

Policy: phonics and early reading

Date: Spring 2022

This policy is based on the original 2021 model policy from Little Wandle Letters and Sounds Revised.

Intent

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 fantastic fiction and non-fiction full of fascinating facts.

In Sphere Federation schools, we believe that all our children can become fluent readers and writers.

To support us, we teach reading through **Little Wandle Letters and Sounds Revised** (hereafter shortened to 'Little Wandle'), which is a systematic and synthetic phonics programme.

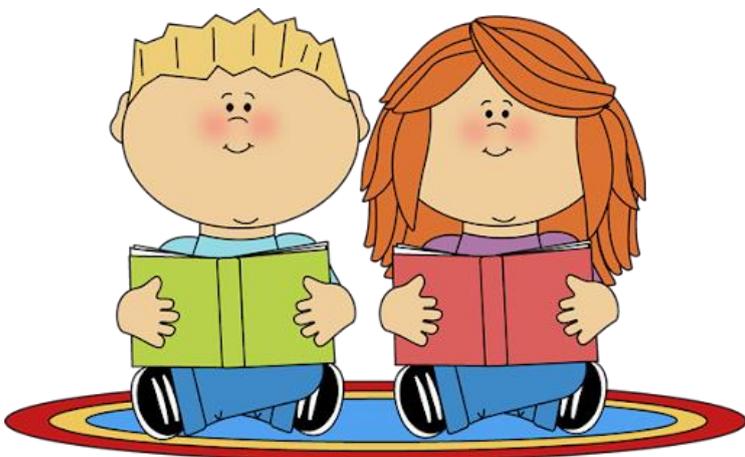
We follow the Little Wandle expectations of progression (see Appendix: Full progression overview), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read.

In Sphere Federation schools, 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.

In Sphere Federation schools, we value reading as a crucial life skill. By the time children leave us, we want them to read confidently for meaning and regularly enjoy reading for pleasure. We want our readers to be equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.



Implementation

Everyone who teaches phonics does so with fidelity to the Little Wandle programme.

Through **pace, practice and participation** by all children, our expectations of progression are aspirational yet achievable.

Foundations for phonics in Nursery

(This section applies to Scholes (Elmet) Primary and St James' CE Primary only.)

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

Daily phonics lessons in Reception and Year 1

(This section applies to all three Sphere Federation schools.)

- 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.
- Friday's session is a review of the week's teaching to help children become fluent readers.
- So that our children make a strong start in Reception, teaching begins as early in the school year as possible, typically in Week 2.
- We follow the Little Wandle expectations of progress (see Appendix: Full progression overview):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 grapheme-phoneme correspondences (GPCs), and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 grapheme-phoneme correspondences (GPCs) with fluency and accuracy.

Daily Keep-up lessons to 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 sessions for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use Little Wandle assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace. Sessions may be provided for older children, too, depending on need.

Teaching reading: Reading practice sessions

- We teach children to read through reading practice sessions at least 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 assessments and book matching grids (pages 11–20 of Little Wandle's '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.
- In Year 2, we continue to teach reading in this way (although there may be variations depending on the class needs). In Year 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- After the sequence of reading practice sessions, the decodable reading practice book is accessible at home as an e-book; this is for two main reasons:
 - to ensure success is shared with the family: after the sequence of reading practice sessions, children are confident with the text and so this is an opportunity to celebrate the progress made
 - to provide an opportunity for one or two more reads of the text

- e-books offer various benefits, which include: e-books can be read in lots of different contexts, meaning a child can read in different households; we can monitor how often the e-books are being accessed; and after reading the reading practice book several times in school, children may welcome a change of medium for the book.
- Reading for pleasure books also go home for parents to share and read to children – see below.
- Using Little Wandle parents' resources and our own materials, we engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for individual children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Early Reading Leader and school leaders regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Reading beyond Little Wandle

Once children are secure with Phase 5 phonics, their fluency is checked using Little Wandle's fluency checks. Children should be reading 60-70+ words per minute on the Phase 5, set 5 text, with an accuracy rate of 90%+. If they can do this, they are ready to move on from Little Wandle's decodable reading books. This might happen in Year 1 or Year 2.

After these decodable books, children take home physical books from a selection in their school. They read books that are organised using the Book Band system, ranging from Turquoise (Stage 7) to Lime (Stage 11). Other books such as short chapter books, picture books or non-fiction texts might also be chosen by the child, with guidance from their teacher.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)
'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our reading for pleasure pedagogy.

