



**Intent and design**  
**What are we trying to achieve?**

**By promoting our school ethos of ‘Respect, Pride, Achieve’, together with our Red Kite Values, our young people will have the character traits, knowledge and skills to make a positive impact on the world.**

- C: Culture** is embedded in our phonics curriculum through the use of our systematic approach ‘Little Wandle’ which is seen throughout the school and in our learning environments.
- H:** We improve our **Health** with phonics by developing and promoting a love of reading.
- A:** We raise **Aspirations** by creating fluent and enthusiastic readers.
- I:** We grow our phonics **Identity** through the development of phonic knowledge and fluency.
- R: Relationships** are formed through the building of phonetic codes to enable children to become confident readers.

<p><b>Vision and aims for Phonics and Early reading in our school</b></p>	<p><b>The Phonics and Early Reading Curriculum at RPA is...</b> the belief that all our children can become fluent readers and writers, which is fundamental to learning across the curriculum. Therefore, we teach reading through Little Wandle Letters and Sounds revised, which is a systematic and synthetic phonics programme. It draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.</p> <p><b>Outcomes for pupils in Phonics and Early Reading</b></p> <ul style="list-style-type: none"> <li>• Apply the skill of blending phonemes in order to read words.</li> <li>• Segment words into their constituent phonemes to spell words.</li> <li>• Learn that blending and segmenting words are reversible processes.</li> <li>• Read tricky words that do not conform to regular phonic patterns.</li> <li>• Read texts and words that are within their phonic capabilities as early as possible.</li> <li>• Decode texts effortlessly so all their resources can be used to comprehend what they read.</li> <li>• Spell effortlessly so that all their resources can be directed towards composing their writing.</li> </ul>
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<p><b>Key principles underpinning our curriculum.</b></p>	<p>Knowing more</p> <p>Remembering more</p>	<p><b>CLARITY OF PURPOSE</b> The purpose of our reading curriculum is to succeed in making as many pupils as possible <b>fluent readers</b>. Exposing children to <b>good quality literature</b> to broaden pupils’ <b>vocabulary</b> and help them to have a better <b>understanding of the world</b>. Creating fluent readers is important because it underpins the entire curriculum as it is vital in children being able to read and understand information to be able learn. Pupils at RPA learn how to read through the Little Wandle phonics scheme. Once pupils are fluent in their letters and sounds pupils</p>	<p style="text-align: center;"><b>PROGRESSION OF KEY CONCEPTS</b></p> <p style="text-align: center;"><b><u>Seven Features of Effective Phonics Practice</u></b></p> <ol style="list-style-type: none"> <li><b>1. Direct teaching in frequent, short bursts.</b></li> <li><b>2. Consistency of approach.</b></li> <li><b>3. Secure, systematic progression in phonics learning.</b></li> <li><b>4. Maintaining pace of learning</b></li> <li><b>5. Providing repeated practice</b></li> <li><b>6. Application of phonics using matched decodable books</b></li> <li><b>7. Early identification of children at risk of falling behind, linked to the provision of effective keep-up support</b></li> </ol>
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	<p>progress to Accelerated Reader where they read levelled books appropriate to their individual reading ability and age.</p> <p>A broad variety of texts are explored throughout the curriculum to expose children to a wide range of words to help build on their own vocabulary and knowledge.</p>	
	<p><b>CONNECTIONS</b></p> <p>Reading is vital across the entire curriculum and progression of school life. Children need to be able to read to access learning and in day-to-day life outside of school.</p> <p>Reading improves pupils' vocabulary, comprehension, and knowledge.</p> <p>Reading is a key life skill needed for adult and working life.</p>	<p><b>It is essential for progression in phonics learning to cover:</b></p> <ul style="list-style-type: none"> <li>• all the phonemes of English words</li> <li>• correct pronunciation of the phonemes</li> <li>• all commonly occurring grapheme-phoneme correspondences (GPCs)             <ul style="list-style-type: none"> <li>• the correct formation of all graphemes                 <ul style="list-style-type: none"> <li>• blending for reading</li> <li>• segmenting for writing</li> </ul> </li> </ul> </li> <li>• the sequenced learning of appropriate tricky words.</li> </ul> <p>The programme provides a full progression through all commonly occurring GPCs, working from simple to more complex, and considering 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</p>

<b>Values</b>	Our curriculum is underpinned by our British values, equalities, school ethos and the need to build cultural capital for all our pupils.
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## Implementation How do we organise learning?

