



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Intent

In Autumn 2021, we researched which of the DfE validated phonics programmes to adopt. We chose Little Wandle.

Little Wandle has been devised so that children are taught a cumulative progression of GPCs that they can immediately practise through oral blending, reading and spelling words and sentences.

- Children can review and revise GPCs and words daily, weekly and across terms and years in order to move this knowledge into their long term memory.
- This momentum of progress is aspirational yet achievable, if schools maintain pace, practice and participation by all children.
- The spiralling curriculum, which includes periods of review, ensures that all children have adequate time to learn new GPCs, then practise, retrieve and apply their learning so that it moves into the long term memory and reading becomes automatic and fluent.
- The programme lends itself to a mastery approach to teaching phonics. This means that all children in the class learn the same content at the same time and it applies the principle of all the children keeping up.

The progression of Little Wandle Letters and Sounds Revised has been devised so that children are taught a cumulative progression of GPCs that they immediately practise through oral blending, reading and spelling words and sentences, and, later on, reading 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.

This momentum of progress is aspirational yet achievable, when all staff ensure pace, practice and participation by all children. How you organise your teaching is central to this. The spiralling curriculum, which includes periods of review, ensures that all children have adequate time to learn new GPCs, then practise, retrieve and apply their learning so it moves into the long-term memory and reading becomes automatic and fluent.

The programme lends itself to a mastery approach to teaching phonics. This means that all children in the class learn the same content at the same time and it applies the principle of all the children keeping up.

Implementation

Daily Phonics Lessons

We teach phonics daily for at least 30 minutes. In Reception, we build from 10 minute lessons with additional daily oral blending games, to the full length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception and teaching begins in Week 2 of the Autumn term. 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 Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

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

Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures the learning.

We timetable phonic sessions for children in Year 2 and 3 who are not fully fluent at reading or have not passed the Phonic Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessment to identify gaps in their phonic knowledge and teach these using the Keep-up resources – at pace.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading and writing, we plan phonics 'catch up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- 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 Phase 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 who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources - at pace.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching Reading

The National Curriculum for English aims to ensure that all pupils;

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, and understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Reading underpins children's access to the curriculum and it clearly impacts of their achievement. To be able to read, children need to be taught an efficient strategy to decode words. We feel that it is essential that children are actively taught and supported to use phonics as the only approach to decoding. Phonic skills must be practised until children become automatic and fluent reading is established.

Fluent reading is only one component of reading. Comprehension skills need to be taught to enable children to make sense of what they have read, build on what they already know and give them a desire to read.

Reading increase children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Furthermore, children who read widely and frequently also have more secure general knowledge.

We teach children to read through reading practice sessions three times a week. These;

- Are taught by a fully trained adult to small groups of approximately six children.
- We use books matched to children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids.
- Are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading 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** - word reading
- **Prosody** - teaching children to read with understanding and expression.
- **Comprehension** - teaching children to understand the text.

In Reception these reading sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2 and Year 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books (in our school this is any child who is not reading fluently at Turquoise Book Band)

Each set of reading books has three lesson guidance information



Little Wandle Reading

Practice decoding

Book Name: **A Dip**

Vocabulary check:

dips – paddle in the sea

Pads – armbands to help you swim

Page 14/15 play I spy with words beginning with d

Little Wandle Reading

Practice prosody

Pages to focus on:

Model reading each page with expression and ask the children to copy you.



Little Wandle Reading

Practice comprehension

Book Name: **A Dip**

Questions 1:

Does Tim get wet? How?

Question 2:

What is the weather like? How do you know?

Question 3:

Who is wearing pads?

Question 4:

How does everyone feel at the end of the story?

Question 5:

Have you ever been in the sea? What was it like?

Content and Structure of Reading Sessions

Children need to be given regular opportunities to apply the phonics they have learned to reading fully decodable books. These reading sessions need to take place at least three times a week. Each reading session needs to have a clear focus so that the demands of the sessions do not overload the children's working memory.

These sessions need to be well-planned and executed to enable children to become confident readers who read with understanding. In Reception and Year 1, these reading practice sessions will be timetabled and the same book will be used over the three sessions.

The reading practice sessions will have a clear structure:

- Pre-read – Revisit and Review
- Reading Practice – Practise and Apply
- Review – Pacey review of any misconceptions and explanation of what is expected for home reading.

Pre-read: Revisit and Review

It is important to start every reading session with a 'revisit and review.' This will enable children to bring the GPCs they have learned to the forefront of their memory. This will make it easier for them to automatically recall the words and set them up to succeed when they read the book.

This part of the session should be short and pacy.

It provides the ideal opportunity to:

- Revise the graphemes the children already know.
- Practise fluently reading three or four words from the book, applying their phonic knowledge.
- Revise the tricky words that appear in the book.
- Teach the meaning of unfamiliar vocabulary.

Reading Practise: Practise and Apply

'Practise and apply' is the main part of the reading sessions. The specific content will vary according to the key reading skill being taught.

When the focus of the lesson is decoding, each child reads the book independently, applying their phonic skills, The session which focuses on prosody should begin with an opportunity for the children to read the book independently to practise their fluency, followed by the teacher/TA working with the reading group on how to develop prosody and practice this skill. In the third session the focus will be on comprehension.

When children are reading independently, the teacher/TA should move around the group, 'tapping in' to listen to each child read for 2 or 3 pages, depending on the length of the text.

Review

At the end of the reading session, it is important to leave a few minutes to pick up on any misconceptions and explain the home reading practice.

*We will follow this programme of reading until Year Two Term One for pupils who are on track. Children who are on track will then read Turquoise Book Band and beyond from our reading scheme independently.

*Children who are not on track will continue to follow our reading trajectory with support to allow them to close gaps and meet age expected standards.

*Other phonetically decodable books have been carefully matched to the children's phonic ability using Little Wandle guidance 'Matching 2007 Letters and Sounds Big Cat Phonics books to Little Wandle Letters and Sounds Revised.' The lowest 20% of readers in each EYFS and KS1 will also read these supplementary books daily to an adult.



Reading practice session record sheet

Date:	Book:		Phase:	Group Leader:	
Names	Session 1: Decoding		Session 2: Prosody	Session 3: Comprehension	Additional comments
	GPCs	Words			
Common misconceptions to address:					

Notes

- Keep notes to a minimum. Record only points that require additional practice.
- Mark absences 'A'.

Independent Reading

When children are learning to read, it is imperative that they practise independent reading with fully decodable books that are matched to their secure phonic knowledge. This will enable them to use the GPCs they know to decode the words and, with practise, develop fluency when reading. It will also establish the habit of using phonics as the route to decoding unknown words, avoiding unreliable guessing strategies.

Evidence and experience clearly shows that this is the most effective approach to ensuring almost all children learn to read. When selecting books for independent reading practice, the following points are essential:

- The phonic progression of the decodable books must match the phonics progression of Little Wandle Letters and Sounds Revised.
- The decodable books must introduce new GPCs in the same order as the teaching in Little Wandle Letters and Sounds Revised.
- The progression in the books must be cumulative, so children can practise the GPCs they have already learned in the programme.
- The tricky words must follow the progression for Little Wandle Letters and Sounds Revised, with each tricky word being taught before the children read a book containing it.

We are using Collins Big Cat for Little Wandle Letters and Sounds Revised as our main resources, they have devised fully decodable books matched to our programme progression.

See Reading Trajectory.

Home Reading – EYFS and Year One

The decodable reading book can be taken home to ensure that the success is shared at home on Wednesday, Thursday and Friday.

phonically decodable books that go home have been carefully matched to the children's phonic ability using Little Wandle guidance 'Matching 2007 Letters and Sounds Big Cat Phonics books to Little Wandle Letters and Sounds Revised.'

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.

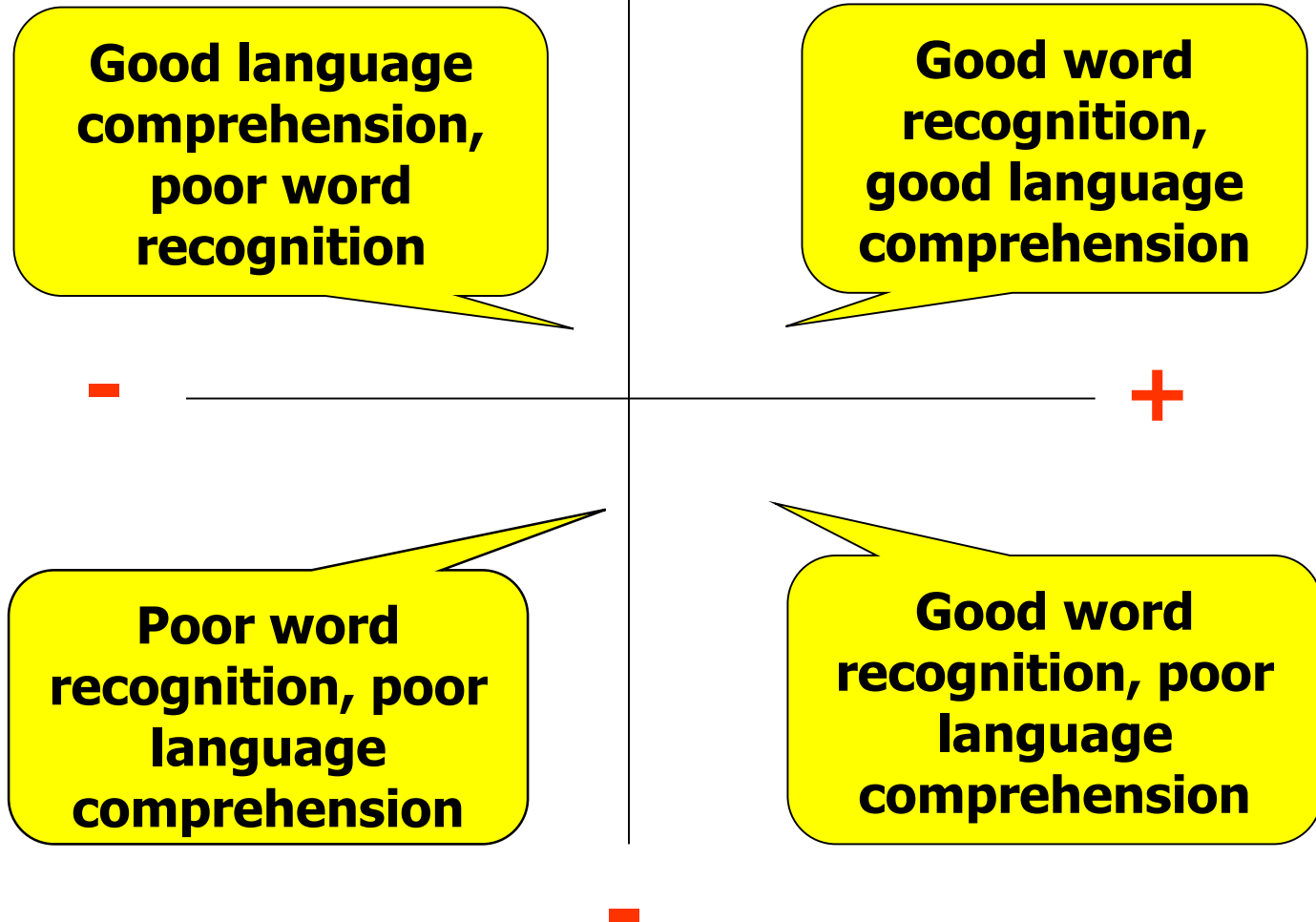
Monday	Take home a book to enjoy sharing at home.
Tuesday	Take home a book to enjoy sharing at home.
Wednesday	Take home a book to enjoy sharing at home.
Thursday	Take home the book from the reading sessions to share success at home.
Friday	Take home the book from the reading sessions to share success at home.