- We read to children every day. We choose these texts carefully as we want children to experience a wide range of texts, including texts that reflect our pupils and our local community as well as books that open windows into other worlds and cultures.
- Every Early Years and Key Stage 1 classroom has access to an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery and Reception, children have access to the reading corner every day in their free-flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. We expect parents / carers to record comments to share with school; school staff will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is available for classes to use at protected times.
- Children across school have regular opportunities to engage with a wide range of reading for pleasure events (book fairs, author visits and workshops, national events etc).

Reading skills summary

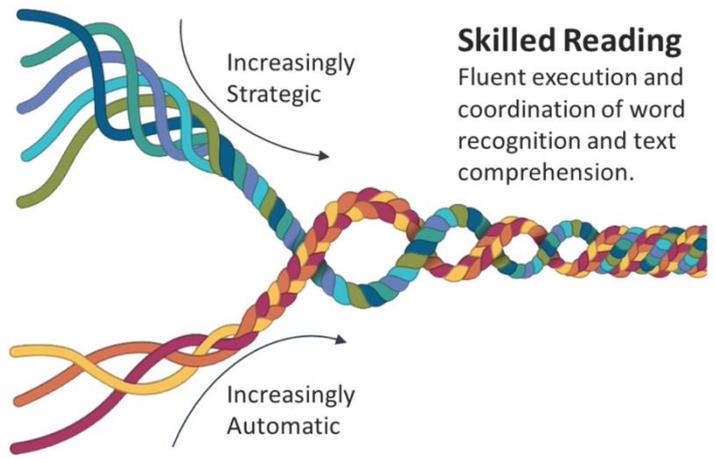
The skills of reading are illustrated well in this 'reading rope':

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Impact

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:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of grapheme-phoneme correspondences (GPCs), words and spellings.
- **Summative assessment** is used:
 - 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.
 - by senior leaders to track progress and ensure early and effective intervention.

Statutory assessment

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

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment and a grapheme-phoneme check of all sounds taught in the programme.



Appendix: Full progression overview

This overview shows the progression of grapheme-phoneme correspondences (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.

Reception

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

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

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

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words	Review all taught so far

Year 1

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

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

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

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

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

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

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

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

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

Appendix: Book matching grids: Year 1

Use the termly assessments in conjunction with the Matching grid to match each child's secure phonic knowledge in reading words to the appropriate decodable reading book for the next six weeks.

If children have not met the expected progress in the assessment, use the assessment from the previous term to establish their secure phonic knowledge when reading words.

- These children must have one-to-one additional daily support.
- Ensure they are re-assessed after three weeks to see if they are ready to move on.

If children are making quicker progress in between assessments, you can also use your judgement to move them on to the next level of book. Check the child can read:

- the GPCs in the book effortlessly
- the practice words at the front of the book fluently (with little or no overt blending)
- the tricky words

Now ask them to read the first double-page spread. Can they read it without hesitation? If so, then this book is the correct level.

Autumn 1 and 2

Use the books identified by the Reception Summer 2 assessment. Most children will be reading books with Phase 4 words, either adjacent consonants and short vowels or adjacent consonants and long vowels.

The Collins Big Cat for Little Wandle Letters and Sounds Revised Phase 4 books with adjacent consonants and short vowels are:	The Collins Big Cat for Little Wandle Letters and Sounds Revised Phase 4 books with adjacent consonants and long vowels are:
The Foolish, Timid Rabbit Tickets! Scrap Rat Snug in the Tent Crick and Crock Have Lunch Thumper How the Ear Can Hear Stunt Jets Good Things from Farms Track a T-Rex Strong Trucks From the Top	Eggs on Toast Dragon in the Jam The Monster on the Train Zebra's Tent The Chicken Coop Scoop I Love it! Harper and the Big Dog Spook Night A Year in Japan Stunning Stunts Extinct Monsters How to Spot an Otter It's Freezing Out! Train to Win Maps Storms

Do not use books with Phase 5 GPCs this term as they have not yet been taught. The books the children are reading should increase their reading stamina and fluency, ensuring that they are confident and ready to read books with the Phase 5 GPCs they have learned in Autumn 2.

Matching grid

Term of assessment Autumn 1	Term child reads the books Autumn 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation.</p> <p>Sound out and blend eight+ words.</p> <p>Read five words automatically.</p> <p>A total of at least 13 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p>Adjacent consonants and long vowels</p> <p>From week 4: Phase 5 Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p>	<p>Phase 4 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p> <p>Phase 5 Set 1 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p>Weeks 1 to 3: Phase 4* Set 2 Eggs on Toast Dragon in the Jam The Monster on the Train Zebra's Tent The Chicken Coop Scoop I Love it! Harper and the Big Dog Spook Night A Year in Japan Stunning Stunts Extinct Monsters How to Spot an Otter It's Freezing Out! Train to Win Maps Storms</p> <p>From week 4: Phase 5* Set 1 Not in Otter's Pocket The Elf and the Cobbler The Dragon Keeper's Handbook Blackcurrant Jam Sharks Animal Tricks: Sticking Power</p>

*Phase 4 and Phase 5 book sets can be read in any order.

