

Reading and Phonics at Warrington St. Ann's CE Primary School

At Warrington St Ann's CE Primary School we want all children to become confident, fluent readers and to enjoy reading for many purposes. We, therefore, ensure that all children have access to a vigorous programme of phonic work which is securely embedded within a broad and language-rich curriculum. The children are taught short daily discrete phonics sessions that fire their interest and engage them in multi-sensory activities. We ensure that all children are praised for effort and achievement throughout their phonics experiences. Alongside this, we ensure that we nurture positive attitudes to reading and writing and the skills associated with it. Because our writing system is alphabetic, we ensure that the children are taught how the letters of the alphabet, singly or in combination, represent the sounds of spoken language (letter-sound correspondence) and how to blend (synthesise) the sounds to read the words, and break up (segment) the sounds in words to spell.

We ensure that high quality phonics lessons are followed consistently and carefully each day, reinforcing and building on previous learning to secure children's progress. Throughout phonics sessions we assess the children regularly to identify strengths and weaknesses in children's knowledge, skills and understanding. Many elements of phonic knowledge are assessed including the recognition of letters (and groups of letters such as digraphs), the ability to recognise phonemes, the ability to hear and blend phonemes, the reading of phonically regular words and the reading of some irregular words. This ensures that the planned work is well matched to children's needs. We follow the "Letters and Sounds" phonic progression which highlights specific graphemes and digraphs for the children to learn and also identifies unknown common exception words. This ensures that any gaps in achievement can be spotted early and the progress of children tracked to ensure they receive appropriate and sustained support.

Phonics is taught across school using Little Wandle Letters and Sounds Revised Progression. This is further supported through the reading scheme which matches the progression outlined by Little Wandle. This ensures that the children receive a consistent approach to support them in developing their early reading and writing skills.

Year Group	Phonics	Early Reading	Interventions
Nursery	Phase 1 • Environmental sounds - develop listening and awareness of sounds, listening and remembering sounds and talking about sounds. • Instrumental sounds - develop awareness of instrument sounds, appreciate the difference between instrument sounds and others and use a wider vocabulary to talk about sounds. • Body Percussion - develop awareness of sound and rhythms, recall patterns of sounds and talk about sounds we can make with our bodies. • Rhythm and Rhyme - experience rhythm and rhyme, develop awareness of rhythm and rhyme within speech and to increase awareness of rhyming words. • Alliteration - develop understanding of alliteration, hear the difference between different starting sounds within words and explore how different sounds are articulated. • Voice Sounds - distinguish between different vocal sounds (including oral blending and segmenting), explore speech sounds and talk about different sounds we can make with our voices. The basis of teaching in Nursery for Phase One is Foundations for Phonics from Little Wandle Letters and Sounds Revised and this is supplemented by Early Years Staffroom Phase 1 Phonics Program	Children to start with wordless books and move onto book bands if they are ready during the year. Stories are read to the children each day including adults sharing stories in the continuous provision areas. When they are ready the pre-school children in Nursery have access to Reading Eggs and Fast Phonics which is tailored to their specific needs in phonics and early reading. Children sing phonics songs with actions. Children are read to on a daily basis in class. We ensure that this includes a variety of different types of books and stories including nursery rhymes, poetry, fiction and non-fiction books. Focus nursery rhyme each half term. When introducing high frequency words we use Action Words. Word Aware for vocabulary development. Children choose Fiction Books to take home to share with parents. Teaching staff share a weekly story on Tapestry for the family to listen to at home.	Talk Boost is used with identified children to support children's understanding of language and their speaking and listening skills.

Phase 2 (Begun during the Summer Term of Nursery pre-school and reinforced / repeated/ built on during Autumn Term of Reception)

- Children to be taught the phase 2 phonemes in the following order alongside the written grapheme alongside tricky words.

The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Phonics teaching is 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.

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

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 words with s /s/ added at the end (hats sits) ch	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 me be

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 tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Children move through the sets of books throughout the year. The books are sectioned within sets to match the terms within the Little Wandle Programme Progression so that the children are reading fully decodable books with sounds that they are learning in school.

