



How We Teach Phonics & Reading at Wildmoor Heath School

September 2023

READING INTENT

Our reading intent is to ensure that all pupils develop the skills to be fluent, confident readers, able to access the full curriculum at primary school and beyond, having a range of transferable skills, a love of reading and a knowledge of the endless opportunities it presents. A key part of this is phonics and our intent is that every child will become proficient in decoding (segmenting and blending) all 44 phonemes, digraphs and tri-graphs and will be able to apply these skills widely, accessing age appropriate books and the wider curriculum.

READING IMPLEMENTATION

We implement our phonics curriculum through the Little Wandle phonics programme, supported by books which correspond to the sounds taught. Pupils receive at least 30 minutes of phonics tuition each day, delivered in small groups, which are assessed and moderated often.

We implement our reading curriculum for Early Readers by sending home Little Wandle books, followed by phases of increasing difficulty. Our wider reading curriculum is taught through our own carefully planned Reading Spine of high-quality books, many of which correspond to subjects taught, plus high quality in-class libraries and whole class books, read by the teacher. Where appropriate, these texts are used as a writing stimulus too. We have daily whole class guided reading sessions from Year 2 onwards to ensure that children read age-related texts and practise the core skills, summarised by the acronym V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence). Children are given the opportunity to read aloud regularly across the curriculum and to read a wide range of fiction and non-fiction. We encourage a love of reading through the high-quality texts, providing children with a shared reading book to share at home (Reception/KS1), the enthusiasm of staff and the Bookopoly reading scheme. All classes spend a minimum of 30 minutes per week in the school library, which has a vibrant beach theme, designed by the children. Parents are encouraged to regularly read aloud to their children to enthuse them to read and to develop a love of reading at home.

READING IMPACT

We assess our learners' reading skills throughout their years at Wildmoor Heath using: termly phonics; fluency; reading speed and comprehension assessments. For children with SEND, we assess reading through Toe by Toe reading assessments, to find reading ages and to show progression. We know that our Reading curriculum has a positive impact on learners' outcomes from their reading confidence and from the results of the latest national assessments, which reflect pupil performance well above national.

Learning Phonics and Early Reading Skills at Wildmoor Heath

The Wildmoor Heath Philosophy

At Wildmoor Heath School, our staff are passionate about the teaching and learning of strong early phonics and reading skills. We recognise that reading is an essential life skill that opens up a whole world of information to young minds, from reading a menu to tackling a thesaurus.

Therefore, ***we teach all our learners phonics from their very first day at school*** and the development of secure phonics and reading skills is a core part of the whole Wildmoor curriculum. Our philosophy is that 'Every Child will be a Reader' at Wildmoor Heath, regardless of when they join us, and we place great emphasis on achieving this aim. All teachers and Learning Support Assistants are trained to deliver high quality phonics sessions following a consistent and progressive methodology and sequence.

At Wildmoor Heath, we believe that children learn when they enjoy their lessons. All our phonics lessons are fun and interactive; children learn to listen, mimic, act and sound out the new sounds. We teach phonics every morning in small groups to children from Reception to Year 3. Teaching staff from a range of classes lead these daily sessions.

We have tailored our phonics learning approach to the needs of Wildmoor Heath learners, using Little Wandle Letters and Sounds Revised. Little Wandle Letters and Sounds revised is one of the Department for Education's approved phonics teaching programmes and aims to help all children in your school learn to read by the age of six in a fun and accessible way. The whole school programme matches the National Curriculum and Early Learning Goals.

Our Approach to Teaching Phonics

Each phonics session lasts at least 30 minutes and follows the 'revisit and review, teach and practise, practise and apply' model. Our methods are fun, motivating and sequential, allowing children to learn new sounds, revisit learned sounds and apply sounds to reading and spelling words.

Children love learning phonics at Wildmoor Heath because our programme uses a range of media, including real-life objects, gestures, word cards, and mini-whiteboards to allow children to write their sounds and words. Children can start blending sounds into words as soon as they know a small group of letters well. Sound blending is essential in reading.

