

Nailsworth C of E Primary School

Together, inspired by the challenge...

Phonics

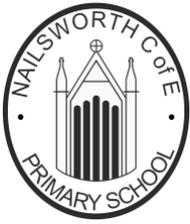
Phonics Progression

At Nailsworth School, we aim to provide children with the skills they need to read fluently, accurately and confidently whilst also developing their understanding and interpretations of texts to support the curriculum. We use 'Little Wandle Letters and Sounds Revised' validated synthetic phonics scheme to give each child the best possible start with their reading and literacy.

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

Intent

At Nailsworth Primary School, we recognise and understand that fluency in the English language is an essential foundation for success in every subject. We are determined that every pupil in the school will learn to read, regardless of their background, needs or abilities. We aim to develop our children's reading and writing in all subjects to support their acquisition of knowledge. The intent of our phonics programme (Little Wandle Letters and Sounds) is to deliver a curriculum which is accessible to all and where children are able to match and also exceed expectations of the National Curriculum and Early Learning Goals. We strive to engage and excite our pupils with books and language in order to develop a love for reading, sharing stories and becoming lost in their own imagination.



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Implementation

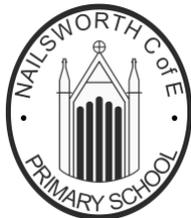
At Nailsworth Primary school, to ensure high standards of teaching and learning in phonics, we implement a curriculum that is progressive throughout EYFS and Year 1. We use a synthetic phonics programme called Little Wandle Letters and Sounds. The staff at Nailsworth School teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

During each phonics lesson, children are taught to:

- Decode letter/sounds correspondences
- Read 'tricky' words by sight
- Comprehend and understand what they read
- Read aloud with fluency and expression
- Spell quickly by segmenting sounds in words

Children take part in daily phonics sessions in smaller groups where they participate in speaking, listening, spelling and reading activities that are matched specifically to their ability. Children are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with continuous observations and assessment to ensure children are challenged and to identify children who may need additional support. In addition, phonics leaders regularly assess each child to identify children's progress and ensure children are grouped appropriately. 1:1 and small group interventions are planned for children who are needing extra support with their reading.

Reading at home is widely promoted and encouraged throughout our school. Stories are read daily to children by staff with enthusiasm, confidence and enjoyment. Children learning to read are provided with a reading book that is exactly matched to their phonics knowledge. The books that children take home are decodable and linked to each stage of the children's phonics knowledge.



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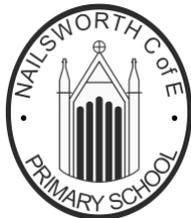
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Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception Overview:

<p>Autumn 1 Phase 2 graphemes: s a t p i n m d g o c k e u r h b f l</p>	<p>New Tricky Words: is I the</p>
<p>Autumn 2 Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	<p>New Tricky Words: put pull full as and has his her go no to into she push he of we me be</p>
<p>Spring 1 Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> • words with double letters • longer words 	<p>New Tricky Words: was you they my by all are sure pure</p>
<p>Spring 2 Phase 3 graphemes: Review Phase 3</p> <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	<p>New Tricky Words: Review all taught so far</p>
<p>Summer 1 Phase 4: Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	<p>New Tricky Words: said so have like some come love do were here little says there when what one out today</p>
<p>Summer 2 Phase 4: Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	<p>New Tricky Words: Review all taught so far</p>



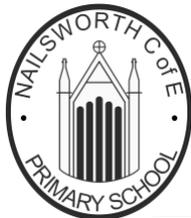
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Year 1 Overview: /sounds like/ new sound new sound in a word

<p>Autumn 1: Review Phase 3 and 4 (see Reception overview) Phase 5 /ai/ ay <u>play</u> /ow/ ou <u>cloud</u> /oi/ oy <u>toy</u> /ea/ ea <u>each</u></p>	<p>Review tricky words phase 2-4 Phases 2–4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>
<p>Autumn 2 phase 5 graphemes: /ur/ ir <u>bird</u> /igh/ ie <u>pie</u> /oo/ /yoo/ ue <u>blue rescue</u> /yoo/ u <u>unicorn</u> /oa/ o <u>go</u> /igh/ i <u>tiger</u> /ai/ a <u>paper</u> /ee/ e <u>he</u> /ai/ a-e <u>shake</u> /igh/ i-e <u>time</u> /oa/ o-e <u>home</u> /oo/ /yoo/ u-e <u>rude cute</u> /ee/ e-e <u>these</u> /oo/ /yoo/ ew <u>chew new</u> /ee/ ie <u>shield</u> /or/ aw <u>claw</u></p>	<p>New tricky words: their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>
<p>Spring 1 phase 5 graphemes: /ee/ y <u>funny</u> /e/ ea <u>head</u> /w/ wh <u>wheel</u> /oa/ oe ou <u>toe shoulder</u> /igh/ y <u>fly</u> /oa/ ow <u>snow</u> /j/ g <u>giant</u> /f/ ph <u>phone</u> /l/ le al <u>apple metal</u> /s/ c <u>ice</u> /v/ ve <u>give</u></p>	<p>New Tricky words: any many again who whole where two school call different thought through friend work</p>

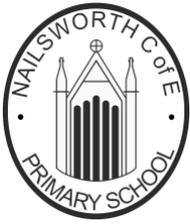


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<p>/u/ <u>o-e o ou</u> some mother young /z/ <u>se</u> cheese /s/ <u>se ce</u> mouse fence /ee/ <u>ey</u> donkey /oo/ <u>ui ou</u> fruit soup</p>	
<p>Spring 2 Phase 5 graphemes: /ur/ <u>or</u> word /oo/ <u>u oul</u> awful could /air/ <u>are</u> share /or/ <u>au aur oor al</u> author dinosaur floor walk /ch/ <u>tch ture</u> match adventure /ar/ <u>al a</u> half* father* /or/ <u>a</u> water schwa in longer words: different /o/ <u>a</u> want /air/ <u>ear ere</u> bear there /ur/ <u>ear</u> learn /r/ <u>wr</u> wrist /s/ <u>st sc</u> whistle science /c/ <u>ch</u> school /sh/ <u>ch</u> chef /z/ <u>ze</u> freeze schwa at the end of words: actor</p>	<p>*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.</p>
<p>Summer 1: Phonics screening check review – no new GPCs or tricky words</p>	<p>No New Tricky Words</p>
<p>Summer 2: Phase 5 graphemes /ai/ <u>igh aigh ey ea</u> eight straight grey break /n/ <u>kn gn</u> knee gnaw /m/ <u>mb</u> thumb /ear/ <u>ere eer</u> here deer /zh/ <u>su si</u> treasure vision /j/ <u>dge</u> bridge /i/ <u>y</u> crystal /j/ <u>ge</u> large /sh/ <u>ti ssi si ci</u> potion mission mansion delicious /or/ <u>ough our oar ore</u> daughter pour oar more</p>	<p>New Tricky words: busy beautiful pretty hour move improve parents shoe</p>



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Impact

At the end of the Little Wandle Letters and Sounds Revised programme, our aim at Nailsworth Primary is for our learners to become fluent readers by the end of Year 1, with most children passing their Phonics Screening Test in the summer of Year 1. The impact of phonics teaching is evident through all areas of learning, where children have opportunities to apply their phonics knowledge to other subjects and develop their fluency and comprehension as they move through the school. Phonics attainment is measured through The Phonics Screening Test, SATS, regular spelling assessments and Reading and Writing Early Learning Goal (EYFS).