

Year 2 pathways: From phonics to spelling

This document gives advice about choosing the right phonics pathway for children in Year 2, whether this means completing the Little Wandle core programme, following Rapid Catch-up or moving on to Little Wandle Spelling.

Have you completed the Year 1 Summer 2 teaching?

YES

Use the information below to determine the correct pathway for each child.

NO

Go back and teach it. Aim to have this completed by the end of Autumn 1.

No, and I have gaps in Spring 1 and 2

Complete the Post-Phonics Screening Check assessment and teach to the gaps. Aim to have filled the gaps and taught Year 1 Summer 2 by the end of Autumn 1, even if it means teaching two lessons a day.

Pupils on track (green in all Year 1 assessments)

Carry out the **Phase 5 review assessment**

Teach the **Phase 5 review** (Five weeks)

Repeat the **Phase 5 review assessment**

Teach the **Bridge to spelling** (Five weeks)

Carry out the **Bridge to spelling assessment: Quick quiz**

Teach the **Spelling units** (20 weeks)

Pupils with gaps (working at Phase 5)

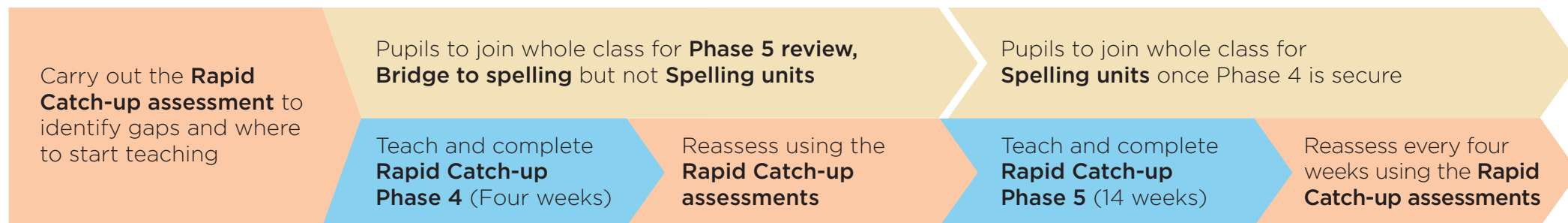
Carry out the **Rapid Catch-up assessment** to identify gaps and where to start teaching

Pupils to join whole class for **Phase 5 review, Bridge to spelling** and **Spelling units**

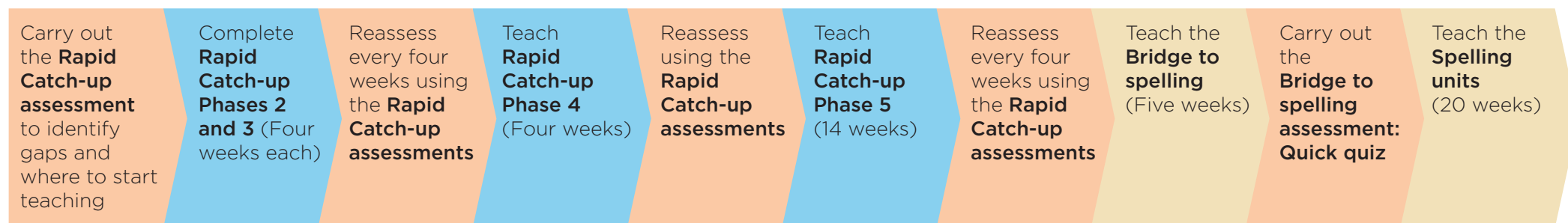
Teach and complete **Rapid Catch-up Phase 5** (14 weeks)

Reassess every four weeks using the **Rapid Catch-up assessments**

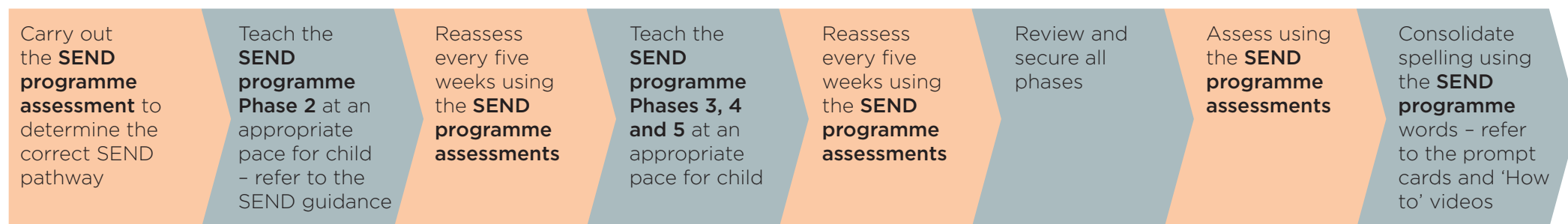
Pupils with gaps (working at Phase 4)