Continuous Assessment and Extra Support

Children are placed into dynamic groups across the classes to help them make rapid progress. Children are assessed every half term within their groups, meaning that as a child progresses, they are moved into the next group. As they learn to blend sounds, children are encouraged to learn 'tricky words' (common exception words) that do not follow phonetic patterns.

Children from all year groups also receive extra phonics teaching, either one to one or in small groups, to boost and accelerate their phonics learning and application to words. If an older child needs extra phonics and reading support, we tailor an intensive one to one intervention programme to allow rapid and secure catch-up.

Click here for more information about phonics at Wildmoor Heath: <https://youtu.be/H-ajUfz3cX8>

How We Promote a Love of Reading

Reading opens up a whole wide world of information to a child and is an essential life skill that they will need as they progress onto secondary school. To become a reader, children must know all the phonics sounds and be able to use them to decode words. Over time, children also learn a number of reading strategies to develop their speed and fluency and reading becomes automatic.

Our phonics sounds are matched to complementary reading books so children can continue their learning from daily phonics sessions in their one-to-one reading, both in school and at home. We foster good home/school reading habits and instil a love of reading, by sharing cross-curricular books.

Pupils across the school read aloud in all subjects and enjoy discovering exciting, high quality books. All classes have their own class 'reader' each term; adults read to children frequently to help secure their skills and embed their love of reading. In every class, we have identified those priority readers who need extra help. They receive daily one to one daily reading support to help them to become more confident and fluent. Our goal is that reading becomes an automatic skill for everyone.

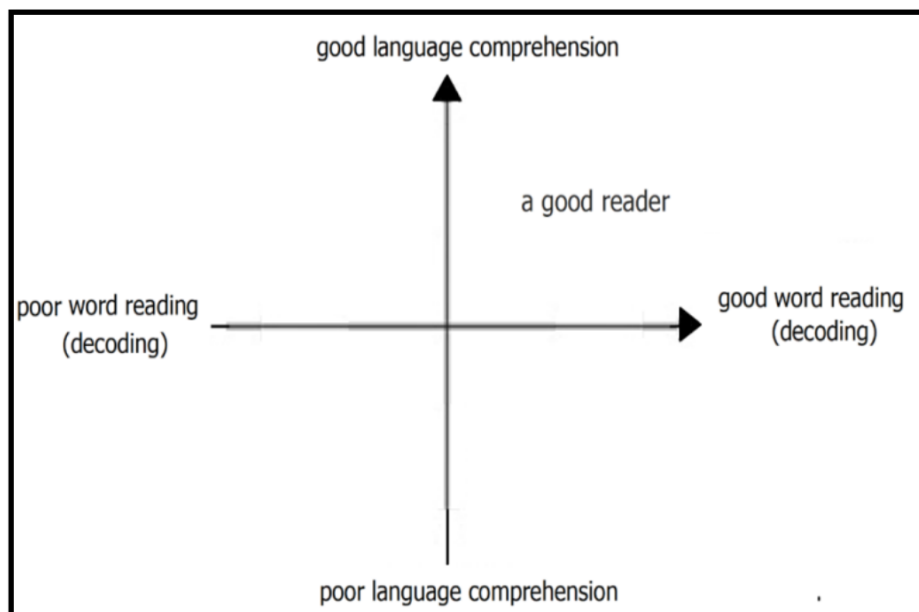
Children are encouraged to read across a wide range of fiction and non-fiction books. Our library is a fun place to read and learn; it follows a beach theme and was designed by the children. They love to lie on the yellow beach carpet and look up at the sunny sky. Come and visit us to see our library and meet our wonderful young readers!

We know that all our children become fluent, confident readers during their time at Wildmoor Heath, and leave us equipped with a strong command of phonics plus a wide range of reading strategies and experience. Most importantly, they love reading and feel comfortable with books.