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 that all staff have a consistent approach and structure for each lesson.
- The Reading Leader and the English team use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

The Simple View of Reading

Word Recognition



Language comprehension

Little Wandle Mantras

Hand To Ear	Teaching strategy for chn to repeat after Teacher.
Speedy Sounds	Process of recapping previously taught GPCS.
Pronunciation Phrase	A memorable phrase used to support the children in saying phonemes correctly.
Formation Phrase	A memorable phrase used to support the children in forming the letter correctly using directional vocabulary.
Shuffle Time	Used to shuffle GPCs during teaching.
Copy Me	Teacher instructs children to copy them.
Watch Me	Teacher instructs children to watch them.
Segmenting Fingers	Teaching strategy to use fingers to segment a word.
Sound Talk	Teaching strategy used for oral blending.
Tricky Bit	Used to identify tricky part of a tricky word (the part that cannot be decoded).
Grapheme Spotter	Used to identify new GPC amongst previously taught GPCS.
Whisper Blending	Teaching strategy to support children to bridge the gap between sounding and blending aloud and doing the process silently 'in their head'.



Little Wandle Mantras

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
2/3 letters - 1 sound	Teaching strategy used to explain digraphs and trigraphs.
Catchphrase	A type of mnemonic in the form of a memorable (often funny) phrase. Generally used in some of the later GPCs learned, where a picture alone might not give enough of a 'hook'.

Little Wandle Resources

To ensure consistency and fidelity to the programme and to Support the teaching of Little Wandle Letters and Sounds Revised SSP programme, we only use agreed resources in teaching, in classroom displays and for support in EYFS and Key Stage One classrooms.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y zz s se ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng nk	 a	 e ea	 i y	 o a	 u o-e ou	

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 ou u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	air are ere ear	zh su si	

*depending on regional accent



Grapheme cards

t

p



ai

ee



sheep in a jeep



tail in the rain

Teaching resources

<p>Reception Au 2 Week 1 Day 3 Tricky</p> <p>put</p> <p>Reception Au 2 Week 1 Day 3 Tricky</p> <p>pull</p> <p>Reception Au 2 Week 1 Day 4 Tricky</p> <p>as</p>	<p>Reception Au 2 Week 1 Day 4 Tricky</p> <p>the</p> <p>Reception Au 2 Week 1 Day 4 Tricky</p> <p>is</p> <p>Reception Au 2 Week 1 Day 4 Tricky</p> <p>put</p>
--	---

Support in class

Phase 2 Sound Mat

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

Phase 3 Sound Mat

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

Tricky words

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

Tricky words

was | you | they | my | by | all
are | sure | pure

Little Wandle Record Keeping & Assessment

Our assessments are designed to be used every six weeks of the teaching cycle to help you keep track of pupils' progress, to inform next steps for teaching and to identify pupils for [Keep-up](#). These assessments should be carried out by the Reading Leader or class teacher. These are one-to-one assessments that give you a clear indication of the progress of each child

Week Commencing -

What sound was taught today?	Focus children for this session	Which children were not secure in this sound?	Which Keep Up intervention was used?	What impact did the Keep Up intervention have?
Monday				
Tuesday				
Wednesday				
Thursday				
Friday = Revisit + Review Note any gaps in children's sounds this week?				

Phonics Data 2021/2022



EYFS	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 2	/59	/59	/59	/59	/59	/59	/59
	0%						
Phase 3	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	N/A	N/A					

Year 1	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 2	/60	/60	/60	/60	/60	/60	/60
Phase 3	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	/60	/60	/60	/60	/60	/60	/60
Phase 5	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	/60	/60	/60	/60	/60	/60	39/60

What do we do during Assessment and Review Week?

We are still teaching during Assess and Review week. During the week, continue whole-class teaching to secure fluency of words and GPCs taught in week 5, and continue to teach longer words.

Use the Next Steps Prompts (see pages 3-8 of the Assessment guidance) to help you focus your teaching on the gaps, which could include the teaching of:

- specific GPCs
- In Reception, teacher-led blending, leading to less teacher support
- digraph and trigraph recognition in words
- how to move away from overt blending to blending in their heads
- how to chunk up longer words to read
- fluent reading of tricky words

Reception Assessment

Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat	man	hug	red	pe <u>ck</u>
-----	-----	-----	-----	--------------

Autumn 2

ll	a	ff	ss	o
w	g	v	u	j
i	x	y	z	qu
d	ck	e	b	zz
th	sh	ch	ng	nk

wag	box	yes
jam	b <u>uzz</u>	<u>sh</u> op
<u>thi</u> ng	<u>qu</u> ick	<u>ch</u> ip
pin <u>k</u>		

go	she	of	the	has
----	-----	----	-----	-----

Spring 1

ll	oi	ff	ss	ow
ai	igh	oa	ur	oo
er	oo	or	ear	qu
ee	ck	ar	air	zz
th	sh	ch	ng	nk

<u>rain</u>	<u>cool</u>	<u>deep</u>
<u>curl</u>	<u>born</u>	<u>boat</u>
<u>light</u>	<u>wood</u>	<u>join</u>
<u>chair</u>	<u>town</u>	<u>hard</u>
<u>ladder</u>	<u>hear</u>	<u>rabbit</u>

was	you	by	they	are
-----	-----	----	------	-----



Spring 2

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

pocket	seven	shimmer
helmet	shark	singer
powder	wooden	zooming
carpark	fights	torches
poison	cheeps	waiting

be	into	my	sure	all
----	------	----	------	-----

Summer 1

went

best

shrink

dress

finger

twist

frog

string

sprint

grand

tantrum

forest

swimming

children

stamped

some

said

have

like

were

Summer 2

bright	sport	spoon
clear	spoilt	boasts
crowds	streets	presses
sprain	perfect	balloon
morning	jumping	speeches

do	there	says
little	what	out
today	here	one
so		

Year One Assessment

Little Wandle Letters and Sounds Revised Year 1

Child assessment

Autumn 1

ai	igh	oa	ur	oo
er	oo	or	ear	ow
ee	ck	ar	air	oi
ay	ou	ea	oy	

proud	joy	thinks
smears	lightning	treat
play	floating	misses
squelch	liquid	cartoon
windmill	frost	speeches

was	are	like	there	one
you	sure	some	little	what
they	said	love	when	says
all	have	were	out	here



Autumn 2

ay	ir	a-e	o	e
ea	ie	i	e-e	aw
oy	ue	u-e	ew	a
ou	u	i-e	o-e	

bird	rude	nine
music	fever	paper
chew	glue	shake
pie	most	shield
stone	spider	these

their	people	your	could	want
-------	--------	------	-------	------

The tiger tries to get the mouse with its paws, but the mouse hides under a stone.

Spring 1

wh	oe	y	ea
ow	ve	ph	ou
ey	se	ce	le

giant	leave	face
fence	phone	ready
whisper	boulder	petal
follow	honey	horse
done	sparkle	fly

who	many	two	school	friend
-----	------	-----	--------	--------

I put an apple on the snowman's head,
and my brother took a photo of it.

Spring 2

or	oul	are	au	tch
ch	sc	wr	ear	ture

worse	creature	square
wrinkle	author	animal
always	wear	calm
flavour	watch	muscle
crafty	heard	chemist
thankful	castle	chef
sneeze	floor	

thought	through	many
once	our	

I had a scare when I found an octopus on the kitchen floor having a snooze.





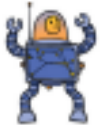





Summer 1

au	ay	ou	wh	ow
ir	ch	ea	e	aw
ph	oy	o	ue	u-e
a-e	e-e	ie	i	ew
o-e	u	i-e		

gloom	few	saucers
diving	snarl	stray
wishing	stroke	arrow
reaching	straw	race
groups	reptiles	tried
whisper	echo	first
phone	glue	

Continued on next page

Summer 1 continued

ind 	scroy 
yewn 	joil 
quisk 	splue 
chort 	meast 
waib 	meve 

because whole laugh people eye

Summer 2

kn	dge	mb	ere	gn	y
eer	ti	ge	si	ci	ey

special	action	know
comb	ledge	pleasure
mansion	break	sign
change	cheer	adventure
shrieking	crystal	daughter

busy	beautiful	pretty
move	hour	

Our mission was to find the precious treasure in the largest pyramid in the desert.

