



**St Vincent's Catholic
Primary School**

To love, serve and learn as Jesus shows us

Phonics Curriculum Document

Intent

At St Vincent's, our intention is to ensure that every child develops the strong phonics knowledge and decoding skills needed to become a fluent and confident reader. We are committed to providing all pupils with the essential foundations for early reading and writing success.

From the very start of EYFS, we follow the government-accredited *Little Wandle Letters and Sounds Revised* programme. This systematic synthetic phonics (SSP) approach provides a clear, cumulative, and progressive structure for the teaching of phonics, fully aligned with the expectations of the National Curriculum.

Children are explicitly taught phonemes and graphemes in a carefully sequenced order, enabling them to develop a secure knowledge of the alphabetic code. Through regular, structured practice, they learn to blend sounds for reading and segment words for spelling, supporting both early reading and writing development.

For children in EYFS to Year 2, reading practice sessions take place each week using *Collins Big Cat for Little Wandle Letters and Sounds Revised* fully decodable books that are precisely matched to each child's phonics stage. This approach ensures success, builds confidence, and develops fluency.

Phonics learning is consistently reinforced and modelled across the curriculum, helping pupils apply their knowledge in a range of contexts. Targeted support and timely interventions ensure that no child is left behind. Through this systematic and nurturing approach, we equip children with the essential early reading skills that form the foundation for confident, fluent, and motivated readers.

How is Phonics is taught at St. Vincent's

Early reading and phonics

EYFS

- Children follow the *Little Wandle Letters and Sounds Revised* phonics programme, taught daily for 30 minutes.
- Pupils begin with Phase 2 phonemes and graphemes, taught in sequence through games, interactive teaching, and Continuous Provision.
- Once secure, they move on to Phase 3, and then Phase 4, where they consolidate learning and begin blending adjacent consonants.
- Tricky words are taught at each phase to support reading fluency.
- Children are taught to apply their phonic knowledge when writing words

Year 1

- Phonics continues daily for 30 minutes using the *Little Wandle* programme.
- The year starts with a review of Phases 3 and 4, before moving on to Phase 5 from Autumn 2, focusing on alternative spellings and pronunciations.
- In all writing activities, the children are taught to apply their phonic knowledge

Year 2

- Pupils continue with *Little Wandle* until the end of Autumn 2, with daily 30-minute sessions.
- Those not yet secure remain on the programme; others move to Bridge to Spelling.
- From Spring 1 Year 2 move to the National Curriculum Spelling framework as used throughout KS2.

In the **Little Wandle Letters and Sounds Revised** phonics programme, each lesson follows a clear, consistent structure designed to teach children to read and spell using systematic synthetic phonics. The lesson structure depends slightly on whether it's a **new learning lesson** or a **review and apply** session — but generally, each phonics lesson includes the following stages:

1. **Revisit & Review** - Practise previously taught sounds and words.
2. **Teach** - Learn a new sound (phoneme) and its spelling (grapheme).
3. **Practise** - Blend to read and segment to spell words with the new sound.
4. **Apply** - Read or write sentences using new and known sounds.
5. **Review/Assess** - Check understanding and give extra support if needed.

Each lesson is fast-paced, consistent, and lasts about 20-30 minutes

Daily keep Up

For children in Reception or Year 1 who are at risk of falling behind have access to individual or group Daily Keep-up.

Rapid Catch Up

'It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.' English National Curriculum (DfE, 2013)
Any child who is reading at below the expected level for their age are assessed to identify what support and teaching they need to become fluent, accurate readers. Children will receive Rapid Catch-up sessions.

Phonics Overview

Progression in EYFS (Reception)

In Reception, GPCs and tricky words are taught sequentially, with daily, weekly, and cross-term review to move knowledge into long-term memory. Our aim is to maintain pace, practice, and participation; however, if **less than 70% of children are on track**, new content is not be taught until previous learning is secure

Autumn Term (Reception)

Term	Phase Taught	New GPCs	New Tricky Words	Additional Focus
Autumn 1	Phase 2	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l	is, I, the	
Autumn 2	Phase 2	ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk	put*, pull*, full*, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be	Words with -s /s/ added (e.g., hats, sits); words ending in s /z/ (his) and words with -s /z/ added (e.g., bags, sings). (Note: 'put,' 'pull,' 'full,' and 'push' may not be tricky in all regional pronunciations).

Spring Term (Reception)

Term	Phase Taught	New GPCs	New Tricky Words	Additional Focus
Spring 1	Phase 3	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er	was, you, they, my, by, all, are, sure, pure	Focus on words with double letters and longer words.
Spring 2	Phase 3 Review	Review Phase 3	No new tricky words	Review all taught content, focusing on double letters, longer words, words with two or more digraphs, words ending in -ing, compound words, words with s /z/ in the middle, and words with -s /s/ /z/ and -es /z/ at the end.

Summer Term (Reception)

Term	Phase Taught	New GPCs	New Tricky Words	Additional Focus
Summer 1	Phase 4	Short vowels with adjacent consonants: CVCC, CCVC, CCVCC, CCCVC, CCCVCC	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Focus on longer words , compound words, and words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est.
Summer 2	Phase 4 Review	Phase 3 long vowel graphemes with adjacent consonants: CVCC, CCVC, CCCVC, CCV, CCVCC	No new tricky words	Review all taught content, focusing on words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est, and longer words .

Progression in Year 1

Year 1 focuses on reviewing prior phases and introducing new Phase 5 graphemes and tricky words.