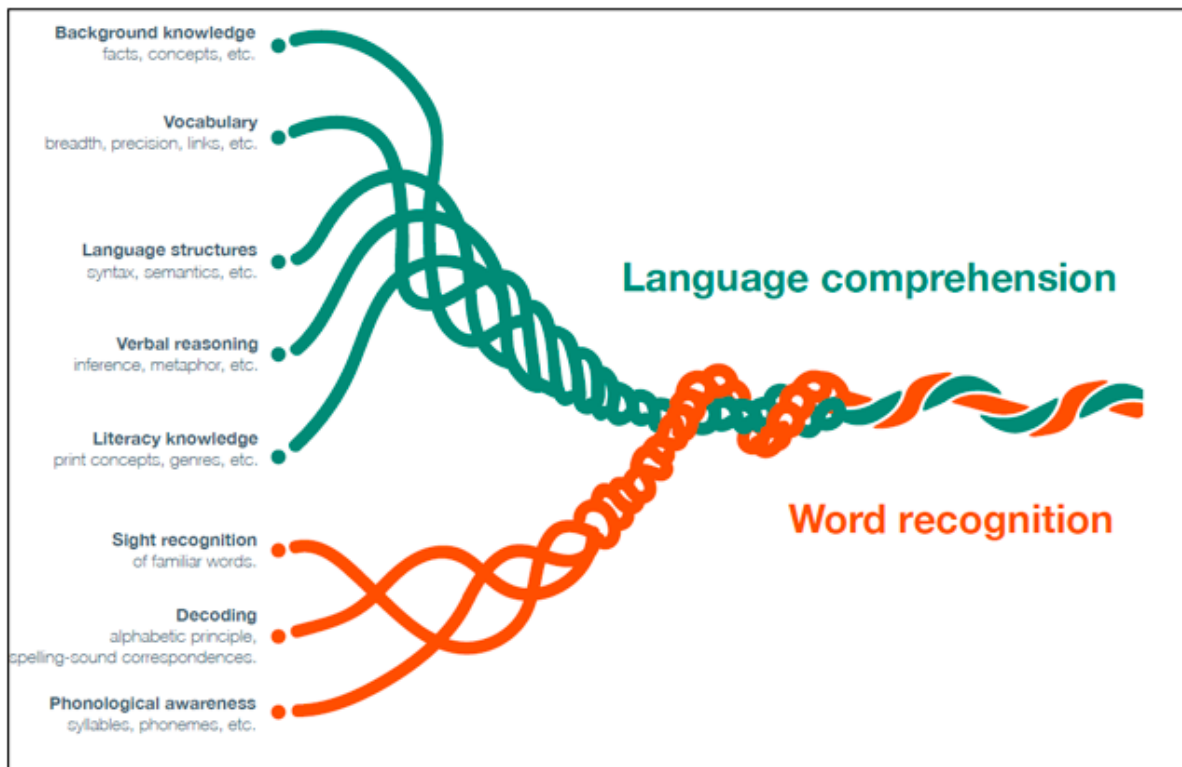


WILDMOOR HEATH'S APPROACH TO TEACHING READING

The Simple View of Reading shows the two elements that children need to master to become confident and fluent readers.



Within those two elements, there are many strands that children need to acquire before they become confident and fluent readers, able to read across all areas of the curriculum. At Wildmoor Heath, we aim to ensure that all children learn these strands, to be able read for word recognition by the end of KS1 and to able to read for comprehension by the end of KS2.



Scarborough's Reading Rope, 2001

BIG IDEAS OF READING

In order to identify children's individual reading needs, we focus on the Big Ideas of Reading, sometimes referred to as 'The Big Five', using appropriate resources to accurately assess children's gaps in phonic knowledge, or issues with reading fluency. Once children have a secure grasp of phonic knowledge and the ability to decode confidently, the next focus is reading fluency and reading speed to ensure that children are able to read fast enough to comprehend what they are reading. Children should be able to read at **90 words per minute** or faster by the end of Y2; **100wpm** by the end of Y4 and **110wpm** by the end of Y6. In addition, vocabulary is explicitly taught throughout the curriculum to further aid understanding and comprehension of more complicated or technical texts.



READING SPINE

We aim to use high quality texts throughout the school, for guided reading, writing stimulus or class novels. Our carefully designed reading spine includes challenging books with a variety of genre. In addition, non-fiction texts are chosen carefully to use in guided reading sessions as well as reading throughout other curriculum subjects. The books are reviewed and updated regularly.



