



Phonics and Early Reading Curriculum

At Westbury-On-Severn Church of England Primary School, we teach phonics using the systematic synthetic phonics programme, **Little Wandle**, Letters and Sounds Revised. We implement quality first teaching through regular, fast paced, enthusiastic and engaging lessons. All teachers use the same resources, flashcards and teaching strategies enabling consistency. The children in Reception and Year 1 have five phonics lessons a week.

We recognise that reading is the key that unlocks the whole curriculum and the ability to efficiently decode is essential. To enable our children to succeed, the systematic teaching of phonics is a high priority throughout EYFS and Key Stage 1. The Pre-school children follow Little Wandle's Foundations for Phonics programme. Foundations for Phonics ensures children are well prepared to begin grapheme-phoneme correspondence and blending at the start of Reception. The provision includes a balance of child-led and adult-led experiences. One of the most important aspects of Foundations for phonics is developing an awareness of sound, through activities that develop focused listening and attention, including oral blending.

We deliver a high quality phonics programme so children can consistently use phonics to read and write confidently and fluently by the end of Key Stage 1.

We ensure that children are regularly assessed on their phonics progress to enable early identification of children in danger of falling behind. We provide regular, short, snappy interventions to these children to support them with their continued phonics development.

We have three shared reading sessions for the children in Reception and KS1 if they are within the Phonics phases 1 – 5. Our Little Wandle, Big Cats books are fully decodable texts. Children are given opportunities to practise required phonics knowledge and skills prior to reading an unfamiliar text. In these sessions children are able to practise recognising graphemes included in the book, use key blending strategies and read tricky words. These sessions involve re-reading the same book, maintaining a clear focus on decoding, prosody or comprehension so that our children can build up these skills focusing on one at a time, without the risk of overloading their working memories.

Teachers implement a daily story time which nurtures a love of reading by introducing books with enthusiasm and enjoyment, promoting a sense of wonder and expectation as the book is explored which inspires the children and evokes excitement, allowing children to become immersed in a huge range of literature. Teachers model how to use the voice effectively, using intonation and expression.

Children have a weekly trip to the school library to choose a book to read for pleasure. These are books they can take home and share with an adult.

We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers.



Phonics and Early Reading Progression (Little Wandle)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school Progression of Sounds		s a t p i n	m d g o c k e	u r h b f l j	v w y z q u ch	ck x sh th ng nk
Pre- School Phonetic Awareness Focus		Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.
Reception GPC's	s a t p i n m d g o c k c k e u r h b f l	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)	ai ee igh oa oo ar or ur ow oi ear air er · words with double letters · longer 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/	Short vowels with adjacent consonants · CVCC CCVC CCVCC CCCVC CCCVCC · longer words and compound words · words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est · longer words	Phase 3 long vowel graphemes with adjacent consonants · CVCC CCVC CCVCC CCVCC · words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est · longer words
Reception Tricky words	is l the	put* pull* full* as and has his her go no to into she push* he of we me be	was you they my by all are sure pure	Review all taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far
Year 1 GPC's	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/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	/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	/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	Summer 1: Phonics screening check review – no new GPC's or 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 ci ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more
Year 1 Tricky Words	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	their people oh your Mr Mrs Ms ask* could would should our house mouse water want	any many again who whole where two school call different thought through friend work	once laugh because eye		busy beautiful pretty hour move improve parents shoe



Glossary

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).

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. Digraph

A grapheme - A letter or group of letters used to represent a particular phoneme when writing.

Digraph - using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'.

Blend - To combine individual phonemes into a whole word, working all the way through from left to right.

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.

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.

Segment - To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word.