



Phonics and Reading in Reception and KS1

Progression of knowledge and skills

Reception

Reading

At Batheaston Church School children are encouraged to read at home every day. In our Reception class, children begin by taking home wordless books, parents are encouraged to spend time, with their child, talking about the pictural narratives within the book. Once our Phonics programme begins, children then take home 'Decodable books' related directly to the phonemes we are covering in class. These books have been specifically designed to support parents and children with the early skills required to read simple words and texts. Each colour banding reflects a phase within the **Little Wandle Letters and Sounds programme**. The children move through the colour bands as they gain in confidence, skill and fluency. Books are changed twice weekly, to provide children and parents the time to fully engage in the text, increase and widen their vocabulary and as research suggests develops children's confidence in reading. When given sufficient time to revisit and practise reading a book, children are more likely to make progress, developing their comprehension skills through expression and learning new vocabulary.

Alongside their reading at home, each child is listened to by the teacher and other adults within class. They take part in small group reading sessions on a weekly basis, from Autumn term onwards. These will form part of the teacher's assessment, and ongoing monitoring of every child in class. Again, these will relate directly to the regular phonics assessments, therefore ensuring all children are reading books directly linked to their levels of progress.

We support the '**love of reading**' through carefully chosen texts, which provide provocations for child-initiated times and support topic themes throughout the year. Our reading environment in class is rich with picture books, stories and non-fiction texts, where there is something for everyone. Books are displayed with care and authors celebrated. Discovery boxes provide the children with interesting objects linked to books shared. The Reception class has a little library, with a range of books from the '**50 Books to read in Reception**' list. We also include books shared in class, so that children have the opportunity to re-visit a text. In Reception and throughout the school, books and reading are seen as a joyful experience, where we can get lost in different worlds or places, taking our imaginations beyond what we see on paper.

Phonics

At Batheaston Church School we teach daily Phonics lessons, using the '**Little Wandle Letters and Sounds**' programme. This systematic, synthetic phonics approach for teaching children to read, is split into phases. In Autumn term 1, children in Reception begin Phase 2 of the programme, where they are introduced to the first 35 GPC's (Grapheme Phoneme Correspondences). In Spring term, Phase 3 includes further phonemes, such as 'digraphs and

trigraphs'. We then continue into the summer term with Phase 4 of the programme. Children are quickly taught to segment and blend sounds to read a variety of words and segment or break down the sounds in simple words for spelling. Within Phase 2, 3 and 4 children are also taught 'Tricky Words' these are words that cannot be segmented and blended and so therefore are learnt by sight, by defining the easy and tricky parts of a word.

In Term 1 we offer a parent workshop to support reading and phonics, followed by writing workshop in Term 3. Families are directed to the Little Wandle website, where useful guidance and resources are provided to support parents with phonics and reading at home. See link below:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Autumn

Terms 1 and 2 – Phase 2 (Week 3 onwards)

Phase 2 introduce Grapheme Phoneme correspondences (GPC's). As each set of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words. For example, within the first couple of weeks, they will learn to blend the sounds **s-a-t** to make the word **sat**.

Autumn 1

Phase 2 Grapheme	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	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

Please see the 'Pacing Document' for more details.

Spring

Terms 3 and 4 – Phase 3

In Phase 3 children build on the letter-sound correspondences learned in Phase 2. They learn digraphs (two letters one sound) and trigraphs (three letters one sound).

Spring 1

Phase 3 Graphemes	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	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

Term 6 – Phase 4

Children will consolidate their knowledge during this Phase and they will learn to read and spell words which have adjacent consonants, for example **trap**, **strong**, **milk** and **crept**.

Summer 1

Phase 4 Graphemes	Tricky Words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in sufxes: -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	Tricky Words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCVCC CCVCC • words ending in sufxes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, - est • longer words	Review all taught so far

Assessment:

Assessments are carried out by the teacher or trained teaching assistant every six weeks. They are one to one assessments, that give a clear indication of the progress of each child. These summative assessments **do not** replace our daily assessment for learning. Through our daily phonics lessons and Keep Up programme, we continue to check individuals who may be falling behind. Our Keep Up programme ensures that gaps do not widen.

Data from each progress check is inputted onto the Little Wandle assessment tool, the information of which, will inform next steps, planning and teaching. Teachers will also use this information to match the children's secure phonic knowledge to the books they take home and use in the group reading practice sessions.

Interventions: (Across all Phases)

Individual Keep up support – Short 5-minute daily sessions with an adult.