READING BOOKS & TARGET CARDS

In FS and KS1, children are assigned books by their teacher as their 'school reading book' based on their current ability and they are given a book from the appropriate phase (**Appendix 1**). In KS2, children are encouraged to choose their own 'school reading book' from their allocated book band. When the children have reached the '**grey**' reading band, they also have the choice to read their scheme book or a book from the class or main school library.

Little Wandle Letters and Sounds revised uses phases. From Year 2 onwards every child has a target card that matches the colour of the book that they are reading, e.g., Bug Club grey band = grey target card with appropriate reading objectives (targets) for that stage. The target cards are stuck into the child's Reading Record (KS2). When a child is asked to read, the targets are discussed. When the target has been met, a tick will be added next to the target and when the target has been met three times, it will be recorded as achieved and a new target is set. When all targets have been met, the child should be ready to move on to the next book band. The main class teacher will be the only person to make this decision.

READING FOR PLEASURE

To develop imagination, vocabulary and a love of literature, children should have a rich curriculum of high-quality stories, which should be read frequently with opportunities used to link across the curriculum and to discuss big ideas.

Following the current research findings from the [Open University](#), to promote a 'Reading for Pleasure' culture within the school, we focus on: reading aloud, informal book talk, independent reading time and a highly social reading environment. Teachers use class reading reward schemes, such as Bookopoly, to encourage children to keep reading a variety of genre.

Teachers use the weekly library session to foster a love of books. Children have regular opportunities to visit and be encouraged to borrow books from the class, school and local public libraries. Teachers may guide a child's choice, but these books, unlike their 'school reading book' are mainly for pleasure. The newly invigorated library space has been designed, alongside views from the children, to create a calm, peaceful and safe space for children to immerse themselves into the world of literature.

We are passionate about building a love of reading in every child. To do this we:

- promote the reading challenges from local librarians
- promote the Summer Reading Challenge
- invite published authors to work with the children
- have regular reading for pleasure opportunities
- hold a book fair once a year
- hold reading workshops for parents and provide helpful resources on the website
- hold a sponsored read (in collaboration with the PTA)
- celebrate World Book Day
- Y5 and Y6 children reading with KS1 children

READING FOLDERS

Each class has a Reading Folder, which contains the following:

- Reading Overview Log
- Rainbow Tracking Grid
- Priority Reader Record sheets
- Class Reader Record sheets
- Pupil Progress Tracking Grid
- Reading assessments (scaled scores, phonics and HFW gaps, speed and fluency)
- Book band target cards

The bottom 20% of readers are highlighted at the top of the **Reading Overview Log** and are called **Priority Readers**. These children will read aloud to an adult frequently (a minimum of 4 times per week). Adults will record when these children are heard reading on the **Reading Overview Log** and comments are added to their **Reading Records** (EYFS & Y1) or recorded on the **Priority Reader Record sheets** in the Reading Folder (EYFS, KS1 & KS2). Other children will be heard reading throughout the week and these are recorded on the **Reading Overview Log**. In addition, comments are added to the child's **Reading Record** or on the **Class Reader Record sheets**.

When the main class teacher makes the decision to move a child to the next book band, the date will be recorded on the **Rainbow Tracking Grid** in the Reading Folder and it is also recorded in the child's Reading Record for communication with parents.

Each term, children are assessed for their reading speed, fluency and comprehension. Phonics and HFW gaps are assessed regularly. The results are recorded and stored in the Reading Folder and are then used by SLT to monitor progress during Pupil Progress Meetings. Reading Folders are monitored regularly by SLT and feedback is given to staff.

READING IN EYFS & KEY STAGE 1

Phonics

From the very first day at Wildmoor Heath, children are assessed to gauge their reading ability. They are formally taught the sounds of the letters of the alphabet, and how to blend and segment. The progression of sounds and tricky words introduced across Reception and KS1 are in **Appendix 2**.

Children are placed into groups across FS & KS1 year groups. These groups are dynamic, based on continuous assessment and considering previous progress made. Each phonics session lasts 30 minutes and the lesson structure can be found in **Appendix 3**. Every adult who leads each group has regular training and are familiar with the terms to use, as detailed in the glossary in **Appendix 5**.

