



# Phonics progression – West Byfleet Infant School



## Whole school expectations

- \* Phonics is taught rigorously and systematically using Little Wandle Letters and Sounds programme.
- \*The use of Little Wandle continues in Year 1, and should be completed for most pupils by the time they reach Year Two. Some children may need to continue with targeted teaching in Year Two.
- \*Children are assessed half termly using the Little Wandle letters and Sounds assessment procedures and catch up sessions are implemented daily through target intervention..
- \* Using Little Wandle, the children learn the sound, a rhyme and the formation of each letter. As the children become more confident, we teach them how to put sounds together to blend for reading and segment for writing words.
- \* Phonics groups are fluid and should be adjusted frequently to meet the needs of the children.
- \*To help children segment and blend unknown words, all year groups use; sound buttons to identify single sounds, sound lines to identify diagraphs/constant blends/trigraphs and arch over the top to identify split sounds (with a dash for the missing sound). Teachers use sound talk, phoneme fingers and phoneme frames, as a means of blending and segmenting words.
- \*All children to receive a vocabulary sheet prior to the start of new learning enquiry questions. These to include key words and explanation of topics specific vocabulary.

Year R Expectations	Year 1 Expectations	Year 2 Expectations
<ol style="list-style-type: none"><li>1.Little Wandle lesson is followed for all phonic teaching</li><li>2. CT to follow the 4 part lesson of revisit, review, practise and apply.</li><li>3.The children learn the sound, a rhyme and the formation of each letter.</li></ol>	<ol style="list-style-type: none"><li>1. Little Wandle lesson is followed for all phonic teaching</li><li>2. CT to follow the 4 part lesson of revisit, review, practise and apply.</li><li>3. The children learn the sound, a rhyme and the formation of each letter.</li></ol>	<ol style="list-style-type: none"><li>1.Those children who require it continue on Little Wandle Phonics programme.</li><li>2. CT to follow the 4 part lesson of revisit, review, practise and apply.</li><li>6. End of Year Expectation is that the majority of children are working on</li></ol>

<p>4.Cued articulation to be taught alongside sounds</p> <p>5.The children are taught to how to put sounds together to blend for read and segment for writing words.</p> <p>6.Whole class session are taught with smaller groups (within the class, if needed)</p> <p>7.Children to be taught Common Exception words in school as part of Phonics lessons.</p> <p>8.End of EYFS children to have reached the end of Phase 4</p>	<p>4. Classes to be grouped (across the cohort) into ability groups to meet the needs of the children.</p> <p>5. Children to be taught Common Exception words in school as part of Phonics lessons.</p> <p>6. End of Year Expectation is that the majority of children reach end of Phase 5</p> <p>7. CT should see the application of phonics to all areas of learning- e.g in science and history/geography lessons</p> <p>Children in Year One will participate in the phonics screening test</p>	<p>Grammar skills in line with National Curriculum.</p> <p>7. CT should see the application of phonics to all areas of learning- e.g in science and history/geography lessons</p> <p>Children who did not meet expectation in Phonics screening in Year One to retake.</p>
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## REVISIT AND REVIEW



## TEACH



## PRACTISE



## APPLY

**Practise** previously learned letters or graphemes or blending and segmentation as appropriate.

**Teach** new graphemes; some tricky words; blending and segmenting of adjacent consonants.

**Practise** blending and reading words with a new GPC/adjacent consonants; segmenting and spelling words with a new GPC/adjacent consonants.

**Read or write** a caption or sentence using one or more tricky/high-frequency words and words containing the new graphemes/adjacent consonants.

