

# HOLY TRINITY CATHOLIC SCHOOL

## PHONICS SCHEME

### Little Wandle Letters and Sounds: Programme progression

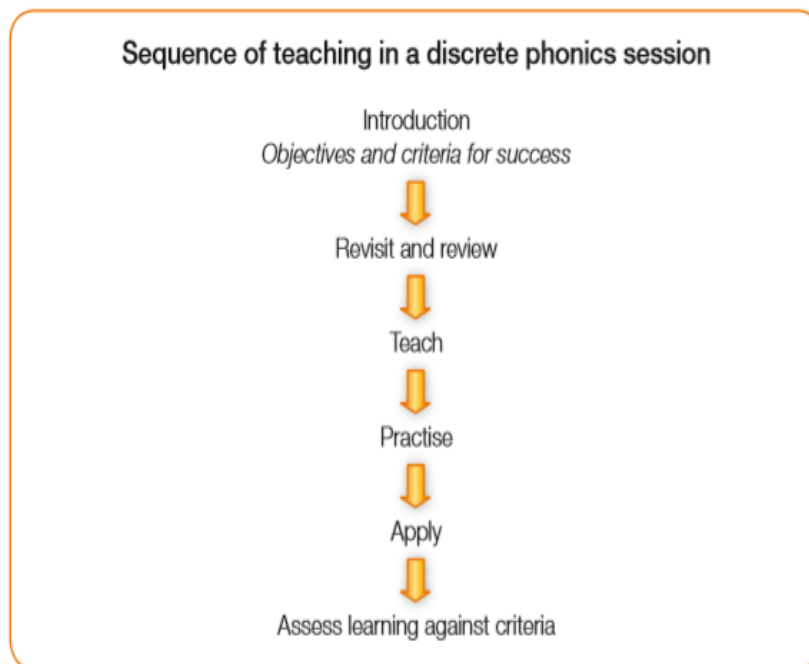
#### Phonics Long Term planning and Progression of Skills

- All lessons must have a specific focus taken from the Little Wandle Letters and Sounds plan.
- The plan must be followed with fidelity to ensure coverage, pace and progression
- All lessons should follow the structure of: Review – Teach – Practise – Apply - Assess.
- Children should be given opportunities to apply new skills independently.
- Children should be given opportunities to segment and blend words as part of captions and sentences, not just single words in isolation.
- Phonics should be taught in a multi-sensory way which promotes enjoyment and engagement.
- 'Fred fingers' are used to help identify individual sounds in words for spelling. This encourages children to take note of the number of sounds in words as they count them on the fingers.
- Sound buttons can be used to help children segment and blend words.
- Precise language should be used when describing processes and different letter patterns e.g. phoneme, grapheme, vowel, consonant, segmenting, blending, digraph, trigraph, split-vowel digraph, adjacent consonant, common exception words.
- Letter names should be used consistently from the point that children have been taught them.

## Reception and Year 1 overviews

This programme overview shows the progression of Grapheme Phoneme Correspondences (GPCs) and tricky words that we teach term-by-term. 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.

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. Our expectations of progression are aspirational yet achievable - we ensure pace, practice and participation by all children. Children who are not keeping-up with their peers are given additional practice immediately through keep-up sessions.



Reception \_\_\_\_\_

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

**Year 1**

<b>Autumn 1</b>		<b>Review tricky words Phases 2–4</b>	
Review Phase 3 and 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		
<b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each			
<b>Autumn 2 Phase 5 graphemes</b>		<b>New tricky words</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	their people oh your Mr Mrs Ms ask could would should our house mouse water want		
<b>Spring 1 Phase 5 graphemes</b>		<b>New tricky words</b>	
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly  /oa/ ow snow /j/ g giant	any many again who whole where two school call different thought through friend work		

/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	
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<b>Spring 2 Phase 5 graphemes</b>	<b>New tricky words</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	once laugh because eye

**Summer 1: Phonics screening check review – no new GPCs or tricky words**

**Summer 2 Phase 5 graphemes New Tricky words**

/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer
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/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