



## Reading and Phonics

Last updated: Berna Aksu, 2024

Somerdale Educate Together uses the Little Wandle phonic scheme.

### Purpose of Study

At Somerdale, our reading curriculum aims to ensure that every child becomes a fluent, confident and independent reader, giving them the keys to unlock a world of information and story. We aim to foster a love of reading so that every child sees themselves as a reader and can reap the many benefits reading offers. Children are exposed to a wide range of high-quality and diverse texts across different genres and text types, developing their vocabulary and giving them access to texts which explore their imagination, challenge them to form opinions and encourage them to become readers for pleasure.

### Phonics

Using the Little Wandle Phonics Scheme, children are taught to decode words accurately and fluently and start to develop their comprehension. Starting with single letter sounds, before progressing to digraphs, trigraphs and alternative sounds, we want our children to have secure decoding skills, which will aid them beyond the early years as they experience increasingly challenging vocabulary.

Children will read decodable books which match their current phonic knowledge, ensuring they feel confident as readers and can start to develop their fluency and comprehension of the texts they are reading. A chosen 'sharing' book from the library gives children the opportunity to choose a book of interest that they can read alongside family at home, exposing them to a text beyond their current decoding level that inspires them and continues to develop vocabulary.

### **Reception:**

- In Reception, we build from 15-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- In the Autumn and Spring terms, Reception learn phase 2 and phase 3 GPCs. In the final term, they focus on phase 4. Additionally, teachers review these phases to reinforce children's learning. Four new phonemes and their corresponding graphemes are taught (GPCs) each week and they are then used in the final lesson of the week to review the week's learning. Children will also learn tricky words during these sessions.

### **Year 1:**

- In Year 1, children continue to build on their phonic knowledge with lessons following the same structure as in Reception. They start by reviewing Phase 3 and 4, then learn to read and spell words using Phase 5 GPCs with fluency and accuracy.
- In the Spring term, four new phonemes and their corresponding graphemes are taught (GPCs) each week and they are then used in the final lesson of the week to review the week's learning. Children will also learn tricky words during these sessions.

### **Year 2:**

- During the Autumn term in Year 2, children start by reviewing phase 5. Teachers ensure that children are at the expected stage of their phonics learning. Gaps identified from Year 1 are



# Somerdale Educate Together Primary School

## Curriculum Information

revisited, providing children with the time they need to be ready for the next stage. By the end of the Autumn term, our aim is for children to be ready to move on to Phase 6 of their phonics journey, with a daily focus on spellings and related spelling patterns.

[You can find the overview of what is taught in Reception and Year One through the Little Wandle phonics scheme here.](#)

More information on how we teach phonics is available on the [Little Wandle website](#).

### Reading

As children move away from phonics in Year 2, they have access to a wider range of books to choose from matched to their reading level. In small groups with a teacher, children will continue to build their fluency, with more of a focus on use of punctuation and intonation. Children will use KS1 VIPERS reading skills (vocabulary, inference, prediction explanation, retrieval and sequencing) to develop their comprehension of the texts they are reading.

In KS2, reading is taught through whole class guided reading sessions, where children use the KS2 VIPERS reading skills (vocabulary, inference, prediction explanation, retrieval and summarising) to explore a carefully chosen focus text. Often linked to their writing, children will be immersed in the text, exploring character, plot, features of the text and authors intent. Throughout a term, children will explore a range of texts, ensuring there is a balance of fiction, non-fiction and poetry and that chosen texts reflect our school community, allowing children to relate and 'see' themselves in a text.

Children will also take home a book which is closely matched to their reading level, to ensure they are continuing to build their fluency as they read. In addition, children choose a book from our school library to read for pleasure. Children regularly talk about books and share what they are reading, encouraging those around them on their reading for pleasure journey.