



Phonics Vision & Intent

Overall Vision

At Elm Tree we believe that every pupil deserves the chance to become a confident, happy, and fluent reader no matter where their learning journey begins. That's why we use the Little Wandle Letters and Sounds Revised phonics programme to give our pupils the very best start in reading.

Little Wandle is a systematic, structured approach that makes learning to read exciting, achievable, and fun. Lessons are short, lively, and engaging, using a range of interactive resources, songs, and games that capture pupils' interest and help them experience success every single day. The programme builds not only reading skills, but also self-esteem, focus, and resilience helping pupils feel proud of what they can do.

Each new sound is carefully introduced and practised in small, supportive steps. Our staff are trained in Little Wandle and adapt the approach to meet every pupil's individual needs, offering extra support and plenty of praise to celebrate progress, however small. Through daily reading practice and a structured revisit and review cycle, pupils quickly build the confidence to blend, decode, segment, read and write with increasing independence.

We also work closely with families, sharing ideas and resources so that the joy of reading continues at home.

Little Wandle helps our pupils discover that reading isn't just a skill, it's a superpower. With the right support, encouragement and structure, every child is a reader.

By the end of the Phonics Programme

By the end of Little Wandle Letters and Sounds Revised, children should have secured the phonics knowledge and skills needed to read and spell with confidence. Their achievements align directly with the **EYFS Early Learning Goals for Reading and Writing** and the **National Curriculum Year 1 phonics and reading objectives**.

Secure Knowledge of Grapheme–Phoneme Correspondences (GPCs)

Little Wandle:

- Children recognise and recall all **phase 2–5 GPCs**, including digraphs and trigraphs.
- They understand **alternative pronunciations** and **alternative spellings** taught in Phase 5.

EYFS ELGs:

- Children **say a sound for each letter of the alphabet** and **at least 10 digraphs**.

National Curriculum (Year 1):

- Children know all **common GPCs** and many **alternative sounds**.
- They read words containing **common digraphs, trigraphs, and alternative spellings**.

Outcome:

- ✓ Children can recognise, recall and apply the full range of GPCs taught through the programme.

Blend Sounds to Read Words Fluently

Little Wandle:

- Children blend sounds to read **simple CVC words** through to **polysyllabic words**.
- Fluency is developed through matched decodable books.

EYFS ELGs:

- Children read **words and simple sentences aloud** using their phonic knowledge.
- They read books **consistent with their phonic ability**.

National Curriculum (Year 1):

- Children read **accurately by blending** known GPCs.
- They read **common exception words** and **words of more than one syllable**.

Outcome:

- ✓ Children can blend confidently and read with developing fluency and accuracy.

Segment Words to Spell

Little Wandle:

- Children can segment spoken words into phonemes for spelling.
- They use taught GPCs and alternative spellings.

EYFS ELGs (Writing):

- Children spell words **by identifying the sounds** and **writing the corresponding letters**.
- They write simple sentences using phonics.

National Curriculum (Year 1):

- Children segment spoken words into phonemes and represent them with **graphemes**.
- They apply **Phase 5 alternative spellings** in writing.

Outcome:

- ✓ Children can spell phonically regular words and begin to apply alternative spellings taught in Little Wandle.

Read Common Exception Words (CEWs)

Little Wandle:

- Tricky words are taught systematically across all phases.

EYFS ELGs:

- Children read some **common exception words** as part of simple sentences.

NC Year 1:

- Children read **Year 1 CEWs** automatically, recognising parts that are not fully decodable.

Outcome:

- ✓ Children read CEWs accurately within sentences and connected text.

Develop Reading Fluency and Expression

Little Wandle:

- Repeated practice with decodable books builds fluency, prosody, and comprehension.

EYFS ELGs:

- Children **demonstrate understanding** of what they read.
- They read with **some fluency**.

NC Year 1:

- Children **begin to read aloud with appropriate fluency and phrasing**.
- They re-read books to build confidence and expression.

Outcome:

- ✓ Children read short texts fluently, automatically applying their growing phonic knowledge.

Demonstrate Understanding of What They Read

Little Wandle:

- Reading practice sessions target:
 - **Decoding**
 - **Prosody**
 - **Comprehension**
 -

EYFS ELGs:

- Children **understand simple stories** and can **answer questions** about what they have read.

NC Year 1:

- Children **discuss and understand** texts read to them and by themselves.
- They answer questions about **characters, events, and key details**.

Outcome:

- ✓ Children can talk about what they have read, showing understanding and recall.

Build Confidence, Independence and Reading Enjoyment

Little Wandle:

- Children practise reading books **carefully matched to their secure phonics knowledge**, ensuring success and confidence.

EYFS ELGs & NC:

- Both frameworks promote children becoming **motivated, keen readers** who enjoy books.

Outcome:

- ✓ Children finish the programme as confident early readers who enjoy books and feel successful.

In summary, by the end of Little Wandle a child should:

- Know all key GPCs (including alternatives)
- Blend confidently to read words and sentences
- Segment words for spelling
- Read CEWs accurately

- Read decodable books with fluency and understanding
- Apply phonics consistently across reading and writing
- Demonstrate the ELG for **Word Reading** and **Writing**, and meet the NC Year 1 phonics expectations