



Subject Story

Early Reading and Phonics

Intent

We believe that the key to all learning is reading. Our aim for reading is to equip the children with the skills and desire to read for both information and pleasure. Reading is of utmost importance at Morden.

Phonics (reading and spelling)

The key to all learning is reading. At Morden, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery through Foundations for Phonics from Little Wandle Letters and Sounds Revised, through continuous provision, child interactions and hearing sounds in the environment through play. Formal phonics begins in Reception, where we follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are prepared to tackle any unfamiliar words as they read. At Morden, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Morden, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Because we believe teaching every child to read is so important, the Senior Leadership Team drives the early reading programme in our school. They work with the Literacy lead to monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

Implementation

Foundations for Phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception. Where children need to be challenged, some grapheme-phoneme correspondence is introduced in Nursery.

Daily phonics lessons in Reception and Year 1

We teach phonics 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.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Daily Keep-up lessons ensure every child learns to read.

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.

We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Year 1 Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the 7+ Rapid catch-up resources.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we use the 7+ Rapid catch-up lessons to address specific reading/writing gaps. These short, sharp lessons last approximately 20 minutes and take place at least three times a week, including elements of decoding and prosody, aligning with the existing reading programme.

Any child working outside of their Key Stage and either has, or is awaiting, an EHCP, is assessed for the SEN Little Wandle programme. In conjunction with the Inclusion Manager, this is then adapted to meet their specific needs.

Teaching reading

Reading practice sessions happen three times a week as follows:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.
- 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:

- **decoding**
- **prosody**: teaching children to read with understanding and expression
- **comprehension**: teaching children to understand the text.

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, using Little Wandle targeted blending books to support where appropriate.

The Little Wandle texts used in these sessions, are then sent home to further embed taught skills without increasing cognitive load. **See the Literacy Subject Story for more information about home readers.**

In Year 2 and in Key Stage 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books using closely matched Little Wandle Big Cat reading books.

Supporting Families

We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision. This includes parent Phonics Workshops to introduce the programme and Early Reading Workshops to develop parents' skills when reading with their children.

🐾 Before reading 🐾

Practising phonics: Phase 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandle&revised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

g	o	c	k	ck	
e	u	r	h	b	f
ff	l	ll	s	ss	

Read the words

bad	lets	tell
kiss		

Read the tricky words

as	the	I
no	go	

Vocabulary

Ask the children to read these words. Check understanding.

huffs	rod	fin
cod	luck	

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.



Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult regularly.
- Ensuring consistency and pace of progress through rigorous monitoring.
- Every member of the teaching team (including SLT and TLAs) in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Literacy Leader and SLT regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure



'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide and diverse range of books, including books that reflect the children at Morden and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In EYFS, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- All children have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- Children receive raffle tickets for reading at home and are entered into a competition to win a Kindle for the week.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Our 'Alice in Wonderland' library is made available for each class to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, Wimbledon Bookfest, school's annual Book Week).
- Our librarians share stories with the children at lunchtimes and books go outside at break times. **See the Literacy Subject Story for more information.**
- When choosing their Reading for Pleasure book, children know that they can choose any book from the library. Therefore, older children may pick a picture book and younger children, a chapter book to share with their adults. *Reading for pleasure is about choice - the child's choice.*

- Children are given the opportunities to read a variety of text types: newspapers, magazines, e-books, film.



Impact Phonics

YEAR 1	2018	2019	2022	2022
PHONICS	MPS	Nat	MPS	Nat
Whole class	79%	82%	93%	76%
PP	86%	n/a	92%	n/a
Non PP	76%	n/a	94%	n/a

Assessment

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.
- by SLT and scrutinised through an assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

The Little Wandle Letters and Sounds Revised placement assessment is used with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for 7+ Rapid Catch-up

Children in Year 2 to 6 are assessed through:

- their teacher's ongoing formative assessment
- the Little Wandle Letters and Sounds placement assessment
- the appropriate half-termly assessments.

Morden's highlights on impact

- ✓ Teachers are using a consistent approach to phonics in EYFS and KS1 – 93% of Y1 passed the phonics screening
- ✓ High level of parental engagement in new SSP

If you were to walk into a Phonics lesson at Morden, you would see:

- ✓ Consistent use of the Little Wandle lesson sequence, demonstrating fidelity to the scheme
- ✓ Consistent use of resources
- ✓ Consistent use of terminology and pronunciation
- ✓ Highly trained staff using a consistent approach with enthusiasm and positivity
- ✓ Assessment for learning

If you were to walk into an Early Reading lesson at Morden, you would see:

- ✓ **Decoding** sessions focussing on previously taught GPCs
- ✓ **Prosody** sessions teaching children to read with understanding and expression
- ✓ **Comprehension** sessions teaching children to understand the text and discuss it with confidence
- ✓ High Quality Decodable Readers closely matching children's phonics ability (90% fluency in session 1)
- ✓ Revision of GPCs
- ✓ Revision of vocabulary
- ✓ Diversity represented within text choices
- ✓ Highly trained staff using a consistent approach with enthusiasm, positivity and fidelity
- ✓ Assessment for learning

Pupil Voice

What do you enjoy about Phonics and Reading?

Rec – I like the catchphrase 'Light in the night'

Rec - I like writing letters and words in phonics

Rec - I like reading the sentence it makes my brain ready to read

Y1 – It helps me to spell difficult words

Y1 – I really like the books they are exciting and interesting

What helps you to improve in Phonics and Reading?

Rec – I can remember the catchphrases the help

Rec – teachers help us remember

Y1 – I can grow the code to help me remember

See the Literacy Subject Story for Successes in 2022-2023 and Priorities for 2023-2024.

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of 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 if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <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) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <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 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <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 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <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 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	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

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/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

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/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	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/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

*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.

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 /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	busy beautiful pretty hour move improve parents shoe