Fluency

Fluency

The Reading Framework - Developing Fluency - Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words, sentences and text. As children gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.

Fluency: speed and accuracy

Researchers generally define and measure fluency in terms of the number of words read correctly per minute. Accuracy as well as speed influences fluency; it is not just about the speed at which a child reads. The national curriculum refers to pupils reading words comprising the year 1 GPCs 'accurately and speedily', reflecting this concept of fluency.

Fluency gives the reader the choice to read at a speed that allows for comprehension and can be adapted to the purpose of the reading. Beginner readers, however, do not have a choice about speed because they are still engaged in decoding the words on the page.

Children do not pass through a magic barrier and suddenly become fluent. There is no point in children reading speedily if the words they read are wrong - for example, if they read 'place' for 'palace'. Equally, accuracy on its own is not useful, unless they can read at sooner they see beyond the word as consisting of a series of letters to decode and can focus on what it means.

Fluency

However, practising to gain automaticity in decoding needs to focus on accuracy. This means children must first work out a word by sounding and blending. Most of them have to do this several times before they can read it accurately 'at a glance'. Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance'. Urging children to read at speed will not increase their fluency: they can read only at the speed they can decode.

Recognising familiar words 'at a glance'

Some children can decode a word by sounding and blending once; later, whenever they come across the same word, they read it 'at a glance'. Most children, however, have to decode a word several times in different contexts before it becomes familiar enough to read 'at a glance'. Children with poor short-term memories need to practise decoding a word many more times before they can read it 'at a glance'. Children learn to read words 'at a glance' more easily if, when they first decode a word by saying the sounds and blending them, they know what it means: the written word is a label for what the spoken word represents. A child therefore might be more likely to read 'dog' 'at a glance' than 'cog', and 'splash' rather than 'stash'. The more words children can read 'at a glance', the sooner they see beyond the word as consisting of a series of letters to decode and can focus on what it means.

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 choppiness. 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 generally at an appropriate rate throughout reading.	Reads at an appropriate conversational pace throughout the reading.

Agreed Key Features of Effective Phonics Teaching (Through the English Hubs Programme)

Seven features of effective phonics practice Through the English Hubs Programme, seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. These are:

- direct teaching in frequent, short bursts
- consistency of approach
- secure, systematic progression in phonics learning
- maintaining pace of learning
- providing repeated practice
- application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to the provision of effective keep-up support.

Key Features of Effective Phonics Provision

1. Direct teaching in frequent, short bursts

Phonics is a specific, defined body of knowledge. Children learn this most effectively if we use direct teaching. Phonics is also powerful knowledge. It opens up the potential of reading and so much other learning, too. Children are at an advantage if they are taught phonics efficiently and as early as possible in their learning journey. Considering the young age of the children, regular short bursts of direct teaching are most effective, although these do not necessarily need to be of a particular duration.

Delivery through Little Wandle Letters and Sounds Revised.

In the programme, all lessons involve direct teaching and the accompanying 'How to' videos model this. The daily lessons follow the weekly content grids. Each lesson generally takes 15-30 minutes, depending on the age and stage of the children being taught

2. Consistency of approach

This covers two aspects:

- consistency of delivery from all teachers and teaching assistants
- consistency in the learning approaches experienced by children.

Delivery is through Little Wandle Letters and Sounds Revised.

To support the necessary consistency, it is recommended that:

- all teachers watch the 'How to' videos
- all teachers refer to the 'Prompt cards', in preparation for teaching
- each school appoints a dedicated Reading Leader, who is responsible for coaching teachers, monitoring provision, gathering data and ensuring that all teachers are trained • senior management monitors phonics teaching, with a focus on consistency.

3. Secure, systematic progression in phonics learning

It is essential for progression in phonics learning to cover:

- all the phonemes of English words
- correct pronunciation of the phonemes
- all commonly occurring grapheme-phoneme correspondences (GPCs)
- the correct formation of all graphemes
- blending for reading
- segmenting for writing
- the sequenced learning of appropriate tricky words.

The programme must establish a clear sequence that enables children to begin to read and write simple words, phrases and sentences as early as possible. It must then, systematically and cumulatively, work towards children being able to decode any unknown words in age appropriate texts by the time they complete the programme

Delivery through Little Wandle Letters and Sounds Revised

The programme provides a full progression through all commonly occurring GPCs, working from simple to more complex, and taking into account the frequency of their occurrence in the most commonly encountered words. At each appropriate stage, the lesson templates guide teachers through the learning of GPCs, the formation of graphemes, blending for reading, segmenting for writing, and reading and writing simple sentences. The weekly content grids map the introduction, practice and application of each GPC, alongside the controlled learning of tricky words. Providing the content grids are followed carefully, they ensure the secure, systematic progression required.

4. Maintaining pace of learning

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. Their progress must include reaching national standards by the required times, for example in the Phonics screening check. This means they should successfully cover the full phonic progression over the timespan of the school's programme so the pace of learning needs to reflect this. However, this needs to be balanced by our understanding (backed by recent research) that children do not cope well if they have to learn too many new things at the same time. Pace of learning is therefore also about spacing out new learning to avoid overload, and to allow time for repetition and consolidation, so that learning becomes fully embedded in long-term memory. Optimum pacing is a balance between these two considerations.

Delivery through Little Wandle Letters and Sounds Revised

In Little Wandle Letters and Sounds Revised, the weekly content grids map each element of new learning to each day, week and term for the duration of the programme. The pace allows for full coverage of all aspects of the progression, in a cumulative way, without adding too many elements of new learning at any one time. It also allows for significant periods of practice, consolidation and revision. For full effectiveness, it is therefore important that neither teaching nor learning are allowed to drift too far behind the pace set. Equally, it will be unhelpful for the set pace to be exceeded, as this is likely to result in overload for many children. Any temptation to leave out periods of consolidation and revision should also be resisted.

5. Providing repeated practice

The ultimate goal of teaching phonics is that children read fluently, recognising most words instantly and using phonics to decode any unknown words. This means that phonics knowledge needs to be embedded in long-term memory so that its application becomes automatic. Repeated, spaced practice is by far the most effective way of transferring knowledge from short- to long-term memory. Effective phonics teaching offers repeated practice at the point of learning and returns to practise the same elements again at intervals over an extended period. Practice makes permanent. The consistent experience of effective schools using the major programmes is that children do not find repeated practice tedious as long as they are engaged with the learning process.

Delivery through Little Wandle Letters and Sounds Revised

The programme builds repeated practice into all lessons, as modelled in the 'How to' videos. The lessons then return several times to further practise and consolidate learning. It is important that teachers do not shy away from repeated practice or curtail it for fear of becoming tedious. This does not happen if children are fully engaged in the learning. Little Wandle Letters and Sounds Revised promotes children's engagement in learning through:

- teacher energy and enthusiasm
- extensive interaction between teachers and children in lessons
- generous praise and encouragement
- building on and celebrating success.

6. Application of phonics using matched decodable books

All major phonics programmes use fully decodable reading books for children to practise and apply phonic knowledge. It is an expectation of the Department for Education and Ofsted, and a requirement of the National Curriculum. More importantly though, it gives children the vital opportunity to practise the phonic skills they are learning without the distraction of words they have not yet learned to decode. To be effective, it is essential that decodable books:

- are exactly matched to the phonics progression of the programme used
- present only words made up of GPCs learned to that point
- include tricky words only as they are introduced in the programme
- are used exclusively when children are practising reading and not mixed in with books that are not fully decodable at the child's level.

Of course, teachers should read and share a wide range of non-decodable quality children's books with their class.

Delivery through Little Wandle Letters and Sounds Revised

The programme includes application with decodable books as an essential stage of the teaching sequence.

7. Early identification of children at risk of falling behind, linked to the provision of effective keep-up support

In effective schools, high expectations drive the pace of learning and success built for all children by identifying those having difficulty very early on. These children are then provided with sufficient additional support to help them keep up. This involves:

- simple but effective continuous assessment, both informal and more formal
- regular progress reviews for all children
- methods of informal support understood by all teachers and teaching assistants, and implemented as soon as necessary
- systems for formal support clearly established and implemented as soon as necessary
- plans and materials for effective support readily to hand and taught well.

Delivery through Little Wandle Letters and Sounds Revised

The 'Keep-up' and 'Assessment' sections of the programme provide:

- teacher guides with full support for one-to-one keep-up sessions for children in Reception, Year 1 and beyond
- 'How to' videos to support one-to-one and group teaching
- templates and weekly grids for daily additional blending practice lessons
- six termly assessments for each year group
- assessment guides that help teachers identify next steps for teaching, advice on how to fill any gaps in learning, and include links to appropriate keep-up materials for children who need urgent additional support.

How to ensure 100% participation

All children should take part in high-quality phonics sessions. For some of the time, the teacher should teach directly. All the children should participate by listening and responding, and by practising and applying what they are learning. We believe that it is vital that all children fully participate in every phonics lesson so that they reach their full potential.