To be a reader, children must be able to apply their phonic knowledge independently. In addition to reading and writing phonics, children are encouraged to learn 'tricky words' (common exception words / high frequency words) that do not follow phonetic patterns (**Appendix 4 and 6**).

GUIDANCE FOR TEACHING ASSISTANTS & PARENT HELPERS (KS1)

Before the child reads, check the Reading Record from the previous reading session to see if there are any areas that need to be re-visited. Ensure that the child has the correct book for their specific phase. Each session should also include an opportunity for the child to talk about their book or what they have read in the session. It is important to give the child a chance to respond to the text so they understand that reading is more than just decoding.

- When starting a reading session, the child will require a reading book and reading record.
- Introduce the book or recap as appropriate.
- Revisit and review- Share sounds and tricky words. Ask the child to say the sounds and words as you show them
- Read words and then introduce new vocabulary. Discuss what the words mean.
- Listen to the child reading and make notes (quick miscue analysis).
- If necessary, when the child comes to an unknown word, model the prompt (until the prompt used independently).
- Ensure praise is given for effort
- Encourage the child to read the whole book.
- Refer to reading prompt cards.
- When the session has finished, add your initials against the child's name on the Reading Overview Log sheet (Year 2). Record notes in their Reading Record and add initials too, including any areas that need re-visiting next time.

PHONICS NON-NEGOTIABLES

- Children should write the long date at the top.
- Sound mats should be on their table for every lesson.
- By the end of the Autumn term in Year 1 children need to be writing at least one sentence.
- Please use the blue highlighters and green pen for marking
- From Y2, joined handwriting. Adults should model this on the board.
- Phonics chart of sounds (Grow the code) displayed in all classrooms
- Phonics frieze displayed in Reception, KS1 and Year 3 classrooms
- Tricky word/common exception word display

READING IN KS2

On entry to KS2, all children will be taught reading skills during whole class guided reading sessions, using Quality First Teaching. If they are working below age related expectations, the children will be identified as Priority Readers and will have an opportunity to read 1:1 to adults as frequently as possible (minimum 4 times per week). At the start of each half term, priority readers will be assessed for their reading speed, fluency and phonics or HFW gaps. Following these assessments, adults will work with the children on further areas that need developing, such as phonics, word recognition, fluency or the understanding of vocabulary. These sessions will be planned by teachers, with advice from the SENDCo, and will be recorded as Reading Interventions within the Reading Folder.

Whole Class Reading

Teachers plan for reading sessions every day, where high quality books and texts are shared with the whole class. Texts are chosen carefully with increasing challenge which includes more sophisticated language, opportunities for inference and longer sentences to develop fluency. Each year group has identified fiction texts for each term, as detailed in the reading spine above, as well as other fiction and non-fiction texts to ensure a range of text types and genre have been included.

Within the Whole Class Reading sessions, teachers plan questions using VIPERS (vocabulary, inference, predicting, explaining, retrieval, summarising) using appropriate strategies (**Appendix 7**). Alongside VIPERS, teachers include opportunities to practise reading fluency (**Appendix 8**) and children are given every opportunity to read aloud as often as possible across all areas of the curriculum. Every time a child reads aloud, this is recorded on the Reading Overview Log in the Reading Folder.

In addition to hearing children read, adults understand the importance of modelling how to read more challenging texts and therefore will read an appropriate class novel aloud (which may be the guided reading book) for at least 15 minutes per day, allowing an opportunity for book discussions and deepening understanding, ensuring they create an oracy rich, dialogic classroom.

This class novel can be linked to the daily guided reading sessions, with a specific VIPERS focus. The start of each guided reading session should include an opportunity to explicitly teach the vocabulary needed for the session. The remainder of the lesson could follow this structure ([based on Ashley Booth's blog](#)):

Monday	Tuesday	Wednesday	Thursday	Friday
Class novel	Class novel or other related fiction/non-fiction text	Class novel or other related fiction/non-fiction text	Class novel or other related fiction/non-fiction text	Class Novel
Explanation Big Ideas	Inference Retrieval	Inference Retrieval	Inference Retrieval	Prediction Summary

GUIDANCE FOR TEACHING ASSISTANTS & PARENT HELPERS (KS2)

Discuss with the class teacher whether the reading session is to focus on phonics, reading speed, fluency or comprehension. If the child has a current reading intervention, ensure that you have a copy of the intervention notes from the Reading Folder. Before the child reads, check the Reading Record sheets in the Reading Folder from the previous reading session to see if there are any areas that need to be re-visited. Ensure that the child has the correct book for their specific book band. If they are working at '**grey**' or higher, they can choose to read another book from the class 'Bookopoly' or whole school library.