Term of assessment Autumn 2	Term child reads the books Spring 1		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p>Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p>Set 2 GPCs /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>Set 1 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out</p> <p>Set 2 tricky words the put pull full to into push of was you they my by all are sure pure said have some come love do were here little says there when what one their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>Finish Phase 5* Set 1 if not already completed in Autumn 2.</p> <p>Not in Otter's Pocket The Elf and the Cobbler The Dragon Keeper's Handbook Blackcurrant Jam Sharks Animal Tricks: Sticking Power</p> <p>Phase 5 Set 2 Let's Pretend! Iris's Wild Ride Jake and Jen in the Balloon of Doom Wild Homes This is our Planet Be a Cave Explorer</p>

*Phase 5 book sets can be read in any order.

Term of assessment Spring 1	Term child reads the books Spring 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p>	<p>Set 3 GPCs</p> <p>/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</p>	<p>Set 3 tricky words</p> <p>the put pull full to into push of was they all are sure pure said do were here says there what one their people oh your Mr Mrs Ms ask could would should our water want any many again who whole where two school call different thought through friend work</p>	<p>Phase 5* Set 3</p> <p>Don't Blame Me! The Stone Shadows Look Out, Nebit! How to Draw Cat and Dog Show Time! Welcome to my Home!</p>

*Phase 5 book sets can be read in any order.

Term of assessment Spring 2	Term child reads the books Summer 1 and 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend nine+ words.</p> <p>Read eight words automatically.</p> <p>A total of at least 17 words must be read correctly.</p> <p>Summer 1 This assessment is used to check progress for the Phonics screening check. continue to use the books listed for Summer 1 and 2 for all children who were successful in the Spring 2 assessment.</p>	<p>Set 4 GPCs /ur/ or word /oo/ u oul awful* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze (*Dependent on regional accent.)</p>	<p>Set 4 tricky words the to into of they are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye</p>	<p>Phase 5* Set 4 Disaster Duck Noisy Neesha The Hide and Seek Squirrels A Helping Hand Witney and Boscoe's Lost and Found Oodles of Noodles Around the World in 72 Days Bear Spotting How Not to be Eaten Beetles Around the World Crocs and Rocks The Secret of Loch Ness</p>

*Phase 5 book sets can be read in any order.

Term of assessment Summer 2	Term child reads the books Year 2 Autumn 1		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p>	<p>Set 5 GPCs</p> <p>/ai/ eigh aigh ey ea eight straight grey break</p> <p>/n/ kn gn knee gnaw</p> <p>/m/ mb thumb</p> <p>/ear/ ere eer here deer</p> <p>/zh/ su si treasure vision</p> <p>/j/ dge ge bridge large</p> <p>/i/ y crystal</p> <p>/sh/ ti ssi si ci potion mission mansion delicious</p> <p>/or/ augh our oar ore daughter pour oar more</p>	<p>Set 5 tricky words</p> <p>the to into of are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe</p>	<p>Phase 5* Set 5</p> <p>The Dragon King's Daughter The Knight Who Could Knit The Shy Monster The Great Fire of London Poles Apart Reptiles Break Rules</p>

*Phase 5 book sets can be read in any order.

Little Wandle Letters and Sounds Revised Phonemes Progression Chart

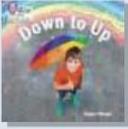
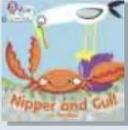
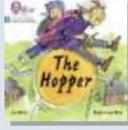
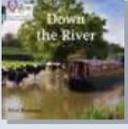
Foundations for Phonics

Book title	Extent	I Spy focus	Phonic focus	Tricky Words	Fiction/Non-fiction
   Old MacDonald Had a Farm	16pp	n/a	wordless	n/a	Fiction
   Number Fun	16pp	n/a	wordless	n/a	Fiction
   Sound Walk	16pp	n/a	wordless	n/a	Non-fiction
   People Who Help	16pp	n/a	wordless	n/a	Non-fiction
   Animal Fun	16pp	n/a	wordless	n/a	Non-fiction
   At The Beach	16pp	n/a	wordless	n/a	Non-fiction

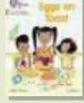
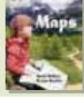
Phase 2