<b>Phonics/Early Reading</b>	<p><b>Phonics</b> Daily lessons are taught in EYFS, Yr1 for 30 minutes.</p> <p><b>Reading</b> Reading Practise takes 3x a week for 15 minutes in groups.</p> <p><b>1:1 Readers</b> Lowest 20% are heard reading 2 x a week by T/TA</p>	<p><b>Events</b> EYFS Phonic workshop  PSC Parent workshop  Family reading mornings on a Wednesday.  Local trips to Rushden Library  World Book Day</p>	<p><b>Visits/visitors</b> English Hubs Visits – 6 per year (each half term)</p>	<p><b>Learning outside the classroom</b> EYFS/Year 1 Continuous provision  Phonic flashcards throughout the day.</p>	<p><b>Environment</b> Grow the code posters.  Phase2/3/5 frieze in EYFS/1  Sound mats accessible to all children in the school.  Inviting and enrich book corners to promote early reading.  Weekly visits to School library.</p>
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<b>Key priorities</b>	Quality first teaching of phonics following the Little Wandle approach.	Gaps in knowledge are identified and quickly addressed and acted upon through interventions.	Year 1 children are supported to pass the Phonics Screening Check.
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<b>Contexts</b>	<p><b>Contexts for Learning – Project themes – Big Questions - Sticky Words</b>  <i>Authentic purposes and contexts for learning: Berger 2006</i>  <b>Starting with the end in mind!</b></p>
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	<b>EYFS</b>	<b>Y1</b>	<b>Y2 onwards</b>
<b>AUTUMN 1</b>	<p><b>Autumn 1 Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>New Tricky Words</b> is I the</p>	<p><b>Autumn 1</b> Phases 2–4 Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p><b>Review tricky words</b> 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>Dependent on individual assessments/ PSC results from Yr1 Summer 1</p> <ul style="list-style-type: none"> <li>• Daily phonic session</li> <li>• Rapid Catch-up sessions</li> <li>• 1:1 5 min daily intervention</li> <li>• Group interventions</li> </ul>
<b>AUTUMN 2</b>	<p><b>Autumn 2 Phase 2 graphemes</b> ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</li> </ul> <p><b>New Tricky Words</b> put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p><b>Autumn 2 Phase 5 graphemes</b> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p><b>New tricky words</b> their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>	
<b>SPRING 1</b>	<p><b>Spring 1 Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul> <p><b>New tricky words</b> was you they my by all are sure pure</p>	<p><b>Spring 1 Phase 5 graphemes</b> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p><b>New tricky words</b> any many again who whole where two school call different thought through friend work</p>	
<b>SPRING 2</b>	<p><b>Spring 2 Phase 3 graphemes</b> Review Phase 3</p> <ul style="list-style-type: none"> <li>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</li> <li>• words with s /z/ in the middle</li> <li>• words with –s /s/ /z/ at the end</li> <li>• words with –es /z/ at the end</li> </ul> <p><b>No new tricky words</b> Review all taught so far</p>	<p><b>Spring 2 Phase 5 graphemes</b> /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p><b>New tricky words</b> once laugh because eye</p>	
<b>SUMMER 1</b>	<p><b>Summer 1 Phase 4</b> Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> <li>• CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est</li> </ul> <p><b>New tricky words</b> said so have like some come love do were here little says there when what one out today</p>	<p><b>Summer 1:</b> Phonics screening check review – no new GPCs or tricky words</p>	



<b>SUMMER 2</b>	<p><b>Summer 2 Phase 4 graphemes</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words <b>No new tricky words</b> Review all taught so far</p>	<p><b>Summer 2 Phase 5 graphemes</b> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more <b>New tricky words</b> busy beautiful pretty hour move improve parents shoe</p>	

<b>How to plan for progression:</b>	<p>Follow the Progression Document from Little Wandle</p> <ul style="list-style-type: none"> <li>• direct teaching in frequent, short bursts</li> <li>• consistency of approach</li> <li>• secure, systematic progression in phonics learning</li> <li>• maintaining pace of learning</li> <li>• providing repeated practice</li> <li>• application of phonics using matched decodable books</li> <li>• early identification of children at risk of falling behind, linked to the provision of effective keep-up support.</li> </ul>
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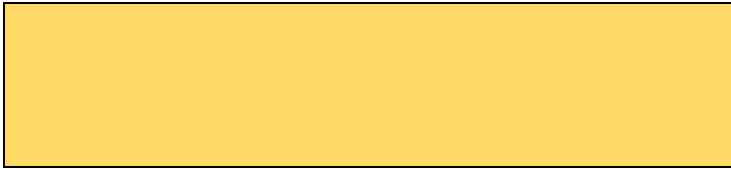
<b>High Impact Teaching Strategies</b>	Clarity of objectives	Modelling explicit teaching	Questioning	Practice - multiple exposures	Lesson design - teaching sequences	Personalised feedback	Collaboration	Summarising learning and vocabulary	Challenge for all - low threshold, high ceiling	Metacognition: and growth mindset
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**Impact**  
How well are we doing? Are we making a difference? How do we know?

Work sample analysis	What do our books show?
Lesson observations	What is the quality of teaching, learning and use of assessment in lessons? Are teaching meeting 'working scientifically' in lessons?
Planning scrutiny	What does our planning show?
Surveys	What do teacher audits say about this subject?
Interviews	What do the children say about their learning in this subject? What do the staff say about teaching this subject?
Standards	What do books/lesson observations/planning/interviews/learning environments tell us?
Coaching and Mentoring	What is the impact of coaching and mentoring? Support for colleagues in this subject?
Training	What is the impact of the training undertaken?
Learning Environment	How does the learning environment support learning in this subject area?

To secure	High standards of achievement Attainment and Progress	Excellent behaviour and attendance	Independent thinkers and learners	Confident learners
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How do we include/support children with SEND in Phonics?	<ul style="list-style-type: none"> <li>* TA support for 1:1 or small groups</li> <li>* Individual sound mat for support</li> <li>* Recap of previous learning at the start of each lesson to help children remember.</li> <li>* Allow additional time for tasks if needed.</li> <li>* Scribing in books/on sheets if a child struggles with written tasks.</li> </ul>
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\*Alternative ways of recording – voice recording, video recording on iPads, photos of hands-on tasks.  
Use of pupil responses.  
\* Learnt sounds/tricky words sent home for parents.