- **Precision Grids** give children repeated practice, which help them to gain fluency and aid automatic recall of GPC's and tricky words. *Children remain in class whilst learning new GPC's so to minimise the risk of falling further behind.* As with all interventions, continuous assessment for learning, will inform teachers if and when a child has made enough progress to exit the Keep Up support.
- **Win it!** – a short game to gain fluency and aid automatic recall of digraphs/trigraphs or tricky words.
- **Blend from the box/Point to the Picture** – short games to support a child's oral segmenting and blending skills, again to gain fluency for reading.
- **Blending and reading words** – depending on levels of support, children are given opportunities to practice the skill of reading, by pointing to each grapheme, saying the phoneme, then sweeping to blend.

Group Keep up support

- **Oral Blending games** – children work in small groups, playing short interactive games, to support oral blending skills.

Year 1

Reading

In Year 1, we continue to support and foster a **'love of reading'** at home and in school by making books a foundation stone of our curriculum. Building on from reading in Reception, we send books home twice weekly. These include a phonetically decodable book and contextual book to read with an adult. Our books are also colour banded in line with the **Little Wandle Letters and Sounds Scheme**. The books we send home give children the opportunity to apply and consolidate their phonic knowledge whilst developing fluency and confidence when reading with someone at home. When in school, children are regularly listened to by the teacher and take part in bi-weekly group guided reading sessions that inform the teacher's assessment.

Children continue to enjoy the journeys and adventures that books take them on when they move into Key Stage 1.

At every opportunity, we choose high quality and exciting texts that range from imagination-rich stories to thought provoking non-fictions texts and link these to our learning. We display topic books linked to children's interests and ensure our classroom has books for every type of reader. We also ensure that the books we have focussed on are available for children to enjoy during their own time, rehearsing the stories they know and building confidence. Our **'50 Books to Read in Year 1'** are easily accessible within the classroom and we regularly update the books in our reading corner, much to the excitement of our young readers! We nurture and develop children's enthusiasm for reading and love joining them on the adventures they take. We see the front cover of a book as the door to something very special.

Phonics

In Year 1 we continue to follow the **'Little Wandle Letters and Sounds'** programme to plan and teach phonics on a daily basis. In autumn 1, children in Year 1, review Phases 3 and 4, plus learn new Phase 5 GPC's. In autumn 2, we continue to learn more GPC's in Phase 5, consolidating prior learning through 'growing the code'. During spring and summer, the children continue to learn more Phase 5 GPC's, with an emphasis on alternative spellings. During the summer term, children will take the Phonics Screen Check.

Autumn

Term 1&2: Review Phase 3 and 4 + Phase 5 GPC's

The first part of this term, children will be given the opportunity to review their prior learning in Reception, through revision of Phase 3 GPC's and Phase 4, long vowel graphemes with adjacent consonants.

Spring

Terms 3 and 4: Phase 5

In Phase 5, children build on the digraphs and trigraphs they have learnt in Phase 3 by growing the code. They learn new alternative sounds and apply these when reading.

Summer

Terms 5 and 6: Phase 5

Autumn 1		Spring 1		Summer 1 – review for phonics screening check	
Phase 3/4 Review	Tricky Words	Phase 5 GPC's	Tricky Words	Phase 5 GPC's	Tricky Words
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	/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	ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	No new tricky words
Autumn 2		Spring 2		Summer 2	
Phase 5 GPC's	Tricky Words	Phase 5 GPC's	Tricky Words	Phase 5 GPC's	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	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school	once laugh because eye	/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	busy beautiful pretty hour move improve parents shoe

	/sh/ ch chef /z/ ze freeze schwa at the end of words: actor		/sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	
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Assessment:

Phonics assessments are carried out by the teacher or trained teaching assistant at the end of each short term. They are individual assessments that focus on the knowledge of taught phonemes, application and blending of sounds in real words and reading of tricky words. These summative assessments **do not** replace our daily assessment for learning. Through our daily phonics lessons and Keep Up programme, we continue to check individuals who may be falling behind. Our Keep Up programme ensures that gaps do not widen.

Data from each progress check is inputted onto the Little Wandle assessment tool, the information of which, will inform next steps, planning and teaching. Teachers will also use this information to match the children's secure phonic knowledge to the books they take home and use in the group reading practice sessions.

In the Summer Term, children in Year 1 complete the Phonics Screening Check. Children are required to read 40 words including real and 'alien' words to test their application of the phonemes learnt. The results of this check are also fed back to parents. Any child who does not pass the phonics screening check will receive additional phonics intervention in Year 2 before resitting the Phonics Screening Check in the following year.

Interventions: (Across all Phases)

Individual Keep up support – Short 5-minute daily sessions with an adult.