Autumn 1 - wordless books

Autumn 2 – Phase 2 Set 1, Phase 2 Set 2 and Phase 2 Set 3

Spring 1 - Phase 2 Set 4, Phase 2 Set 5,

Spring 2 – Phase 3 Set 1

Summer 1 - Phase 3 Set 2

Summer 2 - Phase 4 Set 1

Children in Reception take home a reading book which they are 95% fluent in reading.. These are changed/updated weekly. Love of reading books also go home for parents to share and read to children.

All of the children in Reception have got access to Reading Eggs and Fast Phonics which is tailored to their specific needs in phonics and early reading.

Children are read to on a daily basis in class. We ensure that this includes a variety of different types of books and stories including nursery rhymes, poetry, fiction and non-fiction books. Focus nursery rhyme each half term.

- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills as well as pre-reading sessions to build children's confidence:
 - o pre-reading (dependent on children's abilities)
 - o decoding
 - o prosody: teaching children to read with understanding and expression

Phonics is taught whole class in Reception.

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.

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

[Assessment for learning](#) is used:

daily within class to identify children needing Keep-up support weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
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/	

Summer 1

	Phase 4	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 /d/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds 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 /d/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

- o comprehension: teaching children to understand the text.
- o pre-read of home reading book

In Reception these 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.

Word Aware for vocabulary development.

Whole class reading and sharing of stories through Pathways to Write Scheme.

When introducing new high frequency words we use Action Words.

Teaching staff share a weekly story on Tapestry for the family to listen to at home.

Summative assessment is used:

every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need

NELI (Nuffield Early Language Intervention) to be introduced in the Summer Term to support children who are not on track

Year 1	Autumn 1	<table><tr><th></th><th>Phase 3/4 review + 4 Phase 5 GPCs</th><th>Review tricky words</th></tr><tr><td>Week 1</td><td>review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</td><td rowspan="5">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</td></tr><tr><td>Week 2</td><td>air er /z/ s –es words with two or more digraphs e.g. queen thicker</td></tr><tr><td>Week 3</td><td>Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</td></tr><tr><td>Week 4</td><td>Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</td></tr><tr><td>Week 5</td><td>review longer words</td></tr></table>		Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words	Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	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	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	Children move through the book bands throughout the year. The books are sectioned within bands to match the terms within the Little Wandle Programme Progression so that the children are reading fully decodable books with sounds that they are learning in school.	Phonics is taught whole class at Year 1.				
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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																				
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		Reading practice sessions occur daily. These: - o are taught by a fully trained adult to small groups of approximately six children - o use books matched to the children’s secure phonic knowledge using the • Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills as well as pre-reading sessions to build children’s confidence: - o pre-reading (dependent on children’s abilities)																				

Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u out 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	/cl/ ch school /sh/ ch chef /zl/ /s/ ce se ze freeze	

Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie 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	ph phone wh wheel ie shield g giant	

- o decoding
- o prosody: teaching children to read with understanding and expression
- o comprehension: teaching children to understand the text.
- o pre-read of home reading book

Children are read to on a daily basis in class. We ensure that this includes a variety of different types of books and stories including nursery rhymes, poetry, fiction and non-fiction books.

Word Aware for vocabulary development

	Summer 2 <table><thead><tr><th></th><th>Phase 5 graphemes</th><th>New tricky words</th></tr></thead><tbody><tr><td>Week 1</td><td>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</td><td>busy beautiful pretty hour</td></tr><tr><td>Week 2</td><td>/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /lj/ ge large</td><td>move improve parents shoe</td></tr><tr><td>Week 3</td><td>/sh/ ti ssi si ci potion mission mansion delicious</td><td></td></tr><tr><td>Week 4</td><td>/or/ augh our oar ore daughter pour oar more review</td><td></td></tr><tr><td>Week 5</td><td>review</td><td></td></tr></tbody></table>		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 /lj/ 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			
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Week 5	review																				
Year 2	It is expected that children will move on to the school spelling scheme. Timetabled daily phonics lessons for any child in Year 2 and above 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 Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.	It is expected that the children will begin reading Phase 5 Set 5 books and then move to Purple, Gold and then White reading books in Year 2. Any children who are working at Greater Depth will read Lime reading books. Reading practice sessions occur daily. These: - o are taught by a fully trained adult to small groups of up to six children - o use books matched to the children’s secure phonic knowledge using the • Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills as well as pre-reading sessions to build children’s confidence: - o pre-reading (dependent on children’s abilities) - o decoding - o prosody: teaching children to read with understanding and expression - o comprehension: teaching children to understand the text. - o pre-read of home reading book All of the children in Year 2 have access to Lexia which is tailored to their specific needs in phonics and reading. Children are read to on a daily basis in class. We ensure that this includes a variety of different types of books and stories	In Autumn 1, Phonics is taught whole class in Year 2. Timetabled daily phonics lessons for any child in Year 2 and above 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 Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace. 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																		

