic tracker. From these assessments, teachers must create a curriculum map and identify where the gaps are for each child which informs their Phonic planning. This is to be kept in their Phonic folder. Pupils who are working at the end of Phase 5 on the tracker also complete a Phonic screening assessment. If pupils get 32 they are then moved onto the spelling curriculum.

Subject to be monitored termly.

### *Leadership portfolio*

Any portfolio needs to be mindful of well being and therefore a portfolio is likely to be an aide memoire pointing to exactly where evidence or examples can be found. Invariably you need an appropriate aide memoire suitable for a variety of

audiences: talking to Headteacher, to SLT; to support Governor visits or governor meetings; to support 'Deep Dives' with SIA and / or OFSTED.

## Wellbeing

Subject leaders can bid for release time to develop their subject. Bid slots always need to be clear aspects of Action Plan that you aim to tackle. All subject leaders can ask the Headteacher for support with developing their subject and for support with any leadership aspect that might be needed.

At Temple Meadow we are aiming for subjects to sustain and improve over time therefore we believe this will be supportive of well-being over time.

## Policies and web site

All subject leaders need to ensure:

- That their curriculum Teaching & Learning Policy is full live and go to document regarding leading their subject and supporting teaching and learning in their subject.
- Curriculum Statement is live each September
- Web site content linked to their subject is accurate.

## Induction

Subject leaders are responsible for inducting staff new to Temple Meadow and staff moving year groups. Induction should be proactive, planning to meet needs rather than addressing unmet needs. In other words proactive induction should support positive monitoring rather than monitoring highlighting lack of induction.

Important that attention given to staff delivering cover for example HLTAs.

## CPD

Subject leaders deliver CPD via staff meetings, inset day content and by drop in sessions as required by the teaching team. All CPD materials are located within the subject folder on S drive. All staff at Temple Meadow are fully trained in Little Wandle and have completed the modules online.

To support staff with the teaching of Little Wandle there are lots of guidance documents and how to videos on the website to support staff. These can be located on the Little Wandle website, my letters and sounds, weekly lesson content, Reception/Year 1, resources, how to videos.

How to videos


Support for teachers

Use in class


Take a look at our comprehensive range of videos which model every aspect of lesson delivery. Visit our shop to purchase Prompt cards linked to the topics covered here.

Find your Reading 'How to' videos along with a useful template and Prompt cards on the [Reading link](#)

Whole lessons



Phase 2 lesson



Phase 3 lesson