Reading for Fluency

- Explain to the child that you will be helping them with their reading fluency and speed.
- Check the Reading Folder for information on the Fluency Rubric assessment target from previous sessions.
- Read a section of the text to the child first, explaining any unknown vocabulary.
- Ask the child to read, using a ruler if useful so that they don't lose their place on the page.

- Help the child to read with a steady pace to guide them through the text.
- To improve fluency, it may help for the child to read the section of text multiple times – can they read the section of text faster each time?
- When the session has finished, add your initials against the child's name on the Reading Overview Log sheet.
- Record notes about the outcomes of the reading session in the Reading Record sheets in the Reading Folder, including any areas that need re-visiting next time.
- Date and stamp the child's Reading Record to show they have read.

The Fluency Rubric matrix assessment sheet (**Appendix 9**) should then be used to assess areas for development and these can be set as reading targets.

Reading for Comprehension

- Discuss the current targets from the target card, ensuring that the child understands what the target means and what they need to do to achieve it.
- If the book is new to the child, ask them to look at the front and back covers and discuss what they think the book might be about.
- If the book has already been started, ask the child to summarise what has happened so far.
- Ask the child to read a section of the text. Ensure that they understand what they are reading by regularly checking what is happening and the meanings of unknown vocabulary.
- Finish by asking the child to summarise what they have read.
- When the session has finished, add your initials against the child's name on the Reading Overview Log sheet.
- Record notes about the outcomes of the reading session in the Reading Record sheets in the Reading Folder, including any areas that need re-visiting next time. Keep these comments relevant to the focus of the session.
- If the child has met a target, add a tick to the target card. If they have achieved three ticks, assign a new target.
- Date and stamp the child's Reading Record to show they have read.

Active reading strategies

Table 3.1: Strategies that can be used when guiding readers

STRATEGIES	WHAT THE STRATEGY INVOLVES
Predicting	Making a logically plausible guess as to what will happen next.
Questioning	Asking questions about the text to expose different layers of meaning.
Clarifying	Checking how specific words and phrases have been understood.
Summarizing	Stating the main events, actions, or ideas in the text.
Thinking aloud	Reading a few sentences or a paragraph and verbalizing what has been understood. Then repeating this activity across a text.
Noting the text structure	Highlighting the main linguistic features of a specific text-type.
Visualizing	Developing a visual image of written text.

READING NON-NEGOTIABLES

- A positive reading culture **MUST** be established within the classroom with reading and talk as the priority across the curriculum
- Priority readers must be listened to **4 or 5 times per week**
- Other readers must be listened to at least **1 or 2 times per week** making sure that you know the focus of the session – is it a decoding, fluency or comprehension focus?
- Encourage children to read (aloud and silent) across the curriculum
- Update the Reading Folder daily
- Teacher must read the class novel (*from the reading spine*) for at least **15 minutes every day** – allow for book talk and discussion of big ideas (links to well-being/SMSC) – **this is a necessity not a luxury** and could be part of the guided reading session
- From Y2 to KS2, plan for a guided reading session every day

Appendix 1: Book Bands

Year	Book band	Reading target card	Phonics Phase/ Spellings
FS	Phase 2 Phonics		
	Phase 3 Phonics		
	Phase 4 Phonics		
Year 1	Phase 5 Phonics set 1		
	Phase 5 Phonics set 2-3		
	Phase 5 Phonics set 4-5		
Year 2	Turquoise / Purple	Purple	Phase 5 Phonics/Bridge to Spelling
	Gold	Gold	Year 2 Spelling Programme
	White	White	Year 2 Spelling Programme
	Lime	Lime	Year 2 Spelling Programme
Year 3	Copper	Copper	Year 3/4 Statutory Spellings
	Topaz	Topaz	Year 3/4 Statutory Spellings
Year 4	Year 4		Year 3/4 Statutory Spellings
Year 5	Year 5		Year 5/6 Statutory Spellings
Year 6	Year 6		Year 5/6 Statutory Spellings

The book bands above represent the expected standards for each year group, although some children may be below or above their year's book band.

