

## Phonics and Early Reading at Culcheth Community Primary School 2025-2026

At Culcheth Community Primary School we follow the Little Wandle Letters and Sounds revised teaching programme. The progression of Little Wandle Letters and Sounds Revised has been devised so that children are taught a cumulative progression of GPCs that they immediately practise through oral blending, reading and spelling words and sentences, and, later on, reading fully decodable books. Children review and revise GPCs and words daily, weekly and across terms and years in order to move this knowledge into their long-term memory. Children are taught daily discrete phonics sessions that fire their interest and engage them in multi-sensory activities. We ensure that all children are praised for effort and achievement throughout their phonics experiences. Alongside this, we ensure that we nurture positive attitudes to reading and writing and the skills associated with it. Because our writing system is alphabetic, we ensure that the children are taught how the letters of the alphabet, singly or in combination, represent the sounds of spoken language (letter-sound correspondence) and how to blend (synthesise) the sounds to read the words, and break up (segment) the sounds in words to spell. We ensure that high quality phonics lessons are followed consistently and carefully each day, reinforcing and building on previous learning to secure children's progress. Throughout phonics sessions we assess the children regularly, ensuring that we identify strengths and weaknesses in children's knowledge, skills and understanding. Many elements of phonic knowledge are assessed including the recognition of letters (and groups of letters such as digraphs), the ability to sound of phonemes, the ability to hear and blend phonemes, the reading of phonically regular words and the reading of some irregular words. This ensures that the planned work is well matched to children's needs. We also complete formal assessments every six weeks as part of our phonics teaching programme. This ensures that any gaps in achievement can be spotted early and the progress of these children tracked to ensure they receive appropriate and sustained support.

Year Group	Phonics	Early Reading	Interventions
Reception	<p>This overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as considering the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.</p> <p><b><u>Autumn 1 (Phase 2 graphemes)</u></b>  <b>Week 1:</b> s a t p  <b>Week 2:</b> i n m d  <b>Week 3:</b> g o c k and <b>tricky word</b> is  <b>Week 4:</b> ck e u r and <b>tricky word</b> l  <b>Week 5:</b> h b f l and <b>tricky word</b> the</p> <p><b><u>Autumn 2 (Phase 2 graphemes)</u></b>  <b>Week 1:</b> ff ll ss j and <b>tricky words</b> put, pull, full, as  <b>Week 2:</b> v w x y and <b>tricky words</b> and, has, his, her  <b>Week 3:</b> z zz qu words with s /s/ added at the end (hats sits) ch and <b>tricky words</b> go, no, to, into  <b>Week 4:</b> sh th ng nk and <b>tricky words</b> she, push, he, of  <b>Week 5:</b> words with s /s/ added at the end (hats sits), words ending s /z/ (his) and with s /z/ added at the end (bags) and <b>tricky words</b> we, me, be</p> <p><b><u>Spring 1 (Phase 3 graphemes)</u></b>  <b>Week 1:</b> ai ee igh oa  <b>Week 2:</b> oo oo ar or and <b>tricky words</b> was, you, they  <b>Week 3:</b> ur ow oi ear and <b>tricky words</b> my, by, all  <b>Week 4:</b> air er, words with double letters: dd mm tt bb rr gg pp ff and <b>tricky words</b> are, sure, pure</p>	<p>Children in Reception take home a fully decodable phonics book and a 'Share a Story' book.</p> <p>Daily Reading Practice Sessions sessions are established in the Autumn Term and continued in the Spring and Summer Term.</p> <p>Children are read to on a daily basis in class. We ensure that this includes a variety of different types of books and stories including</p>	<p>Daily Assessment for Learning ensures that misconceptions are immediately identified and can be addressed within the teaching session.</p> <p>Children who need additional support will be given a same-day intervention (either 1:1 or in a small group depending on their needs.)</p>