We ensure this by making sure that we;

- Position focus children (children who may need additional support) in your eyeline to ensure you can check their participation.
- Direct additional adults to the children they will be supporting. They should be trained in how to provide effective scaffolds.
- Ensure all children in the class face you directly and can clearly see the grapheme and word cards.
- Sit at a child-friendly height so you can see how well the children are participating, and so they can see the cards

Long Term Phonics Overviews

Reception - Autumn 1	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Reception - Autumn 2	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put pull full as
Week 2	v w x y	and has his her
Week 3	z zz qu ch (words with s added at the end - hats)	go no to into
Week 4	sh th ng nk	she push he of
Week 5	words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)	we be me

Reception – Spring 1	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er Words with double letters dd mm bb tt gg pp ff	are sure pure
Week 5	Longer words	

Reception – Spring 2	Phase 3 graphemes	New tricky words
Week 1	Review Phase 3 taught last half term ai ee igh oa oo ar or ur ow oi ear	Review all taught so far Secure spelling
Week 2	Review Phase 3 – er air Words with double letters	
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 in the middle /z/s Words ending -s words with -es at end /z/	

Reception – Summer 1	Phase 4 graphemes	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 Longer words	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

Reception – Summer 2	Phase 4 graphemes	New tricky words
Week 1	Long vowel CVCC CCVC	Review all taught so far Secure spelling
Week 2	Long vowel CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es Longer words	
Week 4	Root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	

Year One - Autumn 1	Phase 3/4 graphemes review Phase 5 GPCs	New tricky words
Week 1	Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow ai ear	Review previous tricky words taught in Reception
Week 2	air er /z/ 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	

Year One - 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	

Year One - 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 /f/ 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	

Year One - Spring 2	Phase 5 graphemes	New tricky words
Week 1	ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur 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/ /s/ ce se ze freeze	

Year One - Summer 1	Review Phase 5 graphemes Phonics Screening	New tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	e 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	h phone wh wheel ie shield g giant	

Year One - 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	

Matching Grids for Reading Books

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Rec - Aut 1	<p>GPCs read without hesitation: s a t p i n m d</p> <p>Blend these words: sat man</p>	Aut 2	<p>s a t p i n</p> <p>No tricky words</p>	<p><u>Phase 2, Set 1</u></p> <ul style="list-style-type: none"> • Pat it • Sit Sip Nap • Sit Sit • Tip, Sip, Nap • Pat a Pan • Sit, Tip, Pat
	<p>GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l</p> <p>Blend these words: sat man hug red</p>		<p>s a t p i n m d</p> <p>- s for plurals and present tense verbs</p>	<p><u>Phase 2, Set 2</u></p> <ul style="list-style-type: none"> • Sit in! • Tap it, Tad! • A Dip • Pip!
	<p>GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l</p> <p>Blend these words: sat man hug red peck</p>		<p>g o c k c k</p> <p>Tricky words - and is the</p>	<p><u>Phase 2, Set 3</u></p> <ul style="list-style-type: none"> • Nip it! Dig it! • Tick Tock and Mick • Pop it on! • Pip and Pop

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Rec - Aut 2	<p>GPCs read without hesitation: a e i o u g b d b ff ll ss ck</p> <p>Sound out and blend at least five words</p>	Spring 1	<p>e u r h</p> <p>Tricky words - I is the put pull full as and his has her</p> <p>b f ff l ll ss</p>	<p><u>Phase 2, Set 4</u></p> <ul style="list-style-type: none"> • Pots, Cans, Cups! • Rag Duck • Duck Socks • Bad, Luck Dad • Nell and Tess • Up and Off!
	<p>GPCs read without hesitation: j v w x y z zz qu ch sh th ng nk</p> <p>Sound out and blend at least seven words</p>		<p>j v w x y z zz qu ch sh th ng nk</p> <p>Tricky words - I the put pull full as and his has her no go to into she push he of we me be</p>	<p><u>Phase 2, Set 5</u></p> <ul style="list-style-type: none"> • Hush! • Fix it, Fox! • Jazz and Jet • Ding Dong • Dash to Dig • Cubs • Jig and jog • Buzz, Hop, Zip! • Will it Sink? • Big Mud Run

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Rec - Spring 1	<p>GPCs read without hesitation:</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>sound out and blend at least 12 words.</p>	Spring 2	<p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Words with double letters: dd, mm, bb, rr, gg, pp, nn, cc</p> <p>Longer words e.g. magnet, lemon</p> <p>Compound words e.g. carpark</p> <p>Tricky words - I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</p>	<p><u>Phase 3, Set 1</u></p> <ul style="list-style-type: none"> • Pink Boat, Pink car • Finn Feels better • A Job for Dog • I look for mark • Jack and Zain • Get Set for Fun • It is a Fox • Rock pools • Down to Up • Odd Fish!

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Rec - Spring 2	<p>All GPCs read without hesitation</p> <p>Sound out and blend at least 12 words.</p>	Summer 1	<p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Words with more than one digraph - shimmer</p> <p>Longer words e.g. fantastic, helmet</p> <p>Compound words e.g. earring, popcorn</p> <p>Words ending in -ing - chatting, waiting</p> <p>Words ending in -es - torches</p> <p>Tricky words - I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</p>	<p><u>Phase 3, Set 2</u></p> <ul style="list-style-type: none"> • Aimee and the Tablet • Lee and the Box • Nipper and Gull • The Hopper • The Power Cut • In the Dark Woods • Down the River • Food on the farm • Owls in the Night • It is Hidden

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Rec - Summer 1	<p>All GPCs read without hesitation</p> <p>Sound out and blend at least 7+ words.</p> <p>Read 5 words automatically.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	Summer 2	<p>Adjacent consonants and short vowels</p> <p>Tricky words - I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p><u>Phase 4, Set 1</u></p> <ul style="list-style-type: none"> • The Foolish, Timid rabbit • Tickets! • Scrap rat • Snug in the Tent • Chick and Crock have Lunch • Thumper • How the ear Can hear • Stunt Jets • Good Things from Farms • Track a T-Rex • Strong Trucks • From the Top

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Rec - Summer 2	<p>All GPCs read without hesitation</p> <p>Sound out and blend at least 7+ words.</p> <p>Read 5 words automatically.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p>These books will be read in Year 1</p>	<p>Adjacent consonants and short vowels</p> <p>Tricky words - I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p><u>Phase 4, Set 2</u></p> <ul style="list-style-type: none"> • Eggs on Toast • Dragon in the Jam • The Monster on the Train • Zebra's Tent • The Chicken Coop Scoop • I love it! • Harper and the Big Dog • Spook Night • A Year in Japan • Stunning Stunts • Extinct Monsters • How to Spot an otter • It's Freezing Out! • Train to Win • Maps • Storms

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Y1 - AUT 1	<p>All GPCs read without hesitation</p> <p>Sound out and blend at least 8+ words.</p> <p>Read 5 words automatically.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	Autumn 2	<p>/ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ ue blue rescue /yoo/ u unicorn</p> <p>Tricky words - I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p><u>Week 1 to 3: Phase 4, Set 2</u></p> <ul style="list-style-type: none"> • Eggs on Toast • Dragon in the Jam • The Monster on the Train • Zebra's Tent • The Chicken Coop Scoop • I love it! • Harper and the Big Dog • Spook Night • A Year in Japan • Stunning Stunts • Extinct Monsters • How to Spot an otter • It's Freezing Out! • Train to Win • Maps • Storms <p><u>From Week 4: Phase 5, Set 1</u></p> <ul style="list-style-type: none"> • Not in Otter's Pocket • The Elf and the Cobbler • The Dragon Keeper's Handbook • Blackcurrant Jam • Sharks • Animal tricks: Sticking Power

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Y1 - AUT 2	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation</p> <p>Sound out and blend at least 8+ words.</p> <p>Read 7 words automatically.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	Spring 1	<p><u>Set 1 GPCs</u> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ ue blue rescue /yoo/ u unicorn</p> <p><u>Set 2 GPCs</u> /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /yoo/oo/ u-e rude, cute /ee/ e-e these /oo/yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Set 1 Tricky words - I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out</p> <p>Set 2 Tricky words - the put pull full no go to into push of was you they my by all are sure pure said have some come love do were here little says there when what one their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p><u>Finish Phase 5, Set 1 if not already completed in Autumn 2</u></p> <ul style="list-style-type: none"> • Not in Otter's pocket • The Elf and the cobbler • The Dragon Keeper's Handbook • Blackcurrant Jam • Sharks • Animal tricks: Sticking Power <p><u>Phase 5 Set 2</u></p> <ul style="list-style-type: none"> • Let's Pretend! • Iris's Wild Ride • Jake and Jen in the Balloon of Doom • Wild Homes • This is Our planet • Be a Cave Explorer

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Y1 - Spring 1	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation</p> <p>Sound out and blend at least 8+ words.</p> <p>Read 7 words automatically.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	Spring 2	<p><u>Set 3 GPCs</u></p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve have /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>Set 3 Tricky words - the put pull full to into push of was they all are sure pure said do were here says there what one their people oh your Mr Mrs Ms ask could would should our water want any many again who whole where two school call different thought through friend work</p>	<p><u>Phase 5 Set 3</u></p> <ul style="list-style-type: none"> • Don't Blame Me • The Stone Shadows • Look Out Nebit! • How to Draw Cat and Dog • Show Time! • Welcome to My Home!

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Y1 - Spring 2 and Summer 1	<p><u>Spring 2</u> All GPCs read without hesitation, including GPCs with more than one pronunciation</p> <p>Sound out and blend at least 8+ words.</p> <p>Read 7 words automatically.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p> <p><u>Summer 1</u> This assessment is used to check progress for the Phonics Screening Check, continue to use the books listed for Summer 1 and 2 for all children who were successful in the Spring 2 assessment.</p>	Summer 1 and 2	<p><u>Set 4 GPCs</u> /ur/ or word /oo/ u ould awful would /air/ are ear eer share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father /or/ a water /ur/ eer learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze</p> <p><u>Set 4 Tricky words</u> - the to into of they all are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole where two thought through friend work once laugh because eye</p>	<p><u>Phase 5 Set 4</u></p> <ul style="list-style-type: none"> Disaster Duck Noisy Neesha The Hide and Seek Squirrels A Helping Hand Witney and Boscoe's Lost and Found Around the World in 72 Days Bear Spotting How Not To be Eaten Beetles Around the World Crocs and Rocks The Secret of Loch Ness

Term of Assessment	Assessment Results	Term child reads the book	Children can read books containing the following	Whole Class Focus Books and Independent Reading Books
Y1 - Summer 2	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation</p> <p>Sound out and blend at least 8+ words.</p> <p>Read 7 words automatically.</p>	Year 2 - Autumn 1	<p><u>Set 5 GPCs</u></p> <p>/ai/ eigh aigh ey es eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge ge bridge large /i/ y crystal /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar one daughter pour oar more</p> <p><u>Set 5 Tricky words</u> - the to into of are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe</p>	<p><u>Phase 5 Set 5</u></p> <ul style="list-style-type: none"> • The Dragon King's daughter • The Knight Who Could Knit • The Shy Monster • The Great Fire of London • Poles Apart • Reptiles Break Rules

Reading Trajectory

Phase 2, 3 and 4 Books

<u>Reception</u> Autumn 1			
<u>Reception</u> Autumn 2	<u>Phase 2, Set 1</u> <ul style="list-style-type: none">• Pat it• Sit Sip Nap• Sit Sit• Tip, Sip, Nap• Pat a Pan• Sit, Tip, Pat	<u>Phase 2, Set 2</u> <ul style="list-style-type: none">• Sit in!• Tap it, Tad!• A Dip• Pip!	<u>Phase 2, Set 3</u> <ul style="list-style-type: none">• Nip it! Dig it!• Tick Tock and Mick• Pop it on!• Pip and Pop
<u>Reception</u> Spring 1	<u>Phase 2, Set 4</u> <ul style="list-style-type: none">• Pots, Cans, Cups!• Rag Duck• Duck Socks• Bad, Luck Dad• Nell and Tess• Up and Off!	<u>Phase 2, Set 5</u> <ul style="list-style-type: none">• Hush!• Fix it, Fox!• Jazz and Jet• Ding Dong• Dash to Dig• Cubs• Jig and jog• Buzz, Hop, Zip!• Will it Sink?• Big Mud Run	
<u>Reception</u> Spring 2	<u>Phase 3, Set 1</u> <ul style="list-style-type: none">• Pink Boat, Pink car• Finn Feels better• A Job for Dog• I look for Mark• Jack and Zain• Get Set for Fun• It is a Fox• Rock pools• Down to Up• Odd Fish!		

