



Phonics Curriculum Map

INTENT

At Hoyle Court Primary School we believe that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme.

We use the Little Wandle Letters and Sounds Revised to plan and provide daily engaging phonics lessons. This ensures children build on their growing knowledge of the alphabet code, mastering phonics to read and spell as they move through school. To ensure consistency and support the teaching of phonics across the school, staff have regular phonics training and meetings.

In phonics, we teach children that the letters of the alphabet represent different sounds (phonemes), that these can be used in a variety of combinations (graphemes) and are put together to make words.

At Hoyle Court, we also model these strategies in group reading and writing across the curriculum. We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

IMPLEMENTATION

Our phonics teaching starts in Nursery where children learn phase 1. In Reception, year 1 and the start of year 2, phonics follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. From nursery to year 2, children are taught phonics daily with additional catch-up sessions and 'Rapid Catch Up' sessions are used to support pupils needing extra phonics in Key Stage 2. As a result, all our children are able to tackle unfamiliar words that they might discover and know by heart tricky words that are not decodable.

Fluency

In Little Wandle Letters and Sounds Revised, *Fluency Reading Practice* sessions are short, focused reading sessions that help children become confident, fluent readers. Children read in small, well-matched groups using fully decodable books that closely align with their phonics knowledge. Each session has a clear focus on decoding, prosody (reading with expression) and comprehension. Texts are reread across the week so children can build speed, accuracy and confidence. Adults model fluent reading, support children to practise tricky parts, and encourage children to talk about what they have read to deepen understanding. Children complete these reading sessions 3 times a week in year 2, 3 and 4 alongside VIPERS.

	Essential knowledge and skills	Vocabulary	Local context / Enrichment
	<p>Hedgehogs In our hedgehogs room we focus on listening skills through a range of activities including singing, rhymes and stories to build foundational literacy skills. There is a strong focus on Communication and Language. Children have core stories each half term which focuses on vocabulary and developing their listening skills. Adults use a range of questioning and modelling of speech throughout the day. Children complete a range of activities including rhythmic noises e.g. clapping and instruments and sound walks.</p>	Loud, quiet, song, picture, book, story	Sound walks around the school grounds Nursery Library
	<p>Squirrels</p>	Page, title, the end, rhyme, sound, character, question	

<p>In Nursery we use Foundatons for Phonics through Little Wandle Letters and Sounds, this supports children’s early phonics development through play based activities and daily taught lessons. Children listen carefully to sounds in the environment, enjoying rhymes and stories. They practice tuning into sounds, copying rhythms and beginning to differentiate between sounds.</p> <p>Following Little Wandle : Turning into sounds: Progression and planning overview</p> <p>Autumn 1: No sounds – focus on Rhyme Time and settling children into routines.</p> <p>Autumn 2 : s a t p I n m</p> <p>Spring 1 : d g o c k e</p> <p>Spring 2: u r h b f l</p> <p>Summer 1: j v w y z qu ch</p> <p>Summer 2: ck c sh th ng nk</p> <p>Sound focus: Teach one sound each week, in the order listed above. In each session there will be : <ul style="list-style-type: none"> - What’s in the box? - Voice Sounds / Name Play/ Bertha the Bus, Play with Sounds The above games focus on awareness of sounds in general and words do not need to include the focus from the day’s session.</p> <p>Oral Blending: In each session the children will practice oral blending through a variety of games: -Blend from the box -Can you do the action? -What’s that noise? -Touch your... ? The oral blending games focus on awareness of sounds .</p>		
<p>Reception ELG Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge</p> <p>In Reception, phonics is taught every day using the Little Wandle Letters and Sounds programme. Children learn to recognise sounds (phonemes) and match them to letters (graphemes) through short daily sessions. The children learn to say the sounds correctly, blending them together to read words and segment words to support spelling. Lessons include lots of repetition to help children remember what they have learned. Children also read fully decodable books that closely match their phonics level and the sounds that they are learning, helping them to build confidence and early reading skills. Provision and classroom activities are also linked to support the sound of the day.</p> <ul style="list-style-type: none"> - Phonics starts the first full week of school to ensure children make a strong start - By the end of Reception, children have been taught up to the end of phase 4 - Phonics is taught daily with 4 new sounds a week and a review session on Friday - Lesson are taught following the 4 part lessons: revisit, teach ,apply, practice - Group reading sessions are taught 3 times a week with a strong focus on Vocabulary, Prosody/Fluency and Comprehension - Regular assessments identify children who may need additional phonics and work in small intervention groups to ensure they make progress to achieve <p>Autum 1: s a t p I n m d g o c k ck e u r h b f l Tricky Words: is I the</p> <p>Autumn 2 : ff ss j v q x y z zz qu ch sh th ng nk</p>	<p>Phoneme, grapheme, digraph, trigraph, blend, segment, tricky words,</p>	<p>Phonics provision linked to the focus sound of the day.</p> <p>Rainbow words</p> <p>Phonics area in the classroom</p> <p>Phonics parents meetings and stay and play sessions to promote games and activities that can be used at home to support reading.</p>