	<p><b>Week 5:</b> Longer words  <b>Spring 2 (Phase 3 graphemes and review all previously taught tricky words ensuring secure spelling.)</b>  <b>Week 1:</b> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear  <b>Week 2:</b> review Phase 3: er air words with double letters longer words  <b>Week 3:</b> words with two or more digraphs  <b>Week 4:</b> longer words words ending in –ing compound words  <b>Week 5:</b> longer words words with s in the middle /z/ s words ending –s words with –es at end /z/  <b>Summer 1 (Phase 4)</b>  <b>Week 1:</b> short vowels CVCC and <b>tricky words</b> said, so, have, like  <b>Week 2:</b> short vowels CVCC CCVC and <b>tricky words</b> some, come, love, do  <b>Week 3:</b> short vowels CCVCC CCCVC CCCVCC, longer words and <b>tricky words</b> were, here, little, says  <b>Week 4:</b> longer words, compound words and <b>tricky words</b> there, when, what, one  <b>Week 5:</b> root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est and <b>tricky words</b> out, today  <b>Summer 2 (Phase 4 graphemes and review all previously taught tricky words)</b>  <b>Week 1:</b> long vowel sounds CVCC CCVC  <b>Week 2:</b> long vowel sounds CCVC CCCVC CCV CCVCC  <b>Week 3:</b> Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words  <b>Week 4:</b> root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/  <b>Week 5:</b> Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p>	<p>nursery rhymes, poetry, fiction and non-fiction books (see Reception Class Reads document for further details).</p>	
<p>Year 1</p>	<p>This overview shows the progression of GPCs and tricky words that we teach term-by-term in Year 1.  <b>Autumn 1 (Phase 3/4 review + 4 Phase 5 GPCs and review all previously taught tricky words)</b>  <b>Week 1:</b> Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear  <b>Week 2:</b> air er /z/ s –es words with two or more digraphs e.g. queen thicker  <b>Week 3:</b> Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels  <b>Week 4:</b> Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each  <b>Week 5:</b> Review longer words  <b>Autumn 2 (Phase 5 graphemes)</b>  <b>Week 1:</b> /ur/ ir bird /igh/ ie pie/oo/ /yoo/ ue blue rescue /yoo/ u unicorn and <b>tricky words</b> their, people, oh, your  <b>Week 2:</b> /oa/ o go /igh/ i tiger /ai/ a paper/ee/ e he and <b>tricky words</b> Mr, Mrs, Ms, ask  <b>Week 3:</b> /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute and <b>tricky words</b> could, would, should, our  <b>Week 4:</b> /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw and <b>tricky words</b> house, mouse, water, want  <b>Week 5:</b> Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue  <b>Spring 1 (Phase 5 graphemes)</b>  <b>Week 1:</b> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder and <b>tricky words</b> any, many, again  <b>Week 2:</b> /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone and <b>tricky words</b> who, whole, where, two  <b>Week 3:</b> /l/ le al apple metal /s/ c ice /v/ ve give and <b>tricky words</b> school, call, different  <b>Week 4:</b> 4 /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey and <b>tricky words</b> thought, through, friend, work</p>	<p>Children in Year 1 take home a fully decodable phonics book and a ‘Share a Story’ book.</p> <p>Daily Reading Practice Sessions take place throughout the school year.</p> <p>Children are read to on a daily basis in class. We ensure that this includes a variety of different types of books and stories including nursery rhymes, poetry, fiction and non-fiction books.</p>	<p>Daily Assessment for Learning ensures that misconceptions are immediately identified and can be addressed within the teaching session.</p> <p>Children who would benefit from additional support will be given a same-day intervention (either 1:1 or in a small group depending on their needs.)</p>

