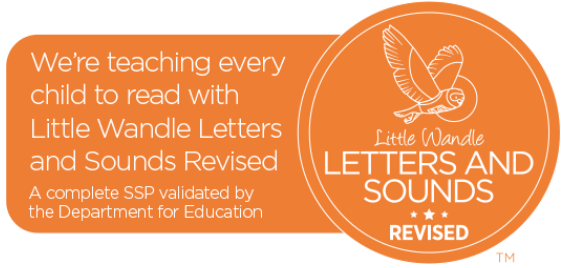




# Girlington Primary School Phonics and Early Reading Curriculum

At Girlington, we believe that all of our children can become fluent readers and writers and we are committed to ensuring that this is achieved for all of our children regardless of any barriers that they may have to their learning. This is why we have chosen to adopt **Little Wandle Letters and Sounds Revised** as our systematic synthetic phonics programme.



	Gems and Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Daily Phonics</b>	Little Wandle Foundation for Phonics	Little Wandle Letters and Sounds Revised Phase 2 Phase 3 Phase 4	Little Wandle Letters and Sounds Revised Phase 2,3,4 recap Phase 5	Little Wandle Rapid Catch Up for children not working at age-related expectations				
<b>Small Group Reading</b>	N/A	4 per week 2x decoding 1x prosody 1x comprehension	4 per week 2x decoding 1x prosody 1x comprehension	3 per week for children following Little Wandle Rapid Catch Up				
<b>Daily Keep Up</b>	N/A	Children identified through AFL	Children identified through AFL	N/A				
<b>Group Catch Up</b>	N/A	Children identified from assessment tracker	Children identified from assessment tracker	N/A				



# Girlington Primary School Phonics and Early Reading Curriculum

## Gems (2-Year-Old Provision)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Scheme</b>	<b>Little Wandle Foundations for Phonics</b>	<b>Little Wandle Foundations for Phonics</b>	<b>Little Wandle Foundations for Phonics</b>	<b>Little Wandle Foundations for Phonics</b>	<b>Little Wandle Foundations for Phonics</b>	<b>Little Wandle Foundations for Phonics</b>
<b>Curriculum Subject Content</b>						
<b>Nursery Rhymes</b>	Humpty Dumpty Twinkle Twinkle Baa Baa Black Sheep	The Wheels on the Bus Wind the Bobbin Up Roly Poly Poly	Miss Polly Teddy Bear Round and Round the Garden	Row, Row, Row your boat Rain, Rain Go Away It's raining, its pouring	Ring a Ring a Roses Pat a Cake Hickory Dickory Dock	Incy Wincy Spider Hello Mr Sun The Sun has got his hat on
<b>Activities</b>	<b><u>Continuous Provision/In the moment planning:</u></b> name play, musical instruments, environmental sounds, playing with sounds					



# Girlington Primary School Phonics and Early Reading Curriculum

## Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior EYFS Learning	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics
Scheme	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics
<b>Curriculum Subject Content</b>						
Nursery Rhymes	I've got a body Heads, shoulders This is me If you're happy and you know it	Finger Family How many people live in your house? Incy Wincy Twinkle, Twinkle	Wheels on the bus Row, Row, Row your boat It's Raining its pouring	Miss Polly Has a Dolly Humpty, Dumpty Jack and Jill	Old Macdonald Baa Baa Black Sheep Hickory Dickory This Little Piggy	Mary, Mary I'm a Little Bear
Sound stories	<b>Tanka Tanka Skunk</b> (rhythm/playing with voice sounds)	<b>Same But Different Too</b> (rhyme)	<b>Oi Frog</b> (rhyme) <b>We're Going on a Bear Hunt</b> (rhythm/body percussion)	<b>Shark in the Park</b> (rhyme)	<b>What the Ladybird Heard</b> (rhyme)	<b>The Gruffalo</b> (rhyme)
Progression of Sounds (phonemes only)	<b>Initial sounds in names</b>	<b>s, a, t, p, i, n</b>	<b>m, d, g, o, c, k, e</b>	<b>u, r, h, b, f, l, j</b>	<b>v, w, y, z, qu, ch</b>	<b>ck, x, sh, th, ng, nk</b>
Picture Cards/ Vocabulary	Children's pictures/names	snake astronaut tiger penguin iguana net	mouse duck goat octopus cat kite elephant	umbrella rainbow helicopter bear flamingo lollipop jellyfish	volcano wave yo-yo zebra queen cherries	sock box shells ring pink thumb/teeth
Phonemic awareness Focus	<b>Tuning into Sounds/Playing with Sounds</b>	<b>Hearing initial sounds</b>	<b>Identifying initial sounds</b> <b>Distinguishing different sounds</b>	<b>Identifying initial sounds</b> <b>Articulating sounds correctly</b> <b>Playing with voice sounds</b>	<b>Identifying initial sounds.</b>	<b>Identifying final sounds.</b>
Activities	Play with sounds Name play	Play with sounds Bertha the Bus Name Play What's in the Box?	Play with sounds Bertha the Bus Name Play What's in the Box?	Play with sounds Bertha the Bus Name Play What's in the Box?	Play with sounds Bertha the Bus Name Play What's in the Box?	Play with sounds Bertha the Bus Name Play What's in the Box?
Oral Blending Focus	<b>N/A</b>	<b>Blend CVC words using oral blending</b>	<b>Blend CVC words using oral blending</b>	<b>Blend CVC words using oral blending</b>	<b>Blend CVC words using oral blending</b>	<b>Blend CVC words using oral blending</b>
Activities (Using only taught sounds)	N/A	Blend from the Box	Can you touch your...? What's that noise? Do the actions Blend from the box	Can you touch your...? What's that noise? Do the actions Blend from the box	Can you touch your...? What's that noise? Do the actions Blend from the box	Can you touch your...? What's that noise? Do the actions Blend from the box