Book title	Extent	I Spy focus	Phonic focus	Tricky Words	Fiction/Non-fiction
   Pat it	16pp	/s/	/s/ /a/ /t/ /p/ /i/ /n/	n/a	Fiction
   Sit Sip Nap	16pp	/n/	/s/ /a/ /t/ /p/ /i/ /n/	n/a	Fiction
   Sit sit	16pp	/s/	/s/ /a/ /t/ /p/ /i/ /n/	n/a	Fiction
   Tip, sip, nap	16pp	/a/	/s/ /a/ /t/ /p/ /i/ /n/	n/a	Non-fiction
   Pat a pan	16pp	/a/	/a/ /t/ /p/ /i/ /n/	n/a	Non-fiction
   Sit Tip Pat	16pp	/p/	/s/ /a/ /t/ /p/ /i/ /n/	n/a	Non-fiction
   Sit in!	16pp	/n/	/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/	n/a	Fiction
   Tap it, Tad!	16pp	/m/	/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/	n/a	Fiction
   A dip	16pp	/d/	/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/	n/a	Non-fiction
   Pip!	16pp	/m/ /d/	/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/	n/a	Non-fiction
   Nip it! Dig it!	16pp	/o/	/g/ /o/	n/a	Non-fiction
   Tick Tock and Mick	16pp	/c/ ck	/o/ /c/ k, ck	and, is	Fiction
   Pop it on!	16pp	/g/ /o/	/g/ /o/	the, is	Non-fiction
   Pip and Pop	16pp	k, ck	/o/ /c/ k, ck	the, is	Fiction
Pots, Cans, Cups!	16pp	/e/	/g/ /o/ /c/ ck, /e/ /u/	and, I, the	Non-fiction
Rag Duck	16pp	/r/	/g/ /o/ /c/ ck, /e/ /u/ /r/ /h/	and, the, is, has	Non-fiction
Duck Socks	16pp	/r/ /h/	/g/ /o/ /c/ ck, /e/ /u/ /r/ /h/	is, has, no, and	Fiction
Bad Luck, Dad	16pp	/l/ /l, ss	/g/ /o/ /c/ k, ck, /e/ /u/ /r/ /h/ /b/ /f/ /f, /l/ /l, /s/ /s	as, the, no, go, I	Fiction
Nell and Tess	16pp	/l/ /l	/s/ /s, /f/ /f, /b/ /g/ /o/ /e/ /u/ /l/ /l, /c/ ck	is, and, no, has	Fiction
Up and Off!	16pp	/f/ ss	/s/ /s, /f/ /f, /b/ /g/ /o/ /e/ /u/ /l/ /l, /c/ ck	the, go	Non-fiction
Hush!	16pp	/ch/ /qu/	/j/ /qu/ /ch/ /sh/ /th/ /ng/	the	Fiction
Fix it, Fox	16pp	/x/ /y/	/v/ /x/ /y/ /z/ /qu/ /ch/ /sh/ /th/ /ng/ /nk/	he, to, the	Fiction
Jazz and Jet	16pp	/y/ /z/ zz	/j/ /w/ /y/ /z/ zz, /qu/ /sh/ /ch/ /th/	the	Fiction
Ding Dong	16pp	/x/ /j/	/ng/ /x/ /j/ /z/ zz	the, full, he, her	Fiction
Dash to Dig	16pp	/nk/ /ch/	/qu/ /ch/ /ng/ /nk/ /th/ /sh/ /x/ /w/ /z/ zz	and, to, the, we, be	Fiction
Cubs	16pp	/ng/ /sh/	/w/ /x/ /sh/ /th/ /ng/	to, be, push	Non-fiction
Jig and Jog	16pp	/qu/ /nk/	/j/ /w/ /qu/ /th/ /sh/ /ch/ /ng/ /nk/	we, the, I, push	Non-fiction
Buzz, Hop, Zip!	16pp	/qu/ /z/ zz	/w/ /x/ /z/ zz, /qu/ /th/ /ng/	and, push	Non-fiction
Will it Sink?	16pp	/w/ /y/	/w/ /y/ /z/ /x/ /v/ /nk/ /th/ /sh/	the, no, and	Non-fiction
Big Mud Run	16pp	/w/ /qu/	/j/ /w/ /z/ /qu/ /sh/ /th/ /ng/ /nk/	to, the, are, go	Non-fiction