	<p><b>Week 5:</b> Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p> <p><b>Spring 2 (Phase 5 graphemes)</b></p> <p><b>Week 1:</b> /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk and <b>tricky words</b> once, laugh</p> <p><b>Week 2:</b> /ch/ tch match /ch/ ture adventure /ar/ al half /ar/ a father and <b>tricky words</b> because, eye</p> <p><b>Week 3:</b> /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</p> <p><b>Week 4:</b> /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</p> <p><b>Week 5:</b> /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p> <p><b>Summer 1 (Review Phase 5 GPCs for phonics screening check)</b></p> <p><b>Week 1:</b> ay play a-e shake ea each e he</p> <p><b>Week 2:</b> ie pie i-e time o go o-e home</p> <p><b>Week 3:</b> ue blue rescue ew chew new u-e rude cute aw claw</p> <p><b>Week 4:</b> ea head ir bird ou cloud oy toy</p> <p><b>Week 5:</b> i tiger a paper ow snow u unicorn</p> <p><b>Week 6:</b> ph phone wh wheel ie shield g giant</p> <p><b>Summer 2 (Phase 5 graphemes)</b></p> <p><b>Week 1:</b> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer and <b>tricky words</b> busy, beautiful, pretty, hour</p> <p><b>Week 2:</b> /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large and <b>tricky words</b> move, improve, parents, shoe</p> <p><b>Week 3:</b> /sh/ ti ssi si ci potion mission mansion delicious</p> <p><b>Week 4:</b> /or/ augh our oar ore daughter pour oar more review</p> <p><b>Week 5:</b> Review</p>		
Year 2	<p><b>Phase 6</b></p> <ul style="list-style-type: none"> <li>• Children to be taught past tense, past tense (irregular verbs)</li> <li>• Children to be taught to spell polysyllabic words: <b>animals, garden, another, everyone, dragon, morning, granddad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm, nightmare, nightdress, founder, importantly, especially, confidently, immediately, enormous, terrific, horrific, fantastic,</b></li> <li>• Children to learn and practise writing common words: <b>keep, last, even, before, been, must, hard, am, run, red, bed, air, gran, key, fun, inside, hat, snow, live, next, first, lots, need, fish, gave, may, still, found, say, soon, night, best, bad, tea, top, fell, box, sleep, told, hot, book, cold, park, dark, gone, please, ever, miss, cat, after, much, most, tell, boat, let, every, stop, right, sea, began, feet, around, great, suck, horse, rabbit, small, giant, use, along, grow, sat, window, really, floppy, baby, door, boy, food, fox, way, room, these, car, three, head, king, town, its, green, girl, which, wind, wish, fly, only, place, mother, queen, fast, dog,</b></li> <li>• Children to be taught a range of memory strategies for spellings.</li> <li>• Children to learn how to use the following suffixes: <ul style="list-style-type: none"> <li>-ed jumped, cried, stopped, wanted, lived, liked, pulled,</li> <li>-ing something, looking, coming, thing,</li> <li>-er never, better, under, river</li> </ul> </li> </ul>	<p>Children in Year 2 take home a fully decodable phonics book and a 'Share a Story' book.</p> <p>Once children have reached the end of Phase 5 and are phonetically secure, they will be assessed using PM Benchmarking and they will take home a reading book that is appropriate for their reading</p>	<p>Daily phonics sessions will continue for children who have not completed Phase 5. These sessions will be completed in addition to a whole class spelling lesson.</p> <p>Regular assessments will show when children have completed Phase</p>

	<p>-est tallest, shortest, longest  -s/es clothes, birds, plants,  -ly suddenly, lovely, carefully,  -y funny, chatty,  -ness homelessness, hopelessness, forgetfulness,  -ment enjoyment, requirement, achievement,  -ful joyful, cheerful, successful,  -less homeless, priceless,  -en loosen,</p> <p>Children will also be taught:</p> <ul style="list-style-type: none"> <li>• How to proof read.</li> <li>• Contractions using the common words – <i>that’s, I’ve, let’s, there’s, he’s, we’re, couldn’t.</i></li> <li>• Rules for common positions of a phoneme/grapheme. E.g. ai/oi do not occur in ends of words so are changed to the ay/oy grapheme.</li> <li>• Common spelling pattern ‘W Special’; that when an ‘o’ sound follows a ‘w’ it is represented by letter ‘a’.</li> <li>• Common spelling pattern – that when an ‘ur’ sound comes after a ‘w’, it is usually spelt ‘or’. The exception being ‘were’.</li> <li>• How to use a dictionary.</li> <li>• Common spelling pattern – that an ‘or’ sound before an ‘l’ is usually spelt with an ‘a’.</li> <li>• The difference between <i>their</i> and <i>there</i>.</li> </ul> <p>Children are read to on a daily basis in class. We ensure that this includes a variety of different types of books and stories including nursery rhymes, poetry, fiction and non-fiction books. Year 2 may also have a ‘class novel’ to share towards the end of the year.</p>		<p>ability. It is expected that children will be reading white reading books by the end of Year 2.</p> <p>Daily Guided Reading sessions take place throughout the school year.</p> <p>Once Year 2 children are phonetically secure they will be given access to Lexia which is tailored to their specific needs in phonics and early reading.</p> <p>All children have access to Collins eBooks where they can access books at their own level and complete quizzes about the books.</p>	<p>5 and are ready for a PM Benchmarking assessment.</p>
<p>Year 3</p>	<p>Children will continue to work through the school spelling programme.</p> <p>Links to <a href="#">English Appendix 1 - Spelling.pdf</a>  In Year 3 and Year 4 pupil should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> </ul>	<p>It is expected that the children will move from White to <b>Lime</b> and then <b>Brown</b> reading books in Year 3.</p> <p>Daily Guided Reading sessions take place throughout the school year.</p> <p>All children have access to Collins eBooks where they can access books at their own level and complete quizzes about the books.</p> <p>Some children will move on from Lexia to Reading Plus throughout the year.</p>		<p>Additional phonics teaching to continue if required.</p> <p>Children to stay on Lexia throughout the year if appropriate.</p>