Phase 2, 3 and 4 Books

Reception Summer 1

Phase 3, Set 2

- Aimee and the Tablet
- Lee and the Box
- Nipper and Gull
- The Hopper
- The Power Cut
- In the Dark Woods
- Down the River
- Food on the farm
- Owls in the Night
- It is Hidden

Reception Summer 2

Phase 4, Set 1

- The Foolish, Timid rabbit
- Tickets!
- Scrap rat
- Snug in the Tent
- Chick and Crock have Lunch
- Thumper
- How the ear Can hear
- Stunt Jets
- Good Things from Farms
- Track a T-Rex
- Strong Trucks
- From the Top

Phase 5 Books

Year One Autumn 1

Phase 4, Set 2

- Eggs on Toast
- Dragon in the Jam
- The Monster on the Train
- Zebra's Tent
- The Chicken Coop Scoop
- I love it!
- Harper and the Big Dog
- Spook Night
- A Year in Japan
- Stunning Stunts
- Extinct Monsters
- How to Spot an otter
- It's Freezing Out!
- Train to Win
- Maps
- Storms

Year One Autumn 2

Phase 4, Set 2

- Eggs on Toast
- Dragon in the Jam
- The Monster on the Train
- Zebra's Tent
- The Chicken Coop Scoop
- I love it!
- Harper and the Big Dog
- Spook Night
- A Year in Japan
- Stunning Stunts
- Extinct Monsters
- How to Spot an otter
- It's Freezing Out!
- Train to Win
- Maps
- Storms

From Week 4: Phase 5, Set 1

- Not in Otter's Pocket
- The Elf and the Cobbler
- The Dragon Keeper's Handbook
- Blackcurrant Jam
- Sharks
- Animal Tricks: Sticking Power

Year One Spring 1

From Week 4: Phase 5, Set 1

- Not in Otter's Pocket
- The Elf and the Cobbler
- The Dragon Keeper's Handbook
- Blackcurrant Jam
- Sharks
- Animal Tricks: Sticking Power

Phase 5 Set 2

- Let's Pretend!
- Iris's Wild Ride
- Jake and Jen in the Balloon of Doom
- Wild Homes
- This is Our planet
- Be a Cave Explorer

Phase 5 Books

Year One Spring 2

Phase 5 Set 3

- Don't Blame Me
- The Stone Shadows
- Look Out Nebit!
- How to Draw Cat and Dog
- Show Time!
- Welcome to My Home!

Year One Summer 1

Phase 5 Set 4

- Disaster Duck
- Noisy Neesha
- The Hide and Seek Squirrels
- A Helping Hand
- Witney and Boscoe's Lost and Found
- Around the World in 72 Days
- Bear Spotting
- How Not To be Eaten
- Beetles Around the World
- Crocs and Rocks
- The Secret of Loch Ness

Year One Summer 2 and Year Two Autumn 1

Phase 5 Set 5

- The Dragon King's daughter
- The Knight Who Could Knit
- The Shy Monster
- The Great Fire of London
- Poles Apart
- Reptiles Break Rules

Phase 1

Books

Reading Book Phase 1	GPCs	Words
1. Old MacDonald Had a Farm	Wordless	Wordless
2. Number Fun		
3. Sound Walk		
4. People Who Help Us		
5. Animal Fun		
6. On the Beach		

Phase 2 Books

Reading Book Phase 2 Set 1	GPCs	Words to read
1. Pat It	s a t p i n	pat it sit tip nip nap pin Tricky Words - n/a
2. Sit Sip Nap	s a t p i n	sit nap pat tip tap Tricky Words - n/a
3. Sit Sit	s a t p i n	sit pat tin pan sip tap tip Tricky Words - n/a
4. Tip, Sip, Nap	s a t p i n	tap tip pat nap nip sip Tricky Words - n/a
5. Pat a Pan	s a t p i n	tap tip pat it in Tricky Words - n/a
6. Sit Tip Pat	s a t p i n	sit pat nap tip tap sip Tricky Words - n/a

Reading Book Phase 2 Set 2	GPCs	Words
7. Sit In!	s a t p i n m d	Pam Nad in sit Tricky Words - n/a
8. Tap it Tad!	s a t p i n m d	Tad Dad taps mad pit pat naps Tricky Words - n/a
9. A Dip	s a t p i n m d	Tim pats dips Nan pad Tricky Words - n/a
10. Pip!	s a t p i n m d	Sam Dad naps Pip dips sips map tip Tricky Words - n/a

Reading Book Phase 2 Set 3	GPCs	Words
11. Nip it! Dig it!	g o	Tom digs pit nips naps pat pod sips Tricky Words - n/a
12. Tick Tock and Mick	o c k ck	Tick Tock sick kick not top can and is nap Tricky Words - and is
13. Pop it on!	g o	the dog sits map the is pops tags Tricky Words - the is
14. Pip and Pop	o c k ck	Kim kit sack can pops the is dip Tricky Words - the is

Reading Book Phase 2 Set 4	GPCs	Words
15. Pots, Cans, Cups!	g o c k ck e u	I picks get cans Mum dock the and dips tugs Tricky Words - and I the
16. Rag Duck	g o c k ck e u r h	Mum socks rag cut red pin hop the is and has rip rags hem pad rod Tricky Words - and the is has
17. Ducks Socks	g o c k ck e u r h	Hip duck gets red sock is has no and sack dots rock dig Tricky Words - is has no and
18. Bad Luck Dad	g o c k ck e u r h b f ff l ll s ss	bad fin huffs lets tell kiss as the I no go rod cod luck Tricky Words - as the no go I
19. Nell and Tess	s ss l ll	Tess Nell hill bag get red tuts packs huffs bell mess is and no has puffs Tricky Words - is and no has
20. Up and Off!	s ss l ll f ff b g o e u c ck	Bill off up gets ill miss Len licks the go tips pick Tricky Words - the go

Reading Book Phase 2 Set 5	GPCs	Words
21. Hush!	j qu ch sh th ng	Josh posh chops bang thuds quack the hush den shock Tricky Words - is and no has
22. Fix it Fox	v x y z qu ch sh th ng nk	Yak fox van he shop chops bang thanks to the fix zips Tricky Words - he to the
23. Jazz and Jet	J w y z zz qu sh ch th	Jazz wet quick chill shed this the zigs zags huff puff yap Tricky Words - the
24. Ding Dong	ng x j z zz	Jill ding dong box buzz the her he full ring Tricky Words - the full he her
25. Dash to Dig	qu ch ng nk th sh x w z zz	Zip Fuzz quick thunk rungs chuck will box and to the we be Tricky Words - and to the we be
26. Cubs	w x sh th ng	Wet fox fish this long to be push den sip hug cubs Tricky Words - to be push
27. Jig and Jog	j w qu th ch ng nk	I jog will quick chin dash thin hang pink we the push jig thud toss Tricky Words - we the I push

Reading Book Phase 2 Set 5	GPCs	Words
28. Buzz, Hop, Zip!	w x z zz qu th ng	buzz zips quick this six wings and push hums Tricky Words - and push
29. Will it Sink?	w y z x v nk th sh	Zac will yes fox van sink this shell the no and Tricky Words - the no and
30. Big Mud Run	j w z qu sh th ng nk	rush bank thin quick jog win to the are go dash zig-zag rungs sink Tricky Words - to the are go

Phase 3
books

Reading Book Phase 3 Set 1	GPCs	Words
31. Pink Boat, Pink Car	ar ow oa oo oo ure ur oi air ee	I car turns cool join my the are they we sure pink boat fair took now feel Tricky Words - the I are my they sure
32. Finn Feels Better	ee igh oa oo oo ar ur ow er	Finn feels light coat cool hook art turns towel better the he and go to I Tricky Words - the he and go to I
33. A Job for Dog	ai ee igh oo oo ar or ur er	I meet room tail cook hurt arm sigh for my he you be no the naps need vet seeds Tricky Words - he my you be the no I
34. I Look for Mark	ee oa oo oo ar or ow air ear er	Mark look for room near see Jibber wow chair coat I no into the he and dash Tricky Words - I no into the he and
35. Jack and Zain	ee igh oo oo ur er ai ear	Zain feels light moon good turns better rain hears the he of to I hugs kitten Tricky Words - I the he of to