- **Precision Grids** give children repeated practice, which help them to gain fluency and aid automatic recall of GPC's and tricky words. *Children remain in class whilst learning new GPC's so to minimise the risk of falling further behind.* As with all interventions, continuous assessment for learning, will inform teachers if and when a child has made enough progress to exit the Keep Up support.
- **Blending and reading words** – depending on levels of support, children are given opportunities to practice the skill of reading, by pointing to each grapheme, saying the phoneme, then sweeping to blend

Year 2

Reading

By Year 2 the **'love of reading'** is embedded within the day to day lives of the children in class and beyond. Reading at home every day for at least 15 minutes with an adult or an older sibling, is encouraged fully. To support the key comprehension skills needed in KS1, parents are provided with question stems for each of the VIPER areas that are taught in school. This helps to assess and practice their comprehension skills and to check they are understanding what they are reading. The children are sent home with decodable book banded books depending on their reading ability and they are listened to by an adult at least once a week. These books are changed twice weekly and monitored by teacher and TA. The children can also choose to take home another book banded book which they choose themselves and change whenever they need to. The children do this independently when they arrive in the morning.

Children take part in 2 guided reading lessons a week to help with their understanding of reading skills and application of their phonetic skills.

One of the guided sessions is based on a group reading format. All children who are below turquoise book band will read with an adult in a group following the same format as Reception and Year 1. These children will be reading fully decodable Big Cat Collins books with the teacher or TA. The children who are above turquoise will practise independent comprehension skills in preparation for end of KS SATs.

The other weekly session is a whole class session. The children will listen to and read a suitable text and learn to discuss and question what they are reading. During the activity part of this session the children who were working independently in the previous session will group read with the teacher or TA.

The children have an inviting reading corner in the room where the **'50 recommended'** books are displayed. The weekly timetable allows for a variety of reading opportunities, including, paired reading with Year 5, peer reading, DEAR time, free choice and whole class story time. Topic books displayed in class reflect current learning and the interests of the children. The children vote daily between two picture books chosen by Special Person which is read each day after play.

Phonics/Spelling

In Year 2 we revise and consolidate GPC's and the tricky words already taught in Year 1. We continue to use **Little Wandle Letters and Sounds** for the first term and then move on to **Twinkl Spelling for Year 2** in line with KS2. At the beginning of Year 2 the children should be confident and familiar with Phase 4 and most of Phase 5 phonemes. We teach daily phonics/spelling for approximately 20 minutes as it is a fundamental basis for developing our reading and writing skills. Our lessons follow the practice of – revise, teach, practise and apply.

The children will be taught to: -

- read accurately words of two or more syllables containing taught GPCs (grapheme phoneme correspondences)
- read suffixes by building on the root words that they can read already
- read most words containing common suffixes

- read each syllable separately before combining them to read the word.
- read words with contractions and understand that the apostrophe represents the omitted letter.

By the end of the year the children should be reading fluently and be able to recognise both Year 1 and Year 2 Common Exception words. Spelling is assessed regularly and each term starts with an Ice Spelling assessment of 10 words from the term which are then reassessed with a Fire Spelling Assessment at the end of the term after the children have worked on the relevant spelling patterns. The children are assessed on the Common Exception words termly and Spelling Fish are sent home for spellings to be practised as well as being worked on in the classroom.