	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.	Year 3 share a variety of different class novels to throughout the year.	Some children to be given access to IDL Literacy if appropriate.
Year 4	<p>Children to continue to work within the school spelling scheme.</p> <p>Links to <a href="#">English Appendix 1 - Spelling.pdf</a>  In Year 3 and Year 4 pupil should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> </ul> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p>	<p>It is expected that the children will move from <b>Brown</b> to <b>Grey</b> reading books in Year 4.</p> <p>Daily Guided Reading sessions take place throughout the school year.</p> <p>All children have access to Collins eBooks where they can access books at their own level and complete quizzes about the books.</p> <p>The majority of the class will be accessing Reading Plus.</p> <p>Year 4 share a variety of different class novels to throughout the year.</p>	<p>Additional phonics teaching to continue if required.</p> <p>Children to stay on Lexia throughout the year if appropriate.</p> <p>Some children to be given access to IDL Literacy if appropriate.</p>
Year 5	<p>Children to continue to work within the school spelling scheme.</p> <p>Links to <a href="#">English Appendix 1 - Spelling.pdf</a>  In Year 5 and Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Spell some words with 'silent' letters.</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li> <li>• Use a thesaurus.</li> </ul>	<p>It is expected that the children will move from <b>Grey</b> to <b>Dark Blue</b> and possibly <b>Dark Red</b> reading books in Year 5.</p> <p>Daily Guided Reading sessions take place throughout the school year.</p> <p>All children have access to Collins eBooks where they can access books at their own level and complete quizzes about the books.</p> <p>The majority of the class will be accessing Reading Plus.</p> <p>Year 5 share a variety of different class novels to throughout the year.</p>	<p>Additional phonics teaching to continue if required.</p> <p>Children to stay on Lexia throughout the year if appropriate.</p> <p>Some children to be given access to IDL Literacy if appropriate.</p>
Year 6	<p>Children to continue to work within the school spelling scheme.</p> <p>Links to <a href="#">English Appendix 1 - Spelling.pdf</a>  In Year 5 and Year 6 pupils should be taught to:</p>	<p>It is expected that the children will move from <b>Dark Blue/Dark Red</b> to <b>Black</b> reading books in Year 6.</p> <p>Daily Guided Reading sessions take place throughout the school year.</p>	<p>Additional phonics teaching to continue if required.</p>

	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Spell some words with 'silent' letters.</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li> <li>• Use a thesaurus.</li> </ul>	<p>All children have access to Collins eBooks where they can access books at their own level and complete quizzes about the books.</p> <p>It is expected that all of the class will be accessing Reading Plus.</p> <p>Year 6 share a variety of different class novels to throughout the year.</p>	<p>Children to stay on Lexia throughout the year if appropriate.</p> <p>Some children to be given access to IDL Literacy if appropriate.</p>
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