Phase 3

Book title		Extent	Phonic focus	Tricky Words	Fiction/ Non-fiction	
		Pink Boat, Pink Car	16pp	/aɪ/ /oʊ/ /oʊ/ /oo/ /oo/ /ure/ /ur/ /oi/ /air/ /ee/	the, I, are, my, we, they, sure	Fiction
		Finn Feels Better	16pp	/ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /ur/ /ow/ /er/	the, he, and, go, to, I	Fiction
		A Job for the Dog	16pp	/ai/ /ee/ /igh/ /oo/ /oo/ /ar/ /ar/ /or/ /ur/ /er/	he, my, you, be, the, no, I	Fiction
		I look for Mark	16pp	/ee/ /oa/ /oo/ /oo/ /ar/ /or/ /ow/ /air/ /ear/ /er/	I, no, into, the, he, and	Fiction
		Jack and Zain	16pp	/ee/ /igh/ /oo/ /oo/ /ur/ /er/ /ai/ /ear/	the, he, of, to, I	Fiction
		Get Set for Fun	16pp	/oo/ /ar/ /ai/ /ow/ /oo/ /ear/ /ee/ /or/ /igh/ /er/	the, go, by, put	Non-fiction
		It is a Fox	16pp	/ai/ /ee/ /oa/ /oo/ /ur/ /ear/ /ar/ /or/ /b/ /b/ /n/ /n	the	Non-fiction
		Rock Pools	16pp	/ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /or/ /er/	you, of, and, are, full	Non-fiction
		Down to Up	16pp	/ee/ /ow/ /ar/ /oo/ /oo/ /air/ /ear/ /ai/ /ur/ /igh/ /er/ /oi/	they, you, and, the, to	Non-fiction
		Odd Fish!	16pp	/ow/ /oo/ /er/ /ar/ /igh/ /or/ /ee/ /ur/	we, go, are, the	Non-fiction
		Aimee and the Tablet	16pp	/ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /ur/ /ow/ /ear/ /er/	the, to, all	Fiction
		Lee and the Box	16pp	/ai/ /ee/ /igh/ /oa/ /oo/ /ar/ /air/	and, the, he, be	Fiction
		Nipper and Gull	16pp	/ee/ /oa/ /oo/ /oo/ /ar/ /er/	my, she, he, and, the	Fiction
		The Hopper	16pp	/ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /or/ /ear/ /air/ /er/	I, we, the	Fiction
		The Power Cut	16pp	/ai/ /ar/ /ee/ /er/ /igh/ /oa/ /oo/ /oo/ /or/ /ow/ /ur/	the, and, I, we, to, my	Fiction
		In the Dark Woods	16pp	/ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /ur/ /ow/ /oi/ /ear/ /air/ /er/ /or/	the, we, she	Non-fiction
		Down the River	16pp	/ai/ /ee/ /igh/ /oa/ /oo/ /ar/ /ur/ /ow/ /oi/ /ear/ /er/ /g/ /g/ /n/ /n	to, the, you	Non-fiction
		Food on the Farm	16pp	/ai/ /ee/ /igh/ /oa/ /oo/ /ar/ /or/ /oi/ /er/	the, are, pulls, to	Non-fiction
		Owls in the Night	16pp	/er/ /oo/ /oo/ /ee/ /ai/ /ow/ /igh/ /ear/ /ar/ /or/	the, they, and, of	Non-fiction
		It is Hidden	16pp	/d/ /d/ /t/ /t/ /ee/ /oo/ /or/ /oa/ /ar/ /igh/ /oo/ /er/ /ow/	to, the, you, by	Non-fiction