Reading Book Phase 3 Set 1	GPCs	Words
36. Get Set For Fun	oo ar ai ow oo ear ee or igh er	Owls hoot dark see earwig for ladder night rain go the by put moss look Tricky Words - the go by put
37. It is a Fox	ai ee oa oo ur ear ar or b bb n nn	Tail deep coat thin look fangs fur hear the thick footpads fennec rabbit Tricky Words - the
38. Rock Pools	ai ee igh oa oo oo or er	Rain weeds might coat look boots for of and are full you shells gutweed limpets mussels hermit Tricky Words - you of and are full
39. Down to Up	ee ow ar oo oo air ear ai ur igh er oi	Roof might feel down again air hear hard look turn join they you and the to loop better Tricky Words - you of and are full
40. Odd Fish!	ow oo er ar igh or ee ur	Down looks for deeper dark night we go are the fin lurks Tricky Words - we go are the

Reading Book Phase 3 Set 2	GPCs	Words
41. Aimee and the Tablet	ai ee igh oa oo oo ur ow ear er	Aimee needs right looks turn now appears better to the all tablet cool tugboat Tricky Words - the to all
42. Lee and the Box	ai ee igh oa oo ar air	Lee sails boat booms shark chair and the he be naps Tricky Words - and the he be
43. Nipper and Gull	ee oa oo oo ar er	Sees soak pool look sharp better my she he and the moans litter harmless rockweed Tricky Words - my she he and the
44. The Hopper	ee igh oa oo oo ar or ear air er	Feet higher look farm for I near boat we the hopper fair leeks shellfish zoom tarts Tricky Words - I we the
45. The Power Cut	ai ar ee er igh oa oo oo or ow ur	I rain cheeks night goat look room the and to we my yarn howl power patters torch Tricky Words - the and I we to my

Reading Book Phase 3 Set 2	GPCs	Words
46. In the Dark Woods	ee igh oa oo oo ar ur ow oi ear air er or	Dark woods lights hear oak owls air feels coil hurt otter the we she soak marsh eels herd hoof torch Tricky Words - the and I we to my
47. Down the River	ai ee igh oa oo ar ur ow oi ear er g gg n nn	Sailboat see light too dark down soil further near bigger tunnel to the you lock rushes reeds chugs Tricky Words - the we she
48. Food on the Farm	ai ee igh oo oo ar or oi er	Rain seeds high cooks food farm corn soil herbs to the pulls are leeks beetroots Tricky Words - the are pulls to
49. Owls in the Night	er oo oo ee ai ow igh ear ar or	Owls night perch look food dark hear wait for the they and of talons need Tricky Words - the they and all
50. It is Hidden	d dd t tt ee oo or oa ar igh oo er ow	See look for toad hidden bottom bark high looper owl you by the to moth reef Tricky Words - to the you by

Phase 4
books

Reading Book Phase 4 Set 1	GPCs	Words
51. The Foolish Timid Rabbit	Adjacent consonants with short vowel phonemes	<p>Thumper crash must snap went Tusker to the I by he we was you they sped split planet apart</p> <p><u>Tricky Words</u> - to the I by he we was you they</p>
52. Tickets!	Adjacent consonants with short vowel phonemes	<p>I stuff stamp flip hunts the she my here you some of I have to no cram stash trip</p> <p><u>Tricky Words</u> - the she my here you some of have I to no</p>
53. Scrap Rat	Adjacent consonants with short vowel phonemes	<p>Wilf Stan Fliss stop jumps plan some comes to the into he clips snip scrap yells</p> <p><u>Tricky Words</u> - some to the comes into the</p>
54. Snug in the Tent	Adjacent consonants with short vowel phonemes	<p>I tent stop splash lands blanket plop grab like when there come what to the of into my snug droplets sprint damp</p> <p><u>Tricky Words</u> - like when there come what I to the of into my</p>

Reading Book Phase 4 Set 1	GPCs	Words
55. Crick and Crock Have Lunch	Adjacent consonants with short vowel phonemes	<p>I and slips crack sniff drink plan grand lunch help soft have the she into of no come me here some you what there lunchbox</p> <p><u>Tricky Words</u> - have the she into of no come me here some you what there I</p>
56. Thumper	Adjacent consonants with short vowel phonemes	<p>and eggs cracks claps spots brings crunch lunch desk stronger the into she we to chomps snaps thwack crops naps</p> <p><u>Tricky Words</u> - the into to she we</p>
57. How the Ear Can Hear	Adjacent consonants with short vowel phonemes	<p>help stamp splat scrunch crack eardrum fact itself of to the by are you they have like do come little out what alert objects</p> <p><u>Tricky Words</u> - of to the by are you they have like do come little out what</p>
58. Stunt Jets	Adjacent consonants with short vowel phonemes	<p>bend press stunt swift spin griffin to the you flatten twist flip targets dart drift</p> <p><u>Tricky Words</u> - to the you</p>

Reading Book Phase 4 Set 1	GPCs	Words
	Adjacent consonants with short vowel phonemes	Electric from crops things helps milk munch stems flapjacks of the into all we have do come corn panels <u>Tricky Words</u> - of the into all we have do come
60. Track a T-Rex	Adjacent consonants with short vowel phonemes	brush smash tracks help hunt twists strong footprints he of the I was they what there are fossil skull expert chomp skeleton talent dung <u>Tricky Words</u> - he of the I was they what there are
61. Strong Trucks	Adjacent consonants with short vowel phonemes	And truck bump brings strong splits swings trench there are all of they the into do to stunt grips dumper ramps boom magnets crusher <u>Tricky Words</u> - there are all of they the into do to
62. From the Top	Adjacent consonants with short vowel phonemes	From windmill spot sprint grand blocks flats cliff canal specks <u>Tricky Words</u> - n/a

Reading Book Phase 4 Set 2	GPCs	Words
63. Eggs on Toast	Adjacent consonants with long vowel phonemes	<p>I starts plain crowns sweetcorn Preeta spoons scoop green brown squeeze squelch three of to the all are they some little out love plonks scatters groans boast</p> <p><u>Tricky Words</u> - of to the I all are you they some little out love</p>
64. Dragon in the Jam	Adjacent consonants with long vowel phonemes	<p>Free agrees points trail sweetcorn bright starts groans swoops frowns star slurps are the they of we no there puts my she to some beetroot greens chomps plush</p> <p><u>Tricky Words</u> - are the they of there puts my she to come</p>
65. The Monster on the Train	Adjacent consonants with long vowel phonemes	<p>I train gloom scarf bright creeps growls toast crusts are into is me my of on to some the we you scanning slinks spurts clambers flee</p> <p><u>Tricky Words</u> - are I into is me my of on to some the we you</p>
66. Zebra's Tent	Adjacent consonants with long vowel phonemes	<p>I green brown bright toast books stars spoons thunderstorm afraid the my he we be said to boasted tight spook shot</p> <p><u>Tricky Words</u> - be to we the said my he I</p>

Reading Book Phase 4 Set 2	GPCs	Words
67. The Chicken Coop Scoop	Adjacent consonants with long vowel phonemes	Flora scoots speed brown trails monster frowns crowd swoops splash of to I the are she we be you they do what roost scoop hoists stardom Elspeth Bree Blair glee <u>Tricky Words</u> - of to the I are she we be you they do what
68. I Love It!	Adjacent consonants with long vowel phonemes	I brown flight green scoops claims groans complains snorts floats of he you the love come like do lagoon shrimp wails <u>Tricky Words</u> - of he I you the love come like do
69. Harper and the Big Dog	Adjacent consonants with long vowel phonemes	Creeps avoid snail groans storm prowls starts frightens the what there when I he me little you to go like bursts trails vanish <u>Tricky Words</u> - the what there when I he me little you to go like
70. Spook Night	Adjacent consonants with long vowel phonemes	Spook sleep starts float swoops Screech sweeping starlight <u>Tricky Words</u> - do you go to the come all he be they have she into

Reading Book Phase 4 Set 2	GPCs	Words
71. A Year in Japan	Adjacent consonants with long vowel phonemes	starting speed train crowded clear bright flowers bloom streets scoop green sweet of to the are they there floating hectic blustering shrimp transform clusters <u>Tricky Words</u> - of to the are they have
72. Stunning Stunts	Adjacent consonants with long vowel phonemes	Stunt train plan screech burst jump from flip spears swoop have no of one out so some they to do the by are stunning thrilling <u>Tricky Words</u> - have no of one out so some they to do the by are
73. Extinct Monsters	Adjacent consonants with long vowel phonemes	treetops throat pointed flailing green scoop swooping speed screen monsters stood the some like was little of by you be extinct roosted juttred darted barbs <u>Tricky Words</u> - the some to like was little of by you be
74. How to Spot an Otter	Adjacent consonants with long vowel phonemes	unspoilt bright clear throat swim coast frightening creep tree sleek smart near expert alert good harvest habitat <u>Tricky Words</u> - n/a
75. It's Freezing Out!	Adjacent consonants with long vowel phonemes	I green throat brown trail starts screech stoat gloom flowers scoot freezing clear of to the into by my we they like some when out love there frost <u>Tricky Words</u> - the of to I into by my we they like some when out love there

Reading Book Phase 4 Set 2	GPCs	Words
76. Train to Win	Adjacent consonants with long vowel phonemes	<p>Arctic sleep crowd sport smart training coats trails swoops sweeping to the have are pull all by they sled bitter hollers musher markers</p> <p><u>Tricky Words</u> - the to have pull they are all by</p>
77. Maps	Adjacent consonants with long vowel phonemes	<p>starting fleets painted street clearer train smart explorers comes some were they of the to there no are have so we what do be continents astronomers</p> <p><u>Tricky Words</u> - the comes some were they of to there no are have so we what do be</p>
78. Storms	Adjacent consonants with long vowel phonemes	<p>Clear trees three burst bright spoilt floats streets frightening rainstorms have you out some the are little full of into be they we there to risk zaps riverbanks hail</p> <p><u>Tricky Words</u> - have you out some the are little full of into be they we there to</p>