		including nursery rhymes, poetry, fiction and non-fiction books. Year 2 may also have a 'class novel' to share towards the end of the year. Reading Eggs & Fast Phonics Word Aware for vocabulary development	that every child secures their learning. Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. Assessment for learning is used: daily within class to identify children needing Keep-up support weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings. Summative assessment is used: every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need
Year 3	Children to continue to work within the school spelling scheme.	It is expected that the children will move from Gold/White to White and then Lime and Lime/black reading books in Year 3. Whole Class Reading takes place 3 times per week. The focus of these sessions is vocabulary, questions based upon VIPERS questions stems and a written comprehension. Year 3 share a variety of different class novels throughout the year. All of the children in Year 3 have got access to Lexia which is tailored to their specific needs in reading. Reading activities are incorporated into English lessons via Pathways to Write. Word Aware for vocabulary development	In Key Stage Two, for children to need it, timetabled daily phonics lessons for any child in Year 2 and above 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 Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.

Year 4	Children to continue to work within the school spelling scheme.	It is expected that the children will move from Lime/Black and then to Black reading books in Year 4. Whole Class Reading takes place 3 times per week. The focus of these sessions is vocabulary, questions based upon VIPERS questions stems and a written comprehension. Year 4 share a variety of different class novels to throughout the year. All of the children in Year 4 have got access to Lexia which is tailored to their specific needs in reading. Reading activities are incorporated into English lessons via Pathways to Write. Word Aware for vocabulary development	
Year 5	Children to continue to work within the school spelling scheme.	It is expected that the children will move from Black to Dark Red and possibly 'free' reading books in Year 5. Whole Class Reading takes place 3 times per week. The focus of these sessions is vocabulary, questions based upon VIPERS questions stems and a written comprehension. The majority of the class will be accessing Reading Plus with some children having access to Lexia if this is deemed more suitable. Year 5 share a variety of different class novels to throughout the year. Reading activities are incorporated into English lessons via Pathways to Write. Word Aware for vocabulary development	
Year 6	Children to continue to work within the school spelling scheme.	It is expected that the children will move from Dark Red to Free reading books in Year 6. Whole Class Reading takes place 3 times per week. The focus of these sessions is vocabulary, questions based upon VIPERS questions stems and a written comprehension.	

		The majority of the class will be accessing Reading Plus with some children having access to Lexia if this is deemed more suitable. Year 6 share a variety of different class novels to throughout the year. Reading activities are incorporated into English lessons via Pathways to Write. Word Aware for vocabulary development	
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Warrington St. Ann's CE Primary School Reading Expectations – Whole school overview

	.2 (ready to start the year)	.3	.4	.5	.6 - .7 (ARE end of year)	.8 (greater depth)	
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Nursery (Pre school year)	Wordless books, learning sounds and action words, phase 1 phonics begins Lilac					Red		
Reception	Red			Yellow		Blue		
	Phase 2			Phase 3		Phase 4		
Year 1	ELG							
	Blue	Green			Orange	Turquoise	Purple	
	Phase 4	Phase 5			Phase 5	Phase 5		
Year 2	Turquoise / Purple	Purple	Purple / Gold	Gold	White	Lime		
Year 3	White / Lime	White / Lime			Lime		Lime / Black	
Year 4	Lime / Black			Black			Red	
Year 5	Black			Red			Free	
Year 6	Black / Red		Free Readers					