Words ending with s (hats, sits)
Words ending in z/ss (bags/his)
Tricky words:
as and has his her go no to into she he of we me be

Spring 1 :
ai ee igh oa oo o oar or ur ow oi ear air er
Words with double letters
Longer words
Tricky words: was you they my by all are sure pure

Spring 2:
Review phase 3
Words with double letters
Words with digraphs
Compound words
Words with s/z in the middle and end
Words with es / z at the end
Review all Tricky Words

Summer 1:
- Short vowels with adjacent consonants
- CVCC CCVC CCVCC CCCVC CCCVCC
- Words ending in suffixes: ed/ est
- Longer words
Tricky Words: said so have like some come love do were have little says there when what out one today

Summer 2:
Phase 3 long vowel sounds with adjacent consonants
CVCC CCVC CCVCC CCCVC CCCVCC
Words ending in ed /est
Tricky Words: Review all taught words

Year 1 National Curriculum

Pupils should be taught to: ♣ apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual

- In year 1, phonics continues to be taught daily using Little Wandle Letters and Sounds Revised. Phonics is at the forefront of the curriculum. Children build on their Reception learning through revising known sounds and learning new, more complex graphemes. Lessons focus on developing fluency in blending for reading and segment words for spelling. Children practice reading words and sentences, including those with alternative spellings, and learn to read and spell tricky words. Reading sessions are taught 3 times a week using fully decodable books that closely match the phonics taught, helping children to become more confident and independent readers. Through regular assessments, gaps are quickly identified and children are supported with additional phonics and precision teach to help close the gaps.

Autumn 1

Revise phase 3 and 4
Introduce phase 5
ay play
ou shout
oy boy
ea leaf
Tricky Words:
to into I no go of he she we me by was you they are all my sure pure said have like so do some come love were there little one when out what says here today

Phoneme, grapheme, digraph, trigraph, blend, segment, tricky words, split-digraphs, suffix, prefix, pseudo Words (Alien Words)

Rainbow words

Phonics area in the classroom

Phonics parents meetings and stay and play sessions to promote games and activities that can be used at home to support reading.

Games woven through English which link to phonics including

- Cross the River
- Bingo
- Obb and Bob alien word games
- Word hunts

Autumn 2

ir bird
ie pie
ue blue resuce
u unicorn
o go
i tiger
a paper
e he
a-e shake
i-e time
o-e home
u-e rude cute
e-e these
ew chew new
ie shield
aw claw

Tricky Words

Their people oh your Mr Mrs Ms ask could would should our house mouse water want

Spring 1

y funny
ea head
wh wheel
oe ou toe shoulder
y fly
ow snow
g giant
ph phone
le al metal apple
c ice
ve give
o-e love
ou young
se cheese
ce fence
se mouse
ey donkey
ui fruit
ou soup

Tricky Words: any many again who whole where who school different call through friend thought work

Spring 2:

or word
oul could
are share
au dinosaur
oor floor
al walk
au author
tch match
ture adventure
al half
a father
a water

- Tricky word hunts
- Matching words and pictures

o want
ear bear
ere there
ear learn
wr wrist
st whistle
sc science
ch school
ch chef
ze freeze
schwa in words
Tricky Words: once laugh because eye

Summer 1 : Phonics Screening Check Review- no new taught sounds or tricky words

Summer 2:

igh eight
aigh straight
ea break
ey grey
kn knee
gn gnaw
mb thumb
ere here
eer deer
su treasure
si vision
dge bridge
y crystal
ge large
sh in potion mission mansion delicious
or in daughter pour more oar
Tricky Words: busy beautiful pretty hour move improve parents shoe

Year 2

National Curriculum

Pupils should be taught to: ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

In Year 2, phonics is continued during the Autumn term using Little Wandle Letters and Sounds Revised. The focus is on securing and extending children's reading and spelling skills. Children revisit and practice previously taught graphemes and learn how to read and spell using alternative sounds and spelling rules. Lessons support children to read longer words and more complex words with confidence and accuracy. There is a strong focus on fluency, comprehension and spelling strategies. This ensures children move forward with their learning to read. Children who need extra support receive targeted keep up, or catch up sessions to ensure no child is left behind. When children are confident and recognise all taught sounds in phase 5, they are ready to start the 'Bridge to Spelling' Programme.