Autumn		Spring	Summer																						
<p>Autumn 1</p> <p>Revisit Summer 2 Phase 5 from Little Wandle</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #FFD700;">Phase 5 GPC's</th> <th style="background-color: #FFD700;">Tricky Words</th> </tr> </thead> <tbody> <tr> <td>/ai/ eigh aigh ey ea eight straight grey break</td> <td>busy beautiful pretty hour move improve</td> </tr> <tr> <td>/n/ kn gn knee gnaw</td> <td>parents shoe</td> </tr> <tr> <td>/m/ mb thumb</td> <td></td> </tr> <tr> <td>/ear/ ere eer here deer</td> <td></td> </tr> <tr> <td>/zh/ su si treasure vision</td> <td></td> </tr> <tr> <td>/j/ dge bridge</td> <td></td> </tr> <tr> <td>/i/ y crystal</td> <td></td> </tr> <tr> <td>/j/ ge large</td> <td></td> </tr> <tr> <td>/sh/ ti ssi si ci potion mission mansion delicious</td> <td></td> </tr> <tr> <td>/or/ augh our oar ore daughter pour oar more</td> <td></td> </tr> </tbody> </table> <p>Autumn 2</p>		Phase 5 GPC's	Tricky Words	/ai/ eigh aigh ey ea eight straight grey break	busy beautiful pretty hour move improve	/n/ kn gn knee gnaw	parents shoe	/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		<p>Twinkl Spelling Year 2</p> <p>Spring 1 Adding -ed, -er or -est to a word ending in 'y' with a consonant before it. Adding -ing to a word ending in 'y' with a consonant before it. Adding -ing, -ed, -er, -est and -y to a word ending in 'e' with a consonant before it. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel. The sound /or/ spelt 'a' before 'l' or 'll'</p> <p>Common Exception Words Fast, last, class, grass, pass, plant, path, bath, people, father</p> <p>Spring 2 The sound /u/ spelt with 'o' The sound /ee/ spelt with -ey The /o/ sound spelt with 'a' after 'w' and 'qu' The stressed /er/ spelt with 'or' after 'w' and the sound /or/ spelt -ar after 'w' The sound /zh/ spelt 's'</p> <p>Common Exception Words Even, break, steak, great, move, prove, improve, sure, sugar, eye,</p>	<p>Twinkl Spelling Year 2</p> <p>Summer 1 The suffixes -ment, -ness and -ful The suffixes -less and -ly Words ending in -tion Contractions The possessive apostrophe Common Exception Words Any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind</p> <p>Summer 2 Homophones or near homophones Conjunctions Months of the year Time Question words Spag Terms Common exception Words old, gold, hold, told, find, mind, behind, every, everybody.</p>
Phase 5 GPC's	Tricky Words																								
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<p>Year 2 will no longer do daily whole class phonics sessions. These will be replaced by daily Twinkl Spelling which is also used throughout KS2.</p> <p>The sound /r/ spelt wr at the beginning of words</p> <p>The sound /s/ spelt 'c' before e, i and y.</p> <p>The sound /j/ often spelt with 'g' before e, y and i. and 'j' before a, o and u.</p> <p>The sound /l/ spelt -le or -el at the end of words.</p> <p>The sound /l/ spelt -il or -al at the end of words.</p> <p>The sound /igh/ spelt with a 'y' at the end of words.</p> <p>Adding -ies to nouns and verbs ending in y</p> <p>Common Exception Words</p> <p>Door, floor, again, wild, children, climb, parents, most, only, both</p> <p><i>** (Twinkl – Autumn 1 and 2 covered in one term some weekly lessons are already covered in Little Wandle Summer 2 review)</i></p>		
<p>Assessment: At the end of Autumn 1 the children will be assessed 1:1 with an adult on the Phase 5 sounds using Little Wandle Letters and Sounds Assessments. They will need to read some sounds, some high frequency words/tricky words</p>	<p>Assessment: At the end of Spring 1 and 2 the children will complete a Fire Spelling based on the words learnt over the term. They will also complete a Spelling Fish Assessment based on the Common Exception Words for Year 2.</p>	<p>Assessment: At the end of Summer 1 and 2 the children will complete a Fire Spelling based on the words learnt over the term. They will also complete a Spelling Fish Assessment based on the Common Exception Words for Year 2.</p>

<p>and be able to spell a few words and sentences to assess accurately their knowledge of Phase 5.</p> <p>At the end of Autumn 2 the children will complete a Fire Spelling based on the words learnt over the term. They will also complete a Spelling Fish Assessment based on the Common Exception Words for Year 2.</p>		
<p>Interventions:</p> <p>Children who have not passed their Year 1 Phonics Screening Test will take part in daily phonics intervention to focus on the Phase 3 sounds.</p> <p>Children who scored below 37 on the Phonics Screening will complete daily precision grids to ensure sound knowledge of the required phonemes. They will be assessed at the end of Autumn 1 and only continue with this intervention, if necessary, in Autumn 2.</p> <p>Children needing additional reading practise will read 1:1 with an adult 2/3 times per week. This will include reading with Teacher, TA and Community Readers.</p>	<p>Interventions:</p> <p>Children who have not passed their Year 1 Phonics Screening Test will take part in regular phonics intervention to focus on the Phase 3 and 5 sounds and the use of sound buttons.</p> <p>Children who need support with the spelling learnt in the previous term will access daily short spelling interventions.</p> <p>Children needing additional reading practise will read 1:1 with an adult 2/3 times per week.</p>	<p>Interventions:</p> <p>Children who have not passed their Year 1 Phonics Screening Test will take part in regular phonics intervention to practise reading real and alien words and to revise the use of sound buttons.</p> <p>Children who need support with the spelling learnt in the previous term will access daily short spelling interventions.</p> <p>Children needing additional reading practise will read 1:1 with an adult 2/3 times per week.</p>