

Clarice Cliff Guide to Phonics

Intent - The Why

At Co-op Academy Clarice Cliff, we believe that all of our pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts.

Reading is a vital skill that will support children's learning across the whole curriculum. The ability to read impacts not just on Literacy skills but on future outcomes. There is a wide range of evidence to prove that the ability to read opens up many opportunities and improves life chances. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We have a relentless commitment to ensuring that every child will:

- have excellent phonic knowledge and skills
- be able to read fluently across a wide range of texts with good understanding.
- develop good reading habits for both pleasure and for the acquisition of knowledge.
- have an excellent comprehension of texts.

Implementation – The How (**including how/when we assess*)

What we use to support our curriculum delivery?

The phonics scheme used is the "Little Wandle Programme" which is taught from Nursery through to Key Stage 2. The scheme available on the website is followed with absolute fidelity.

Pupils begin in Nursery with the "Foundations for Phonics" resources which cover "tuning into sounds" and "love of reading".

From Reception, pupils then begin phase 2 teaching following the planning from the website.

All classrooms have the Little Wandle wall friezes and table top resources to support pupils with their knowledge of sounds.

Flashcards are in all classrooms to support daily phonics teaching as well as repeated practice throughout the day.

From Week Four of Reception, pupils also engage in reading practice sessions three times per week to support acquiring knowledge of sounds and early blending skills.

All staff have completed Little Wandle training so that they have a secure knowledge of the phonics programme. Additional CPD is offered throughout the year. All staff delivering phonics sessions receive regular coaching sessions from the early reading leader to ensure that there are consistently high standards.

Daily

- Pupils in Reception, Year 1 and Year 2 pupils who have not passed the PSC, receive daily phonics teaching once per day. This is structured as follows:
 - Revisit and Review (GPCs, blending words and tricky words)
 - Teach and Practise (GPCs, oral blending, new blending words, new tricky words)
 - Practise and Apply (Read the sentence, Spelling)
- Assessment for learning is used daily to identify any pupils who require "keep up" intervention during the day. This is done through repeated practice and targeted intervention.
- Pupils requiring intervention receive this daily based on the identified intervention programme from assessment information.
- Repeated practice takes place throughout the day to enhance phonics teaching. This includes

flashcard sessions and secret passwords which are on the classroom door of every class from Reception to Year 4.

- Pupils complete reading practice sessions 3 days per week. This includes: day 1 decoding, day 2 prosody and day 3 comprehension. These sessions are delivered from Reception to Year 2 based on phonics assessments. They take place for 20 minutes and pupils are in small groups based on their assessment information. Pupils gradually move from phonetically decodable books to chapter books which support the development of fluency.

Weekly

- Daily assessment for learning is used to inform additions to the following weekly plans. This includes incorporating any GPCs which need further practice or any tricky words. These are handwritten onto the weekly plans which are stored in a purple phonics folder.
- Assessment reviews are completed weekly of the reading practice sessions. This assessment information is used to inform the next week of reading planning.

 [LS-Record-Sheet-Interactive_22_06_23.pdf](#)

- Intervention plans are reviewed weekly to plan for the following week.

 [LS-KEY-GUIDANCE-Individual-keep-up-plan-Interactive.pdf](#)

Half termly/Termly

- At the end of every five weeks of teaching, the relevant half term assessment is completed using the Little Wandle Assessment tracker. This is completed either by a class teacher or a teaching assistant who knows the pupil well.
- At the end of every three weeks, any pupils receiving intervention will be assessed on the half termly assessment that they have been working on. At the end of the five weeks, they will then be reassessed on all outstanding assessments including the most recent one that has been taught.
- The reading leader and class teachers will analyse the assessment data at the end of every five weeks to identify the appropriate interventions which need to take place. Class teachers create a new half-termly intervention overview.

 [Copy of Updated intervention plan Rec.docx](#)

 [Copy of Updated intervention plan KS1.docx](#)

- The reading leader completes the Little Wandle tracker and updates class teachers with the GPCs and words that need to be repeated within the next half term's planning.

 [Daily-Keep-up-overview_end of a half term.docx](#)

- At the end of every term, pupils in Year 1 complete a practise phonics screening check to monitor progress towards the expected standard.
- At the end of every half term, the phonics assessments completed automatically generate a book level for each individual pupil. Class teachers use this and their in class assessment to ensure pupils are placed on an accurate book level.
- At the end of every four weeks, following a rapid catch-up assessment, pupils who are continuing with phonics in Y2 and KS2, a book level is generated. Key staff delivering interventions, in conjunction with the reading leader, ensure that pupils are placed on an accurate book level.

Assessment for Learning

- All staff are expected to use assessment for learning in every whole class lesson, reading practice session and intervention.
- Phonics sessions are taught with the eyes on the children and not the resources. A range of strategies are used to ensure staff can check for learning. This includes choosing individual children, rows and then all children together.
- Any GPCs or words that children are unsure of are handwritten on the weekly plans.
- During reading practice sessions, assessment for learning takes place when staff listen to the children read on a one to one basis and also from their responses to questions.

Where will you see and find evidence of our learning?

- Daily phonics teaching in Reception takes place from 9.10 to 9.40 a.m. daily.
- Reading practice sessions take place across the year group from 12.45 - 1 p.m. daily.
- Interventions take place daily throughout the day and are timetabled for all staff in the afternoon.
- Responses are recorded on individual whiteboards.
- Work is also shared on Class Dojo with parents.
- Weekly planning sheets are stored in purple phonics folders which show the adaptations that may be made from the assessment for learning.
- Weekly record sheets are kept within the files from reading practice sheets with evidence of assessment for learning for each pupil.
- Weekly record sheets are kept for pupils' interventions.
- Daily phonics teaching in Year 1 takes place from 10 a.m. to 10.20 a.m.
- In Year 1, reading practice sessions take place from 10.40 a.m. until 11 a.m. and 11.30 - 11.50 on a Tuesday, Wednesday and Thursday.
- Interventions take place in the afternoons.
- Responses are recorded in blue phonics books so that pupils are used to recording in books on lines.
- In Year 2, phonics sessions take place from 11.30 a.m. to 12 daily in the Autumn Term. These then become the Little Wandle Spelling sessions.
- In Year 2, reading practice sessions take place from 9-9.20 a.m. and 10-10.20 a.m. on a Tuesday, Wednesday and Thursday.
- Interventions take place in the afternoons.
- Responses are recorded in blue phonics books. Once pupils complete the phonics programme and move to spelling, their responses are recorded in blue spellings books.
- Rapid Catch-Up adaptations are recorded on planning sheets in the purple folder. Evidence of reading within the sessions are recorded in individual reading diaries.

Impact – The So What

- Results in the phonics screening check have improved in the last two years and in 2024, the percentage of pupils meeting the expected standard was 87% which was above the national standard, in 2025, this was 90%.
- In Year 2, the cumulative percentage of pupils meeting the expected standard has increased in the last two years and in 2025, 94% of pupils had met the expected standard.
- End of KS1 results in reading have increased from 67% to 77% in one year with 17% achieving greater depth.

Cultural Capital and Enrichment

- The Little Wandle phonics programme sets high expectations for all pupils and the content goes beyond that which is expected to pass the phonics screening check.
- The level of vocabulary used within the scheme is high level and therefore exposes pupils to a wide range of vocabulary, with definitions being taught at the same time as word recognition.
- The texts used to support the phonics scheme are high quality texts and expose pupils to a range of subjects.
- Watch Me Learn sessions are offered to parents throughout the year in order to improve support from home.