Autumn Term (Year 1)

Term	Phase Taught	New GPCs Taught (Phase 5)	New Tricky Words (Review & New)
Autumn 1	Review Phases 2-4; Start Phase 5	/ai/ ay (play), /ow/ ou (cloud), /oi/ oy (toy), /ea/ ea (each)	Review of all Phase 2-4 tricky words.
Autumn 2	Phase 5	/ur/ ir (bird); /igh/ ie (pie), i (tiger), i-e (time); /oo/ /yoo/ ue (blue, rescue), u (unicorn), u-e (rude, cute), ew (chew, new); /oa/ o (go), o-e (home); /ai/ a (paper), a-e (shake); /ee/ e (he), e-e (these), ie (shield); /or/ aw (claw).	their, people, oh, your, Mr, Mrs, Ms, ask*, could, would, should, our, house, mouse, water, want. (Note: 'ask' may not be tricky in some regional pronunciations).

Spring Term (Year 1)

Term	Phase Taught	New GPCs Taught (Phase 5)	New Tricky Words
Spring 1	Phase 5	Alternative spellings for: /ee/ (y, ey), /e/ (ea), /w/ (wh), /oa/ (oe, ou, ow), /igh/ (y), /j/ (g), /f/ (ph), /l/ (le, al), /s/ (c, se, ce), /v/ (ve), /u/ (o-e, o, ou), /z/ (se), /oo/ (ui, ou).	any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work.
Spring 2	Phase 5	Complex alternatives and schwa focus: /ur/ (or, ear); /oo/ (u, oul); /air/ (are, ear, ere); /or/ (au, aur, oor, al, a); /ch/ (tch, ture); /ar/ (al, a); silent letters /r/ (wr), /s/ (st, sc), /c/ (ch); /sh/ (ch); /z/ (ze).	once, laugh, because, eye.

Summer Term (Year 1)

Term	Phase Taught	New GPCs Taught (Phase 5)	New Tricky Words
Summer 1	Phonics Screening Check review	No new GPCs	No new tricky words
Summer 2	Phase 5	Advanced alternatives: /ai/ (eigh, aigh, ey, ea); silent letters /n/ (kn, gn), /m/ (mb); /ear/ (ere, eer); /zh/ (su, si); /j/ (dge, ge); /i/ (y); /sh/ (ti, ssi, si, ci); /or/ (augh, our, oar, ore).	busy, beautiful, pretty, hour, move, improve, parents, shoe.

Progression in Year 2: Phonics and Spelling Pathways

Year 2 pathways are determined by assessment to ensure children either complete the core Little Wandle program, follow the Rapid Catch-up program, or move on to Little Wandle Spelling.

Pathways Based on Year 1 Assessment Results

Pupil Group	Initial Action/Assessment	Pathway Progression
Pupils On Track (Green in all Year 1 assessments)	Carry out the Phase 5 review assessment.	1. Teach the Phase 5 review (Five weeks). 2. Teach the Bridge to spelling (Five weeks). 3. Teach the Spelling units (20 weeks).
Pupils with Gaps (Working at Phase 5)	Carry out the Rapid Catch-up assessment to identify gaps and where to start teaching.	1. Teach and complete Rapid Catch-up Phase 5 (14 weeks). 2. Reassess every four weeks. The aim is to complete this by the end of Autumn 1. 3. Join the whole class for Phase 5 review, Bridge to spelling, and Spelling units.
Pupils with Larger Gaps (Working at Phase 4)	Carry out the Rapid Catch-up assessment.	1. Teach and complete Rapid Catch-up Phase 4 (Four weeks). 2. Teach and complete Rapid Catch-up Phase 5 (14 weeks). 3. Join the whole class for Phase 5 review and Bridge to spelling. 4. Join the whole class for Spelling units once Phase 4 is secure.
Pupils with Largest Gaps (Working at Phase 2 or 3 and blending)	Carry out the Rapid Catch-up assessment.	1. Complete Rapid Catch-up Phases 2 and 3 (Four weeks each). 2. Teach Rapid Catch-up Phase 4 (Four weeks). 3. Teach Rapid Catch-up Phase 5 (14 weeks). 4. Review and secure all phases. 5. Teach the Bridge to spelling (Five weeks). 6. Teach the Spelling units (20 weeks).

Note: For children with significant SEND that affects cognition, specialised SEND pathways will be used. If a child is unable to blend due to being new to English or having EAL, Rapid Catch-up Phase 2 will be taught, but the pace should be slowed down.

Progression in Year 2: Fluency Pathways

Reading practice sessions continue three times a week. The decision to move a pupil from phonics books to Fluency books is based on fluency and accuracy assessments.

Moving to Fluency 1

Pupils should continue reading Phase 5 Set 5 books for at least five weeks. They are ready to move to Little Wandle Fluency 1 if they meet these criteria during the Phase 5 Set 5 fluency assessment:

- Reading at **60–70 words per minute (wpm)**.
- Reading with **90%+ accuracy**.

If the criteria are not met, pupils continue reading Phase 5 Set 5 books until they achieve the required fluency and accuracy.

Progression through Fluency Levels

1. If criteria are met, pupils **start reading Little Wandle Fluency 1**.
2. Children should read **at least three books at each level** (Fluency 1, Fluency 2, etc.) before professional judgment is used to decide whether to move them to the next level.
3. Assessment of progress using the Fluency ongoing assessment happens **every 12 weeks**.

If a group finds it difficult to read a chapter in ten minutes, a lower level should be considered. It is recommended to choose a lower level if there is doubt, as the goal is for children to feel confident and successful.