

# Phonics Overview 2023.2024

## Progression Phases across EYFS & KS1

Scheme: Little Wandle: Letters and Sounds Revised A fully systematic synthetic Phonics programme with fully decodable 'Little Wandle' books to support the children's progression with decoding and blending, enabling them to become confident and fluent readers.

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 considering 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.

Year group	Autumn Term	Spring Term	Summer term																								
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Year 2

During the first full week, administer ‘Little Wandle’ assessments to identify gaps. Children identified as working below Phase 5 will have additional ‘keep up’ decoding and blending sessions reads (taught either in 1:1 or group practice sessions), Precision Monitoring and Addition

The Little Wandle Spelling programme begins with a five-week review of Phase 5. The Bridge to spelling teaches children how to ‘think about spelling’.

Autumn 1	Coverage	Tricky words
Week 1	/a/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oi/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/l/ l g ge dge /s/ s ss ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /l/ ea /ee/ /or/ /a/ a /a/ /ai/ /or/	friend

**Bridge to spelling**

Autumn 2	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Once children are secure in Phase 5, they are ready to move on to the Year 2 Spelling units. The Spelling units follow the familiar structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning. Little Wandle Spelling teaches children to consider etymology, morphology and grammar when spelling new words. The programme provides full coverage of National Curriculum spelling requirements.

**Spelling units**

Term	Unit	Coverage	Prickly spellings	Homophones	
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gr' for /n/, and 'wr' for /r/?	once two	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /l/ be spelled 'j' or 'g' in different words?	Review	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
	Week 5	7	Why do some words end -le, -al, -ll or -el?	Review	to/too/two

Term	Unit	Coverage	Prickly spellings	Homophones	
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
	Week 2				
	Week 3	9	How can I spell the sound /zh/?	busy pretty	be/bee
	Week 4				
	Week 5	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
Week 1	11	How can I show missing letters in a word?	Review	there/their/they're	
Week 2					
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
	Week 2				
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew
	Week 5				

Assessment Reception

- Little Wandle Assessments to begin in the Autumn term after the first 5 weeks of Phase 2 teaching has taken place. These assessments are carried out to inform teaching and to ensure that every child has secured the learning during the term.
- Phase 2 and 3 assessments will then be carried out every 5 weeks (at the end of each half term) to identify gaps and administer additional ‘keep up’ decoding and blending sessions

Assessment Year 1

- Little Wandle: Letters and Sounds Revised Assessments at the beginning of the Autumn term to assess starting point and implement any keep up groups for children falling behind.

	<ul style="list-style-type: none"> <li>• Half termly throughout the year: Phase 4 and Phase 5 assessments every 5-6 weeks, these based on taught graphemes from the block of teaching that has just taken place, and a mix of previously taught graphemes</li> <li>• In the Summer term year 1 will carry out their phonics screening check</li> </ul>
Assessment Year 2	<p>Autumn Assessments:</p> <ul style="list-style-type: none"> <li>• At the end of Autumn 1 after the 5-week Phase 5 revision. Fluency assessments are carried out to ensure the children are reading at an accurate speed of 90 words per minute. Those children who are not ready to exit the Little Wandle Programme will be identified and have daily rapid-catch up groups.</li> </ul> <p>Spring – Summer</p> <ul style="list-style-type: none"> <li>• Assessments carried out each half term for children identified in rapid catch up groups.</li> <li>• Spelling/SPAG</li> </ul>
	<p>Children who are having ‘keep up’ sessions will be assessed each half term to ensure they are on track to making progress. *During the Spring Term the children will complete a Phonics Screening Practice paper to ensure any gaps are identified and targeted before the Screening takes place in June. Assessments will be analysed by the Phonics Lead and Class Teachers to ensure a programme of planned targeted support is available for the children.</p> <p style="text-align: center;"><u>We use the assessments to ensure we are:</u></p> <ul style="list-style-type: none"> <li>• Always meeting the children’s needs.</li> <li>• Y1 Pupils are on track to pass the Phonics Screening Test</li> <li>• Y2 Pupils are on track and children in rapid-catch up are identified.</li> </ul> <p style="text-align: center;"><u>Assessments will be a combination of:</u></p> <ul style="list-style-type: none"> <li>• GPC recognition</li> <li>• Pronunciation of the GPC’s</li> <li>• Decoding and blending to read words: CVC/CVCC, Polysyllabic, high frequency words and tricky words</li> <li>• Decoding and blending to read ‘alien’ words (Screening Test prep)</li> </ul> <p style="text-align: center;"><u>Phonics Screening Test:</u></p> <ul style="list-style-type: none"> <li>• This is a national test which takes place in the Spring Term.</li> <li>• The Children are assessed on their ability to read a range of real and pseudo (alien) words that contain graphemes from Phases 2 to 5.</li> <li>• The children have been learning these skills during their Phonics lessons and the test, will essentially, be a revision of what the children have already been taught.</li> <li>• The test will be delivered by the Phonics Lead, on a 1:1 basis with each child.</li> </ul> <p>Our aim is for children to be competent in all aspects of Phonics, phases 2 – 5, by the time they leave KS1. If there are children who still require additional support in Phonics when they move into KS2 they will participate in interventions specific to their needs, ensuring any gaps in learning are targeted by revisiting ‘Little Wandle’ decoding and blending practice sessions along with other interventions suitable to the children’s needs, e.g. Lexia Reading Programme, 1:1 reading, Reading sessions, Precision monitoring</p>