Phase 5

Books

Reading Book Phase 5 Set 1	GPCs	Words
79. Not in Otter's Pocket	ai ay ee ea igh ie oo ue ow ou ur ir	twirled day found blue cried the into put my he said one have me do like little of seaweed urchin armpit pouch <u>Tricky Words</u> - the into put my he said one have me do like little of
80. The Elf and the Cobbler	ai ay ee ea igh ie oo ue oi y ow ou ur ir	found cried beads glue girl day joy the one he was of to into she we what's I some all here my come you fabric swirl elegant twirl <u>Tricky Words</u> - the one he was of to into she we what's I some all here my come you
81. The Dragon Keeper's Handbook	ai ay ee ea oi oy ou yoo u ur ir	I playing enjoy out tea first by the do you have we are to like some here they of be my all go what fearless fuel broth quests pests damsel <u>Tricky Words</u> - by the do you have we are to like some here they of be my all go I what

Reading Book Phase 5 Set 1	GPCs	Words
82. Blackcurrant Jam	ai ay ee ea oi oy ou yoo u ur ir	stir out days each enjoy you the little put all into come to when one by they are some compost nectar do so simmer tender <u>Tricky Words</u> - you the little put all into come to when one by they are some do so
83. Sharks	ai ay ee ea igh ie oo yoo ue ow ou	around blue beach lie stay are the of they some there like to have full little when push go do prow! tropics hue snout snooping frilled <u>Tricky Words</u> - are the of they some there like to have full little when push go do
84. Animal tricks: Sticking Power	ai ay ea ee	sea each day ray there are of they to some by the have go no into limpet trail shelter pads squid eel hagfish gloop flee fins when <u>Tricky Words</u> - there are of they some by the have go no into when

Reading Book Phase 5 Set 2	GPCs	Words
85. Let's Pretend	ai a a-e ee e ie igh i-e oa o yoo u-e	both waves pretending amazing find life hurried costume into the was little to are said there what asked they was of your my could some come their entwined squid flounders manta ray <u>Tricky Words</u> - into the was little to are said there what asked they was of your my could some come their
86. Iris's Wild Ride	ai a-e ee e ie igh i-e	wild began shade line field the to when you said of into were all there was they alpaca graze hay stile yikes gliding <u>Tricky Words</u> - the to when you said of into were all there was they
87. Jake and Jen in the Balloon of Doom	ai a-e ee ie igh i-e oa o o-e oo yoo ew u-e or aw	chase she wild newborn control cute shrieked rope saw kite the said there's to into my pulled of what asked some should could they were when their our you sniggered prey sibling <u>Tricky Words</u> - the said there's to into my pulled of what asked some should could they were when their our you

Reading Book Phase 5 Set 2	GPCs	Words
88. Wild Homes	ai a-e a ee ie e-e igh i i-e oa o o-e oo yoo ew u-e	old wild making safe inside home use these chew families what are of they to the their into by some collides strikes pulp mound dam warren <u>Tricky Words</u> - what are of they to the their into by some
89. This is Our Planet	ai a-e ee e ie e-e igh i i-e oa o	go wild be name survive these fields our full of you come are the here to little people houses all have one environments hostile plains bleak fertile <u>Tricky Words</u> - our full of you all are the here little people houses come have one
90. Be a Cave Explorer	ai a-e ee e ie e-e igh i-e oa o	cave diving be so these families like of people are they were some by the into when their there you have do here what was formed experts leaked clambering <u>Tricky Words</u> - of people are they were some by the into when their there you have do here what was

Reading Book Phase 5 Set 3	GPCs	Words
91. Don't Blame Me	e ea ee y igh j g l le al oa oe ou ow oo ou w wh	happily mangoes shoulder when throw head little animals huge my you some was the to one of oh into they what's said again all Polecat Ostrich boulder bellowing buffaloes blame <u>Tricky Words</u> - was the to one of oh into they what's said again all
92. The Stone Shadows	e ea ee y igh j g l le al oa oe ou ow oo ou w wh	Moe you shadow shoulder urgent very have ace paddled ready when are the said were to people was do they asked boulders peril towed <u>Tricky Words</u> - are the said were to people was do they asked
93. Look Out Nebit!	e ea ee y f ph igh y j g l le oa ow oo ou s se u o	mucky spreaders my shadowy giant sphinx scuttles other house you to of the oh are where one into all their there your friend push opulent fuming fragrant <u>Tricky Words</u> - to of the oh are where one into all their there your friend push

Reading Book Phase 5 Set 3	GPCs	Words
94. How to Draw Cat and Dog	e ea ee y igh y l le al oa ow oo ou s se u o-e o v ve	head below triangle circle leaves some another chases you by to the put of where your all repeat oval segment pointy escapes attached <u>Tricky Words</u> - where of to the put your all
95. Show Time!	e ea ee y igh y j g l al oa ow oo ui ou s c se u o-e v ve w wh	very ready white by show magical exciting have some practise suit group there to the put what they would do their should of full all are friend one school talent judo venue spotlights tango boogie hired <u>Tricky Words</u> - there to the put what they would do their should of full all are friend one school
96. Welcome to My Home!	ee y igh j g l al le oa oe ow oo ou s c u o-e o v	tidying goes my windows giant animal cycle love come other soup our the where of what to there all friends are different their Brazil China Kenya trials samba outskirts skewers <u>Tricky Words</u> - our the where of what to there all friends are different their

Reading Book Phase 5 Set 4	GPCs	Words
97. Disaster Duck	ar a c ch ture tch oo oul or al au sc sh ch *schwas in longer words *schwas at the end of words	disaster what creature patch called causes school scene chef could excellent caterpillar one to the of oh again were burglar squelch <u>Tricky Words</u> - of to the one were oh again
98. Noisy Neesha	air are ar ch tch oo u or al au oor ur ear *schwas in longer words	Laura hare was all door heard wonderful asked kitchen elephant Mr Mrs the of to said friend were are here racket gooey practising <u>Tricky Words</u> - of to the are said Mr Mrs friend were here
99. The Hide and Seek Squirrels	air ere ar ch ture oo oul oo au al ur ear or *schwas in longer words *schwas at the end of words	batch picture put would there share was chorus searched bustled asked work all squirrels triumphantly the of they to our said their your were here gathered invented paused <u>Tricky Words</u> - the of they to our said their your were here are
100. A Helping Hand	air ere ar ch ture oo oul oo au al ur or *schwas in longer words *schwas at the end of words	was world helpful where ditch asked bustled called school fetch adventure galumphed hundred one to the of were friends they wondered glistening whined gooey <u>Tricky Words</u> - of to the were friends they

Reading Book Phase 5 Set 4	GPCs	Words
101. Witney and Boscoe's Lost and Found	air ere are tch ture oo al wr st ur ear *Schwas at the end of words	catching pictures there carefully bush searching washing useful bustled tall wrapped April are the of they one to were their cable snatched scratchy ditch <u>Tricky Words</u> - of to the they are one were their
102. Oodles of Noodles	air are ere ch tch OO oul or al sc st sh ch *Schwas in longer words	water all there scent glistening kitchens watch chef should full vegetables of are the here to Mr people says one your again senses prepared shove wok blame pop-up <u>Tricky Words</u> - of are the here to Mr people says one your again
103. Around the World in 72 Days	air are ere tch ture oo oul or al sh ch ur ear or	world satchel adventure dared there chaperone small was would put Earth different the of to said were people two today reporter battled midway triumphant inspires <u>Tricky Words</u> - of to said were people two today
104. Bear Spotting	air ear ere are ar ch tch oo u or al ur or *Schwas at the end of words *Schwas in longer words	bear where rare glasses small water powerful world catch polar different are of many they the to into their one threat protecting markings seal snout boulders <u>Tricky Words</u> - are of many they the to into their one

Reading Book Phase 5 Set 4	GPCs	Words
105. How not to be Eaten	air ear ere are ar ch tch oo u or al ur or *Schwas at the end of words *Schwas in longer words	care creature catch want always powerful could fast freeze to here are your into of gag foul prevents detected threatening <u>Tricky Words</u> - want always could
106. Beetles Around The World	ar air ere are ture oo oul or al ur or ear *Schwas at the end of words *Schwas in longer words	Earth world fastest everywhere compared powerful could captures bustle what called jewel surroundings the are they to their do of your into were people defensive aggressive <u>Tricky Words</u> - the are they to their do of your into were people
107. Crocs and Rocks	ar air ere are ture tch oo oul or al ur or ear sc *Schwas at the end of words *Schwas in longer words	nature snatches walk water would powerful scientists learn there lasts visitors constantly the of here to they their one are mudflats swamps roost bills <u>Tricky Words</u> - the of here to they their one people are
108. The Secret of Loch Ness	ar ch tch ture oo oul or al ur or ear sc *Schwas at the end of words *Schwas in longer words	loch searched work catch creature called water was could scientists elephant the of people said to they are were their one sure glimpsed claimed emerging researchers hoax <u>Tricky Words</u> - the of people said to they are were their one sure

Reading Book Phase 5 Set 5	GPCs	Words
109. The Dragon King's Daughter	ai ey ear ere j/dge ge m/mb n/gn kn or augh oar our ssi ti si zh si su	daughter mission roared motionless mansion knew bridge large explosion treasure your numb gnashed here they the to of any said are because their many into were centipede <u>Tricky Words</u> - the to of any said are because their many into were
110. The Knight Who Could Knit	ai ea ey ear ere m/mb n/kn n/gn or our ore sh ti ci su	knit gnawing unusually great they exceptional special your climbed here the who to once many people of their are said do scoffed gnawed bashfully <u>Tricky Words</u> - the who to once many people of their are said do
111. The Shy Monster	ai ey ea aigh ear eer j/dge m/mb n/kn or oar ti ci	unusually climb knew they great straight action special peered soared the to said do into of are oh says shy sure bridge brave <u>Tricky Words</u> - the to said do into of are oh says sure

Reading Book Phase 5 Set 5	GPCs	Words
112. The Great Fire of London	ai ea ey j/dge m/mb n/kn n/gn or our ti ssi si su	great day know action possessions mansions confusion treasure bridge climb your of one the are hour people their to any many improved wrench option <u>Tricky Words</u> - the of one the are hour people their to any many improved
113. Poles Apart	ai ea ey j/dge m/mb n/kn n/gn or our ti ssi si su	greatly they measure collision your investigation possession special large climbing known gnawing of to the into are do their many poles extreme survive species adoptions concerned global <u>Tricky Words</u> - the of to into are do their many
114. Reptiles Break Rules	ai ea ey y j/ge m/mb n/kn n/gn or our ti ssi si	break prey strange climb exceptional special pygmy know sign vision the eyes their to are move of many one appearance rivals submerged predators <u>Tricky Words</u> - the eyes their to are move of many one

Impact &
Keeping Up

How do we ensure progress in Reception?

