

# King's Hill Primary School



**KING'S HILL**  
PRIMARY SCHOOL

## Phonics and Early Reading

**2024 - 2026**

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## **Phonics and Early Reading**

At King's Hill Primary School we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. Our intent is that all children leave King's Hill as fluent readers with a developed interest in words and language and a passion to read broadly for pleasure and knowledge.

Children's phonics journeys begin in Nursery with Phase 1 where the focus is on developing speaking and listening skills and moves through a sequential progression which clearly maps the children's growing knowledge and alphabetic code.

## **Curriculum**

### **Foundations for phonics in Nursery**

During this phase emphasis is placed on getting the children listening to and hearing sounds around them which then help lay the foundations to begin Phase 2 when they are in Reception. This is developed through sharing a range of high-quality stories and poems, learning a range of nursery rhymes and activities to support listening and attention skills (including oral blending)

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.

Little Wandle Foundations is aligned to the non-statutory guidance on Development Matters and Birth to 5 Matters as well as the Early Years Foundation Stage (EYFS) statutory framework. We use it as part of our wider provision for Communication and Language, and Literacy. It supports children to:

- develop their phonological awareness, including rhyme, alliteration, syllables, initial and voice sounds, and oral blending
- love stories and rhymes, and learn by heart a bank of familiar favourites
- increase their vocabulary and confidence to talk
- improve their listening and ability to take part in back-and-forth conversations.

We believe that the priority in Nursery should be to build the foundations for phonics for all children. Research tells us that disadvantaged children start Nursery behind their more fortunate peers. By leaving formal phonics teaching to Reception, Foundations allows us to devote more time to working with children who need extra help to develop the skills and behaviours that underpin successful reading.

## **Reception/Year 1**

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

Lessons are about 30 minutes a day where teachers revisit and review previously taught phonemes, teach and practice new phonemes and apply through activities such as oral blending, reading and spelling.

Additional practice is given daily to children who need it but in smaller steps with more repetition, so that every child secures their learning.

Daily phonics is also taught in Year 2 and above based on the children's placement assessments on entry to the year group or when a child joins our school. This is with the aim that no child falls behind and reaches their goal of reading fluently

Each Friday, we review the week's teaching to help children become fluent readers.

We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### **Daily Keep-up lessons ensure every child learns to read**

- Any child in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult.
- Daily Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.

### **Daily phonics and spelling in Year 2**

Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure.

Once all the Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.

We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review.

Children with larger gaps in their phonic knowledge than their peers have daily phonics teaching and follow the Rapid Catch-up programme.

## **Children in Year 2 to Year 6: Rapid Catch-up**

We timetable daily phonics lessons for any child in Year 2 and above who is not at age-related expectations for 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.

These short, sharp lessons last 15 to 20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading. We assess children who are new to our school, new to the country or new to English using the Rapid Catch-up assessments to quickly identify their needs. We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace. We assess children every four weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

### **Teaching reading: Reading practice sessions three times a week**

We teach reading practice sessions 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 Letters and Sounds Revised* assessments and book matching grids on pages 11 to 20 of '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: teaching children to use phonic knowledge to read words
- Prosody: teaching children to read with understanding and expression
- Comprehension: using dialogic talk to help children to understand the text.

In Reception, these sessions start in Week 4 of teaching at the latest. Initially, children will read wordless books. In these sessions, children review GPCS and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge. Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.

In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5). To exit the programme, we complete the final fluency assessment to ensure children can read with adequate speed and accuracy: approximately 60 words per minute with 90%+ accuracy.

Reading in Rapid Catch-up lessons mirrors the core programme. Children following the Rapid Catch-up programme are taught to read using the 7+ fully decodable books. These follow the same progression as the core programme but are more appropriate for older readers.

### **Home reading**

Decodable reading practice books are available ensuring success is shared with the family. Reading for pleasure books go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops and leaflets.