# Girlington Primary School Phonics and Early Reading Curriculum

## Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Prior EYFS Learning	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics	Little Wandle Foundations for Phonics
Phase	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
<b>Curriculum Subject Content (From Little Wandle Letters and Sounds Revised)</b>						
<b>Graphemes</b>	s a t p i n m d g o c k c k e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng nk • 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)	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Review Phase 3 • 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	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVCC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words
<b>Tricky Words</b>	is I the	put* pull* full* as and has his her go no to into she push* he of we me be	was you they my by all are sure pure	Review all taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far
<b>Small Group Reading</b>	<b>Wordless books</b>	<b>Decodable books which match children's secure phonic knowledge</b>				
<b>Daily Keep Up</b>	Children not learning GPC's – pre-teach and/or review	Can read GPC's but cannot blend – Phase 2 1:1 blending and reading words	Can read GPC's but cannot blend – Phase 2/3 1:1 blending and reading words	Not reading words with adjacent consonants – Phase 4 additional daily practice		
<b>Group Catch Up</b>	Can read GPC's but cannot blend – Phase 2 additional daily blending sessions		Not reading words with digraphs with ease – Phase 3 additional daily blending practice		Not reading words with adjacent consonants – Phase 4 additional daily practice	
<b>Vocabulary</b>	Phoneme Grapheme Pneumonic	Digraph Plural	Trigraph Double consonant Verb	Suffix Plural Compound word	Consonant Suffix	Vowel



# Girlington Primary School Phonics and Early Reading Curriculum

## Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Prior EYFS Learning	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
Phase	Review Phase 3 and 4 Phase 5	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5
<b>Curriculum Subject Content (From Little Wandle Letters and Sounds Revised)</b>						
Graphemes	/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/ur/ ir bird /igh/ ie pie /ool/ /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 /ool/ /yoo/ u-e rude cute /ee/ e-e these /ool/ /yoo/ ew chew new /ee/ ie shield	/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 /ool/ ui ou fruit soup	/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	Phonics screening check review – no new GPCs or 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
Tricky Words	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	their people oh your Mr Mrs Ms ask* could would should our house mouse water want	any many again who whole where two school call different thought through friend work	once laugh because eye	Phonics screening check review – no new GPCs or tricky words	busy beautiful pretty hour move improve parents shoe
Small Group Reading	<b>Decodable books which match children’s secure phonic knowledge</b>					
Daily Keep Up	<b>Daily AFL -</b> - Not recognising alternative Phase 5 GPC’s - Not reading longer words - Not reading words with adjacent consonants					
Group Catch Up	- Additional daily blending practice as needed from gap analysis					
Vocabulary	Phoneme Plural Suffix		Grapheme Double consonant Compound word		Digraph Verb Vowel Consonant	



# Girlington Primary School Phonics and Early Reading Curriculum

## Year 2 and Key Stage 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Prior Learning	Phase 2/3/4/5					
Scheme	Rapid Catch Up (where appropriate)					
Curriculum Subject Content (from Little Wandle Letters and Sounds Revised – Rapid Catch Up)						
Graphemes	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment
Tricky Words	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment
Decodable Books	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment	Targeted according to Rapid Assessment
Vocabulary	Phoneme Plural Suffix		Grapheme Double Compound word	Digraph consonant Vowel	Trigraph Verb Consonant	
Subsequent KS3 Learning	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>○ read easily, fluently and with good understanding</li> <li>○ develop the habit of reading widely and often, for both pleasure and information</li> <li>○ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>○ appreciate our rich and varied literary heritage</li> <li>○ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>○ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>○ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul>					