Phase 4

Book title		Extent	Phonic focus	Tricky Words	Fiction/Non-fiction	
		The Foolish, Timid Rabbit Tickets!	16pp 16pp	Adjacent consonants with short vowel phonemes Adjacent consonants with short vowel phonemes	to, the, I, by, he, we, was, you, they the, she, my, here, you, some, of, have, I, to, no	Fiction Fiction
		Scrap Rat Snug in the Tent	16pp 16pp	Adjacent consonants with short vowel phonemes Adjacent consonants with short vowel phonemes	some, to, the, comes, into, he like, when, there, come, what, I, to, the, of, into, my	Fiction Fiction
		Crick and Crock Have Lunch Thumper	16pp 16pp	Adjacent consonants with short vowel phonemes Adjacent consonants with short vowel phonemes	have, the, she, into, of, no, come, me, here, some, you, what, there, I the, into, to, she, we	Fiction Fiction
		How the Ear can Hear Stunt Jets	16pp 16pp	Adjacent consonants with short vowel phonemes Adjacent consonants with short vowel phonemes	of, to, the, by, are, you, they, have, like, do, come, little, out, what to, the, you	Non-fiction Non-fiction
		Good Things from Farms Track a T-Rex	16pp 16pp	Adjacent consonants with short vowel phonemes Adjacent consonants with short vowel phonemes	of, the, into, all, we, have, do, come he, of, the, I, was, they, what, there, are	Non-fiction Non-fiction
		Strong Trucks From the Top	16pp 16pp	Adjacent consonants with short vowel phonemes Adjacent consonants with short vowel phonemes	there, are, all, of, they, the, into, do, to n/a	Non-fiction Non-fiction
		Eggs on Toast Dragon in the Jam	16pp 16pp	Adjacent consonants with long vowel phonemes Adjacent consonants with long vowel phonemes	of, to, the, I, all, are, she, you, they, some, little, out, love are, the, they, of, we, no, there, puts, my, she, to, some	Fiction Fiction
		The Monster on the Train Zebra's Tent	16pp 16pp	Adjacent consonants with long vowel phonemes Adjacent consonants with long vowel phonemes	are, I, into, is, me, my, of, on, to, some, the, we, you be, to, we, the, said, my, he, I	Fiction Fiction
		The Chicken Coop Scoop I love it!	16pp 16pp	Adjacent consonants with long vowel phonemes Adjacent consonants with long vowel phonemes	of, to, the, I, are, she, we, be, you, they, do, what of, he, I, you, the, love, come, like, do	Fiction Fiction
		Harper and the Big Dog Spook Night	16pp 16pp	Adjacent consonants with long vowel phonemes Adjacent consonants with long vowel phonemes	the, what, there, when, I, he, me, little, you, to, go, like do, you, go, to, the, come, all, he, be, they, have, she, into	Fiction Fiction
		A Year in Japan Stunning Stunts	16pp 16pp	Adjacent consonants with long vowel phonemes Adjacent consonants with long vowel phonemes	of, to, the, are, they, there have, no, of, one, out, so, some, they, to, do, the, by, are	Non-fiction Non-fiction
		Extinct Monsters How to Spot an Otter	16pp 16pp	Adjacent consonants with long vowel phonemes Adjacent consonants with long vowel phonemes	the, some, to, like, was, little, of, by, you, be n/a	Non-fiction Non-fiction
		It's Freezing Out! Train to Win	16pp 16pp	Adjacent consonants with long vowel phonemes Adjacent consonants with long vowel phonemes	of, to, the, I, into, by, my, we, they, like, some, when, out, love, there the, to, have, pull, they, are, all, by	Non-fiction Non-fiction
		Maps Storms	16pp 16pp	Adjacent consonants with long vowel phonemes Adjacent consonants with long vowel phonemes	comes, some, were, they, of, the, to, there, no, are, have, so, we, what, do, be have, you, out, some, the, are, little, full, of, into, be, they, we, there, to	Non-fiction Non-fiction

Phase 5

Book title	Extent	Phonic focus	Tricky Words	Fiction/Non-fiction
  	24pp	/ai/ ay, /ee/ ea, /igh/ ie, /oo/ ue, /ow/ ou, /ur/ ir	the, into, put, my, he, said, one, have, me, do, like, little, of	Fiction
  	24pp	/ai/ ay, /ee/ ea, /oi/ oy, /ow/ ou, /ur/ ir	you, the, little, put, all, into, come, to, when, one, by, they, are, some, do, so	Non-fiction
  	24pp	/ai/ a, a-e /ee/ e, ie /igh/ i, i-e /oa/ o /yoo/ u-e	the, one, he, was, of, to, into, she, we, what's, I, some, all, here, my, come, you	Fiction
  	24pp	ai/ a, a-e /ee/ e, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	by, the, do, you, have, we, are, to, like, some, here, they, of, be, my, all, go, I, what	Non-fiction
  	24pp	ai/ a-e, /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o	there, are, of, they, to, some, by, the, have, go, no, into, when	Non-fiction
  	24pp	/ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	into, the, was, little, to, are, said, there, what, asked, they, was, of, your, my, could, some, come, their	Fiction
  	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	the, to, when, you, said, of, into, were, all, there, was, they	Fiction
  	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	the, said, there's, to, into, my, pulled, of, what, asked, some, should, could, they, were, when, their, our, you	Fiction
  	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	what, are, of, they, to, the, their, into, by, some	Non-fiction
  	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o	our, full, of, you, all, are, the, here, to, little, people, houses, come, have, one	Non-fiction
  	24pp	/ai/ a-e, /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o	of, people, are, they, were, some, by, the, into, when, their, there, you, have, do, here, what, was	Non-fiction
 	24pp	/ai/ a-e, /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	was, the, to, one, of, oh, into, they, what's, said, again, all	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	are, the, said, were, to, people, was, do, they, asked	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	are, the, oh, are, where, one, into, all, their, there, your, friend, push	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	where, of, to, the, put, your, all	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	there, to, the, put, what, they, would, do, their, should, of, full, all, are, friend, one, school	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	our, the, where, of, what, to, there, all, friends, are, different, their	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	of, to, the, one, were, oh, again	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	of, to, the, are, said, Mr, Mrs, friend, were, here	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	the, of, they, to, our, said, their, your, were, here, are	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	of, to, the, one, were, friends, they	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	of, to, the, they, are, one, were, their	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	of, are, the, here, to, Mr, people, says, one, your, again	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	of, to, the, said, were, people, two, today	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	are, of, many, they, the, to, into, their, one	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	care, creature, catch, want, always, powerful, could, fast, freeze	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	the, are, they, to, their, do, of, your, into, were, people	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	the, of, here, to, they, their, one, people, are	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	the, of, people, said, to, they, are, were, their, one, sure	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	the, to, of, any, said, are, because, their, many, into, were	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	the, who, to, once, many, people, of, their, are, said, do	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	the, to, said, do, into, of, are, oh, says, sure	Fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	of, one, the, are, hour, people, their, to, any, many, improved	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	of, to, the, into, are, do, their, many	Non-fiction
	24pp	ai/ a, a-e /ee/ e, ie, e-e, /igh/ i, i-e /oa/ o, o-ee/ /yoo/ ew, u-e	the, eyes, their, to, are, move, of, many, one	Non-fiction