We use the *Little Wandle Letters and Sounds Revised* parents' resources to 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 vulnerable children**

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

We prioritise children who may not have reading support at home or who may not have access to books. We ensure that they have individual reading times with volunteers and staff to share quality children's literature to promote a love of reading.

### **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 Reading Leader and SLT use checklists and templates to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and have gaps in learning.

### **Ensuring reading for pleasure**

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

We read aloud to children every day. We choose these books carefully as we want children to experience a wide range of books, including those that reflect the children at **Kings Hill** and our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book corner 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/Reception, children have access to the reading corner every day in their free-flow time and the books are continually refreshed.

Children choose from our range of carefully chosen books to take home and share with an adult.

As children progress through school, we take time to get to know them as readers and ensure that we engage in meaningful conversations about the books that they have read. By doing this we can recommend authors and genres of books to expand their interests.

Each class visits the local library every half term. The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

## Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

**Assessment for Learning (AfL)** is used:

- daily within class to identify children who require Daily Keep-up support, as well as words and GPCs that need additional teaching
- to plan repeated practice throughout the day to ensure all children secure learning
- weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

**Summative assessments** are uploaded onto the Assessments tracker for Reception and Year 1.

These are used:

- to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups
- by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level
- by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.

## Statutory assessment

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check resits it in Year 2.

## Resources for Parents

For more information on how we teach phonics, please find below, useful resources, videos and how to support your child to read at home.

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

## Little Wandle Phonics



The resources on this page will help you support your child with saying their sounds and writing their letters.

There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home.

(Links to Little Wandle of useful videos)

<https://youtu.be/-ZtjFlvA fs>

<https://youtu.be/qDu3JAjf-U0>

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

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

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

## Appendix: Overview of Progression

### 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 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 z qu ch sh th ng nk<br><ul style="list-style-type: none"> <li>words with –s /s/ added at the end (hats sits)</li> <li>words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</li> </ul> | 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<br><ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul> | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes  | No new tricky words      |
|---|--------------------------|
| Review Phase 3<br><ul style="list-style-type: none"> <li>words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</li> <li>words with s /z/ in the middle</li> <li>words with –s /s/ /z/ at the end</li> <li>words with –es /z/ at the end</li> </ul> | Review all taught so far |

| Summer 1 Phase 4   | New tricky words  |
|--|---|
| Short vowels with adjacent consonants<br><ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes:<br/>–ing, –ed /t/, –ed /id/ /ed/, –est</li> </ul> | 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<br><ul style="list-style-type: none"> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>words ending in suffixes:<br/>–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>longer words</li> </ul> | Review all taught so far |





## Year 1

| Autumn 1   | Review tricky words Phases 2–4   |
|--|--|
| Review Phase 3 and 4<br><b>Phase 5</b><br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/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<br>/igh/ ie pie<br>/oo/ /yoo/ ue blue rescue<br>/yoo/ u unicom<br>/oa/ o go<br>/igh/ i tiger<br>/ai/ a paper<br>/ee/ e he<br>/ai/ a-e shake<br>/igh/ i-e time<br>/oa/ o-e home<br>/oo/ /yoo/ u-e rude cute<br>/ee/ e-e these<br>/oo/ /yoo/ ew chew new<br>/ee/ ie shield<br>/or/ aw claw | their people oh your<br>Mr Mrs Ms ask*<br>could would should our<br>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<br>/e/ ea head<br>/w/ wh wheel<br>/oa/ oe ou toe shoulder<br>/igh/ y fly<br>/oa/ ow snow<br>/j/ g giant<br>/ff/ ph phone<br>/l/ le al apple metal<br>/s/ c ice<br>/v/ ve give<br>/u/ o-e o ou some mother young<br>/z/ se cheese<br>/s/ se ce mouse fence<br>/ee/ ey donkey<br>/oo/ ui ou fruit soup | any many again<br>who whole where two<br>school call different<br>thought through friend work |