When children have completed the assessment and are working on the spelling programme children move from phonics – based spelling into more independent spelling. Sessions focus on applying phonics knowledge to spell longer words and those with alternative graphemes and suffixes. Children learn to listen carefully to the sounds in words, choose the correct spelling and explain their choices. Lessons also introduce simple spelling rules and patterns, alongside common exception words. Through regular practice and discussions, children build confidence, accuracy and independence in their reading and writing.

- Year 2 children review phase 5 sounds during the Autumn term
- Through carefully assessment through, children then move onto the Bridge to Spelling in year 2
- Children continue group reading x3 weekly session

<p>- Children complete a fluency group reading x3 weekly</p>		
<p>Key Stage 2 In Y2-Y6 there are planned phonic 'Rapid catch-up' sessions following a set model to address specific reading gaps. These are short, sharp sessions lasting 10 minutes in length and taking place at least three times a week. Some children in KS2 who did not pass their PSC or were not ready to leave the Little Wandle are receiving phonics lesson at least 3 times a week. In Key Stage 2, Rapid Catch-Up in <i>Little Wandle Letters and Sounds Revised</i> is a targeted, time-limited intervention for children who are not yet secure in phonics. Sessions are short, focused and taught daily, usually in very small groups and one-to-one. Teaching starts at the child's point of need, revisiting key grapheme-phoneme correspondences and practising accurate blending and segmenting. Assessments are completed regularly to ensure progress in being made and gaps are being covered. Lessons follow the same clear structure as main phonics sessions, with lots of repetition and immediate feedback. Children read fully decodable books matched to the sounds they are revising, helping them quickly build confidence, accuracy and fluency so they can access the wider KS2 curriculum.</p>	<p>Phoneme, grapheme, digraph, trigraph, blend, segment, tricky words, split-digraphs, suffix, prefix, pseudo Words (Alien Words)</p>	
<p>Reading Practice (Group Reading)</p> <ul style="list-style-type: none"> • Children across Reception, year 1 and year 2 (until they ready) apply their phonics knowledge by using a full matched decodable reading book in a small group reading practice session. • These sessions are 15 minutes long and happen three times a week. There are approximately 6 children in a group. Each session has a reading focus – vocabulary, fluency / prosody and comprehension. The sessions follow the model set out in Little Wandle Letters and Sounds Revised. <p>Children in year 2 who have been assessed to read over 60 words per minute then move onto fluency lessons, 3 times a week. This also follows the Little Wandle scheme.</p>		

IMPACT

Daily phonics continues to have a powerful impact for children at Hoyle Court. Regular, high-quality phonics sessions deepen their understanding of spelling patterns, and the relationship between sounds and letters, which strengthens both accuracy and fluency. This consistent exposure supports confident application of decoding skills to unfamiliar and ambitious vocabulary, particularly in cross-curricular reading. As a result, our children move into year 2 and beyond as secure readers who demonstrate improved spelling, greater precision in writing, and increased independence when tackling complex texts. Daily phonics therefore plays a key role in sustaining high standards and ensuring excellent outcomes for all learners, not just those who are still developing early reading skills.

- In reception, year 1 and 2, at the end of each week there is a review session which recaps the learning. There are also whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher's ongoing formative assessment).
- Children in reception and Y1 of are immediately identified and daily 'keep up' sessions are put in place – sessions follow the Little Wandle Letters and Sounds Revised programme alongside 'Precision Teach'.
- In reception and year 1, year 2 and any children still using phonics in KS2- are assessed at the end of every half term using the Little Wandle Letters and Sounds Revised pupil assessment.
- The children in Y1 sit the Phonics Screening Check in the summer term
- Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2 and have additional support in year 2 with their phonics and reading.
- Children who are in Y2-Y6 and need 'Rapid Catch Up' sessions are assessed through teacher's ongoing formative assessment as well as half termly summative assessments.

If you are a parent and would like more information about how to support your child with phonics at home, please follow this link to find the Reception and Year 1 overview as well as videos of the sound pronunciations, letter formation sheets and other helpful resources.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>