Appendix: Reading practice sessions

Children are given regular opportunities to apply the phonics they have learned to reading fully decodable books. The phonic progression in these books match the progression of Little Wandle Letters and Sounds Revised.

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 are designed to focus on three key reading skills (see table below). The sessions are well-planned and executed to enable children to become confident readers who read with understanding.

In Reception and Year 1, at least three reading practice sessions are timetabled for each week. The same book is used over the three sessions. (If there is a fourth session, teachers use their professional judgement to decide the primary focus for the session eg a balance of decoding and prosody).

In order to ensure a successful reading practice session, prior preparation is key. The following resources are prepared in advance of the sessions:

- grapheme cards
- word cards
- tricky word cards
- pages from the book to be used to model prosody (it is useful to mark them with sticky notes)
- comprehension questions
- reading books (the correct number of reading books need to be ready with other resources in working order to enable teachers/teaching assistants to 'grab and go' and maximise the time for the reading practice session)

The reading practice sessions have a clear structure:

Day 1: decoding		
Day 2: prosody – reading with meaning, stress and intonation		
Day 3: comprehension – understanding the text		
Fourth day: teachers use professional judgement to decide primary focus eg balance of decoding / prosody		
Pre-read: Revisit and review →	Reading practice: Practise and apply →	Review
<p>It is important to start every reading practice session with a 'revisit and review'. This enables the children to bring the GPCs learnt to the forefront of their memory. This makes it easier to automatically recall the words and set them up to succeed when they read the book.</p> <p>This part of the session is short and pacy. It provides the ideal opportunity to:</p> <ul style="list-style-type: none"> ● revise the graphemes they should already know ● practise fluently reading three or four words from the book, applying their phonic knowledge ● revise the tricky words that appear in the book ● teach the meaning of unfamiliar vocabulary 	<p>'Practise and apply' is the main part of the reading sessions. The specific content varies according to the key reading skill being taught (decoding/prosody/comprehension).</p> <p>Decoding focus: each child reads the book independently, applying their phonic skills.</p> <p>Prosody focus: begins with an opportunity for the children to read the book independently to practise their fluency, followed by the teacher/teaching assistant working with the reading group on how to develop prosody and practise this skill.</p> <p>Comprehension focus: children respond to a variety of questions to develop understanding of the text.</p> <p>When the children are reading independently, the teacher/teaching assistant moves round the group, 'tapping in' to listen to each child read for two or three pages, depending on the length of the text.</p>	<p>At the end of the reading practice session, it is important to leave a few minutes to pick up on any common misconceptions and explain the home reading practice.</p>

Appendix: Teaching phonics in a Y1-2 mixed age class

In Sphere Federation, there is a small number of classes which are of mixed age Y1 and Y2. The provision set out in this policy applies to children in such a class. Effective use is made of additional staff to provide children who are not being taught phonics with similar, age-appropriate learning.

Appendix: Little Wandle training materials

Training videos can be watched on the Little Wandle website:

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/whole-school-cpd/>

They are also saved here:

<https://drive.google.com/drive/folders/10O4sBLbqeKqAf22jRmK41XBNCfUAWnQP?usp=sharing>

Appendix: Other phonetically decodable books

Collins Big Cat Letters and Sounds Revised books are used in school as practice books. The same text as an e-book is made available to parents / carers.

There are other phonetically decodable books in school. These have been checked to ensure they adhere to the correct phases of Letters and Sounds Revised. These books might be used in a variety of ways:

- available as part of a phonics active learning area, featuring a 'phoneme of the week', books, phoneme frames, writing equipment

Appendix: After Little Wandle books

When children finish reading Little Wandle books, they are able to read far more, but we continue to teach reading and have reading practice sessions.

Children are unlikely to be reading at 90 words per minute in Year 1, and so not able to read with fluency and comprehension – yet. Continued reading instruction in Year 2 is therefore crucial in order to teach fluency and enable children to become readers for life.