Appendix 2: Term by Term Overview of Grapheme-Phoneme Teaching Coverage

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

Autumn 1 Phase 2 graphemes	New tricky words
s a t p l 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 <ul style="list-style-type: none"> words with -s /z/ added at the end (hats sits) words ending in s /z/ (hus) 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 ol ear air er <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 /z/ /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 <ul style="list-style-type: none"> CVCC CCVC CCVC CCVC CCVC CCVC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -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 <ul style="list-style-type: none"> CVCC CCVC CCVC CCVC CCVC words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est longer words 	Review all taught so far



Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	

Little Wandle Letters and Sounds Revised: Programme progression

Year 1 overview

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.

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Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	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
Week 2	air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*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
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*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
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /ff/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u out awful would /air/ are share /or/ ou our oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ ze freeze	

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

Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	





Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

APPENDIX 3: Sample of Weekly Planning

Weekly grid Reception phase 2

Autumn 1 week 1

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
s snake			Show your teeth and let the s hiss out sssss	sock sun star snake	s snake 	Under the snake's chin, slide down and round its tail.				Can you touch your ... ? t-o-p l-e-g h-e-a-d a-r-m
a astronaut	s		Open your mouth wide and make the a sound at the back of your mouth a a a	ant apple arrow astronaut	a astronaut 	Around the astronaut's helmet and down into space.				Can you do the actions? n-o-d your head c-l-a-p your hands t-a-p your foot r-u-b your tummy
t tiger	s a		Open your lips; put the tip of your tongue behind your teeth and press t t t	teddy toast teeth tiger	t tiger 	From the tiger's nose to its tail, then follow the stripe across the tiger.				What's that noise? What sound does: a d-u-ck make? a f-r-o-g make? a d-o-g make? a s-n-a-i-k (snake) make?
p penguin	s a t		Bring your lips together, push them open and say p p p	pencil pizza peg penguin	p penguin 	Down the penguin's back, up and around its head.				Blend from the box p-i-n a-n-t s-u-n t-a-p
Review	s a t p		Graphemes to display: s a t p	Match initial sound to object: star snake apple teddy penguin tiger pencil						Blend from the box s-u-n a-n-t p-e-g t-i-n s-o-ck

Weekly grid Year 1 review phase 3

Autumn 1 week 1

Lesson focus	Revisit and review						Practise and apply		
	GPCs	Words	Tricky words	Oral blending	Review words	Example definitions and sentences	Read/write the sentence	Spelling	Reading practice sessions with decodable reading books three times a week
ai ee igh	ai ee igh oa oo oo ar or ur ow er	ladder boxer cool toads cards down	no go so	t-ai-l d-ee-p r-igh-t	tail main feel deep right fight	tail Some animals, like horses, dogs and cats, have tails. main The most important or biggest – I like to have my main meal at lunchtime. right Either to be correct, to get an answer right or a way to move that's the opposite of left.	The toads feel so cool.	feel right + go	
oa oo ar	ai ee igh oa oo oo ar or ur ow oi	sail tail right feel sigh week	no go so my by	r-oa-d f-oo-d h-ar-d	road soap food boot hard bar	boot An item of footwear that covers the ankle and lower leg – I love putting on my welly boots and squelching through the mud! hard You are working so hard today – well done! This can also mean something that's not soft, like a rock. bar A block of something, like a bar of soap, or a long piece of metal, like bars on a cage.	The boot on my right foot is too hard.	food hard + my	
or ur oo	ai ee igh oa oo oo ar or ur ow oi nk	car light links zooming foxes looks	no go so my by to into	b-or-n s-ur-f f-oo-t	born sort surf curl foot took	sort What sort of fruit do you like? I like bananas! Or if you're sorting your clothes, you're putting them in groups of the same thing. surf This is either the white foam on waves or the sport of standing on a board and riding the waves. curl Make a curved shape – My cat likes to curl up on my lap and sleep.	I can see foxes in the car lights.	sort took + into	
ow oi ear	ar or ur ow oi ear air er	beard coins sighing mixes surfs tails	no go so my by to into out the	t-ow-n j-oi-n h-ear	down town join coil hear near	join When two things join, they come together – Will you join me on the mat for storytime? coil A set of loops – The snake coiled around the tree branch.	We can go down to the town on the bus.	down hear + out	
Review	ai ee igh oa oo oo ar or ur ow oi ear air er	Match the words to the pictures: coat toads car beard light feet	no go so my by to into out the	n/a	Sort the oo/oo words: boot zoom root wood hook foot	Quick review: ladder boxer sight week near town down foxes zooming	Write: It is good to look at a book.	light zoom	