Autumn Term

- All children to learn at the same time.
- Phonics lessons to start in the second week of the Autumn Term to help establish routines and set up behaviours for learning.
- All children should progress through the GPCs in order. Some children may take longer to learn to blend. They should not be deprived of learning new GPCs. Instead, every effort should be put into place to give these children additional daily blending practice. (See the 'Individual and group Keeping up teacher's guides')

How do we ensure progress in Reception?

Spring Term

- If there are children who are not blending, they will need additional daily blending practice and may benefit from a small step based lesson as they start the Phase 3 GPCs.
- This means that each step of the reading process is fully secured before moving on and children always get the teacher-led blending practice before reading any words independently.

(Use the 'Keep up guide prompt cards' and 'How to' videos for 'Blending and reading words: super supported and whisper methods' to help you to do this.

This is when you may want to divide the class, so the most skilled teacher teaches these children.

We still expect this group to follow the same progression and content as their peers, but with more practice and support to ensure that children can read the words in every lesson.

Keeping up in the lesson

Another way of ensuring that focus children get extra practice within the class is to use another adult.

They will need to:

- Be fully trained.
- Use exactly the same resources as used in the lesson, such as grapheme cards, word cards etc.
- Use the same methods, mantras and routines as the teacher.

****Ensure that focus children are part of the main lesson and involved in the reading/writing of the sentence or spelling activities.**

How do we ensure progress in Reception?

How to support focus children when reviewing/teaching new words

- **Where** - Adult and focus children sit on the carpet or nearby table so they can move without wasting time.
- **Resources** - use the same word cards as the rest of the class.
- **How** - words are taught by the adult as detailed below.
 - *Use teacher-led blending methods if appropriate (see 'Keeping up guide prompt cards' and 'How to videos for ;Blending and reading words: super supported and whisper methods')

If using word cards;

*Show the words. Give children time to sound out and blend.

*Read them together to check.

*Shuffle the word cards.

*Ask the children to read words a second and third time.

How do we ensure progress in Year One?

Autumn Term

- All children must start learning at the same time.
- Use summer term assessments from Reception to identify gaps in learning for classes and individuals.
- Use this information to supplement the consolidation of Phase 3 and 4 in the first four weeks of the Autumn Term - This will ensure that all children are secure before they start learning Phase 5 GPCs.
- It is vital that any children with larger gaps have daily one-to-one keep up sessions from week 1. Use the 'Assessment Guidance for Year 1' and 'Individual and group keep-up teacher's guide for Year 1' to help you to work out exactly what they needed to practise.
- Use the same Keeping Up in the Lesson guidance (below) as in Reception.

Keeping up in the lesson

Another way of ensuring that focus children get extra practice within the class is to use another adult.

They will need to:

- Be fully trained.
- Use exactly the same resources as used in the lesson, such as grapheme cards, word cards etc.
- Use the same methods, mantras and routines as the teacher.

****Ensure that focus children are part of the main lesson and involved in the reading/writing of the sentence or spelling activities.**

How do we ensure progress in Year One?

- Children who cannot blend in Year 1 or are significantly behind expected progress need urgent support. They should be taught to blend and secure phonic knowledge from Phases 2, 3 and 4 as soon as possible.
- Use the first four weeks of the Autumn Term give these children additional blending practice at their level – see the Phases 2 and 3 group additional blending practice in the 'Individual and group keep ups teacher's guide for reception.'

Keep up every day

We can learn from the considerable research in Maths mastery, which identifies that differentiation is not through subject content, but through urgent intervention for those children who are not meeting objectives and, for those who have rapidly grasped the concept, enrichment rather than acceleration.

Children who are not keeping up with their peers will be given additional practice immediately through keep-up sessions. This is thoroughly supported and explained in the two 'Keep up teacher's guides' and the 'How to' videos.

Children at risk of reading failure
Keeping up from the start (Reading Framework p66 and p67- July 2021)

Teachers should aim for all children to keep up with the progression of Little Wandle, ensuring teaching time is sufficient for the content to be taught within the time-scales the programme sets out. Some children need extra support from the beginning. Assessment should identify such children as soon as they begin to fall behind their peers. Teachers, working with others if necessary, should investigate possible reasons, such as whether a child might have a hearing or visual impairment, or speech, language and communication needs (SLCN).

To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.

The extra practice should:

- take place in a quiet place, at a regular time every day so that the children become familiar with the routine
- be a school priority, with maximum efforts made to avoid disruption or cancellation
- be provided by a well-trained adult: teacher or teaching assistant
- be consistent with the school's mainstream phonics programme
- include activities that secure the important phonic knowledge the children have not grasped. The emphasis should be on:
 - consolidating the work the children have already met in their main class or group phonics session, with bite-sized steps so all of them can achieve success every day
 - revising grapheme-phoneme correspondences (GPCs)
 - practising oral blending of spoken sounds to pronounce words

- reading words by saying the sounds and blending them. The children should continue to read 'decodable' books (p46 of The reading Framework - see Little Wandle Reading Guidance), that is, books that include only words with GPCs they have been explicitly taught, until they can blend sounds to read new words fluently and automatically. For various reasons, some parents cannot support their children's reading at home.

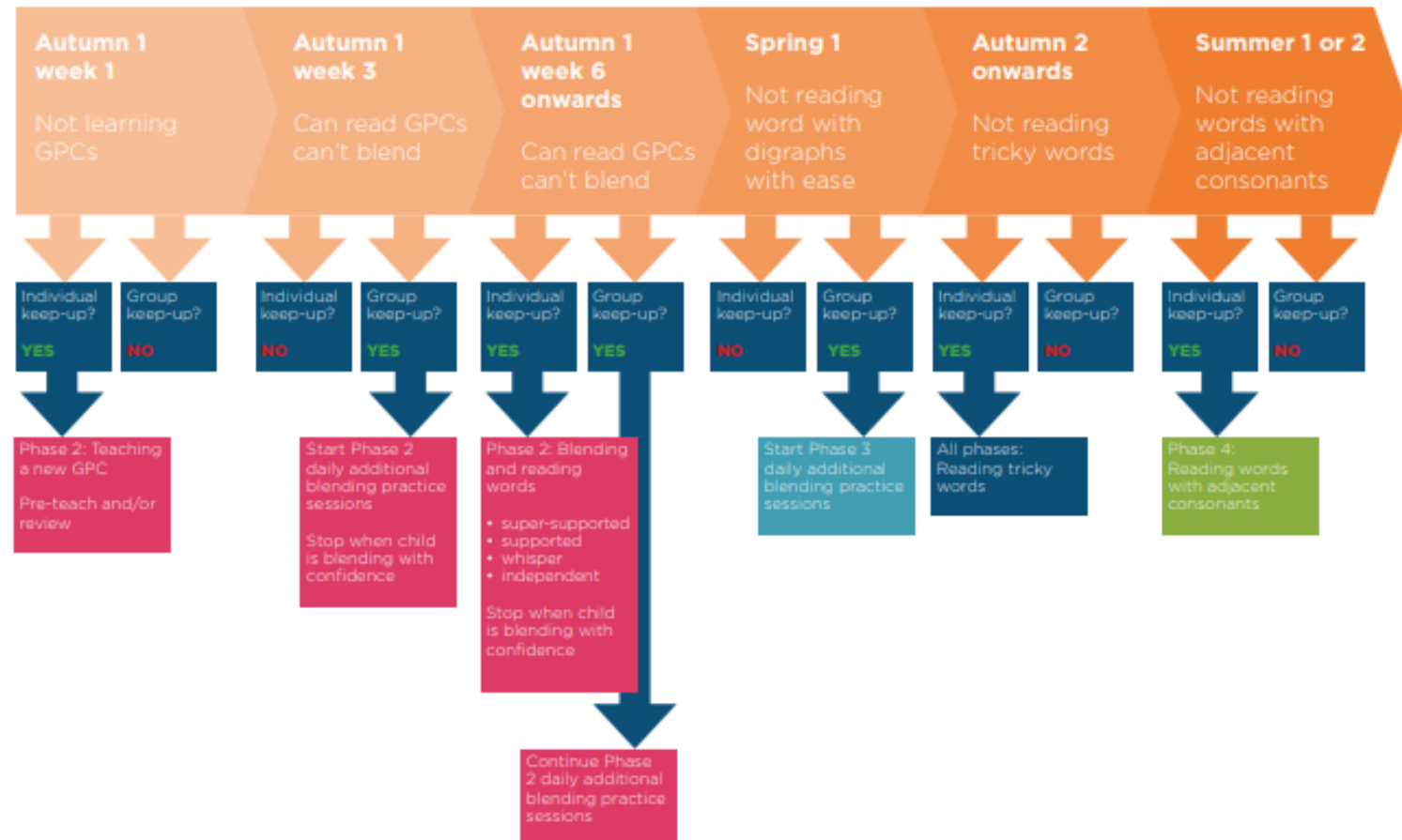
Schools should provide extra opportunities for these children to read to adults and to listen to adults reading to them.

Reception - Keep Up Model

What to do – identifying the children for daily individual support sessions

Use the *Little Wandle Letters and Sounds Revised* assessments (every six weeks), as well as assessment within the daily lesson to identify children who need either individual or group keep-up. Do not let children fall behind – take action as soon as possible.

Use the assessment again after three weeks to check that these children have filled their gaps.



Year One - Keep Up Model

What to do – identifying children for daily individual support sessions

Use the *Little Wandle Letters and Sounds Revised* assessments (every six weeks), as well as assessment within the daily lesson, to identify children who need either individual or group keep-up. Do not let children fall behind – take action as soon as possible.

Use the assessment again after three weeks to check that these children have filled their gaps.