Teachers use their professional judgement about which texts suit the needs of the class. Typically, these will be 'real' books – picture books or short chapter books. Teachers consider children's reading age and assess the stamina needed to read that book.

Again, depending on the needs of the class and also the wider context, teachers continue to teach reading using the Little Wandle three-read method for children in Year 2, or may decide to move to whole class comprehension. Either way, **reading aloud is still crucial** for these children: *'For those pupils who lack reading fluency and skill to begin with, silent reading is less likely to be profitable...Children who struggle when reading texts aloud do not become good readers if left to read silently; their dysfluency merely becomes inaudible.'* (Seidenberg: Language at the Speed of Sight, 2017).

Appendix: Reading skills and Reading exercise books

The provision set out here, including the Phonics sessions (daily) and the Reading practice sessions (at least three each week) mean that much of the Year 1 age-related expectations are met. However, additional Reading skills sessions (at least two each week) are part of the Reading provision by the end of the Autumn term (and therefore evidenced in Reading exercise books).

The purpose of the sessions are:

- to ensure that skills such as those which fall under the headings of Retrieve, Interpret and Choice are developed (using texts that are more 'real' than the decodable books, and also using illustrations, video clips etc)
- to prepare children for a greater balance of Reading skills sessions as they transition away from the systematic, synthetic phonics programme

Age-related expectations: Reading, Year 1

Fluency	Explore and evaluate
<p>1. Apply phonic knowledge and skills to decode words by responding speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5).</p> <p>2. Apply phonic knowledge and skills to decode words by reading common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known grapheme-phoneme correspondences.</p> <p>3. Read phonetically-decodable texts with confidence and accuracy.</p> <p>4. Read common exception words ('tricky words').</p> <p>5. Read words of more than one syllable which contain taught grapheme-phoneme correspondences.</p> <p>6. Read words containing taught grapheme-phoneme correspondences and the following endings: s, es, ing, ed, er, est.</p> <p>7. Read words with contractions (eg I'm, we'll); understand apostrophe.</p> <p>8. Apply phonic knowledge and skills to decode words by responding speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5).</p> <p>9. Recognise and use the repetition of words and rhymes to aid reading.</p> <p>10. Re-read to build up fluency.</p> <p>11. Read accurately and confidently words of 2 or more syllables.</p> <p>12. Understand books (and other texts) they can already read accurately and fluently, and those they listen to.</p> <p>13. Check that the text makes sense to them as they read and correct miscues, re-reading if necessary.</p>	<p>19. Understand the difference between fiction and non-fiction.</p> <p>20. Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>21. Say what they like or dislike about a text.</p> <p>22. Talk about their responses in a group.</p> <p>23. Listen to and discuss ideas about a text – narrative, non-fiction and poems – including at a level beyond that at which they can read independently.</p>
	Range
	<p>24. Be very familiar with some key stories, including traditional and fairy tales.</p> <p>25. Experience poems and rhymes.</p> <p>26. Learn some poems and rhymes by heart.</p> <p>27. Use context and vocabulary provided to understand texts.</p> <p>28. Understand and talk about the main characteristics of the key stories known.</p> <p>29. Use prior knowledge to understand texts.</p>
	
Retrieve	Vocabulary
<p>12. Talk about the title and the events.</p> <p>13. Re-tell main events.</p>	<p>30. Discuss and clarify word definitions, linking new meanings to known vocabulary.</p>
Interpret	Writing
<p>14. Make predictions based on the events in the text.</p> <p>15. Begin to draw inferences from the text and / or the illustrations.</p> <p>16. Explain what they understand about a text.</p> <p>17. Link what they read or hear read to their own experiences to support inference and empathy, for example.</p>	<p>31. Begin to use punctuation to vary pace and expression when reading aloud eg pauses at full stops, asks questions with different intonation.</p> <p>32. Identify narrative language.</p> <p>33. Retell key stories orally using narrative language.</p>
Choice	
<p>18. Answer and ask appropriate questions about writer's choice (eg Why has the author used the word 'heave'?)</p>	

The following pages contain GPC (grapheme-phoneme correspondence) grids to be used as a check.

Little Wandle GPC check

Part 1

Phase 2 GPCs and words

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

Part 2

Phase 3 GPCs

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

Part 3

Phase 5 GPCs

ay	ou	ea	oy	u
ir	a-e	o	e	i-e
ie	i	e-e	aw	o-e
ue	u-e	ew	a	wh
oe	y	ow	ve	ph
ey	se	ce	le	or
oul	are	au	tch	ch
sc	wr	ear	ture	kn
dge	mb	ere	gn	eer
ti	ge	si	ci	