Notes for these lessons

- These are all review lessons that extend children's reading skills – please use the 'Review lesson template' and 'Lesson prompt cards' for guidance.
- Use the word cards showing the sound button side and ask children to identify the digraphs in the words before they read.
- Aim for fluent blending of the words.
- Lesson 5: **Sort the words:** Display the catchphrase side of the grapheme cards when sorting the /oo/ and /oo/ words.

APPENDIX 4: Order of Tricky words

Little Wandle tricky words

Reception

Phase 2

and*
as*
be
full
go
has*
he
her*
his*
I
into
is
me
no
of
pull
push
put
she
the
to
we

Phase 3

all
are
by
my
pure
sure
they
was
you

Phase 4

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

Little Wandle tricky words

Year 1

Taught in Phase 2

be
full
go
he
I
into
me
no
of
pull
push
put
she
the
to
we

Taught in Phase 3

all
are
by
my
pure
sure
they
was
you

Taught in Phase 4

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

Taught in Phase 5

again

any

ask

beautiful

because

busy

call

could

different

eye

friend

hour

house

improve

laugh

many

mouse

move

Mr

Mrs

Ms

oh

once

our

parents

people

pretty

school

shoe

should

their

thought

through

two

want

water

where

who

whole

work

would

your

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.

APPENDIX 6: Wildmoor Heath Common Exception Words Checklist

Name:								
Word	R	W	Word	R	W	Word	R	W
I			all			when		
no			they			out		
the			my			oh		
to			said			Mrs		
go			have			people		
into			like			their		
he			so			called		
she			do			Mr		
we			some			looked		
me			come			asked		
be			little			could		
you			one					
are			were					
her			there					
was			what					

Name:								
saw			push			climb		
today			pull			water		
of			full			called		
says			house			even		
your			our			every		
by			after			everybody		
here			again			old		
there			any			fast		
where			who			father		
love			both			find		
once			break			should		
ask			busy			because		
friend			child			great		
school			children			half		
put			would			hold		

Appendix 7: VIPERS question stems

VOCABULARY: Vocabulary activities should give the children the opportunities to give and suggest meaning in context (Content domain 2a)

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

INFERENCE: Inference activities should give the children the opportunity to make inferences from a text and then explain and justify their thoughts using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

PREDICTION: Predict what might happen from the details stated and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

EXPLAINING: Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

RETRIEVAL: Retrieve and record key information/key details from fiction and non-fiction

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

SUMMARISING: Summarise main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Appendix 8: Guided Reading Strategies

Fluency, speed of reading and skim reading

Children to practise their skimming and scanning techniques by setting them mini challenges which also helps them to develop their retrieval skills.

In chapter one, please highlight:

1. The names of three different characters
2. Something someone said
3. Three words beginning with B

It is important to make it explicit to the children that to find a month of the year or a name involves looking for a capital letter at the beginning of a word. Looking for something that somebody has said means scanning for inverted commas.

Stand up when you find a

- Verb
- the word
- The date that

Echo reading

Teacher reads an extract and then the children repeat it with the same intonation and speed.

Paired reading

One pupil reads the paragraph followed by their partner. Discuss how this should be read.

Timed reading

Children are timed when they read the text

Appendix 9: Fluency Rubric Matrix Assessment Sheet

NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppy stress and intonation. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency. Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.