Pupils with larger gaps (working at Phase 2 or 3 and blending)



Pupils with larger gaps (working at Phase 2 or 3 and not blending)*

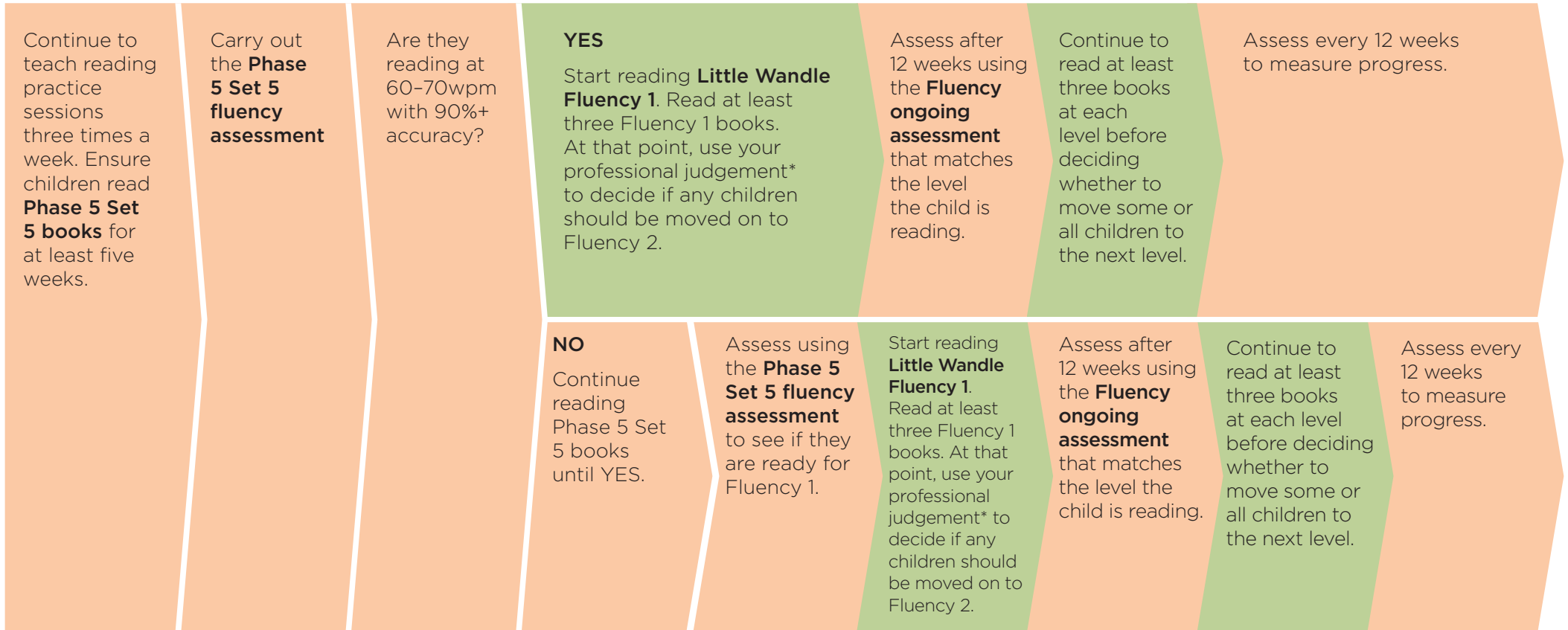


*The SEND programme is for children with a significant SEND that affects cognition. If a child is unable to blend because they are new to English or have EAL, teach Rapid Catch-up Phase 2 but slow down the pace of teaching and use the Phase 2 additional blending practice to suit the child's needs.

Year 2 pathways: From phonics to fluency

This document gives advice about choosing the right reading pathway for children in Year 2 according to their phonic knowledge and fluency.

Pupils reading Phase 5 Set 5 books



*A note about Fluency levels: If you feel that a Fluency book is not at the correct level for a group of children, use your professional judgement to decide which level book is appropriate.

If the children are reading with confidence and accuracy, consider a higher level. Equally, if the group is finding it difficult to read a chapter in ten minutes, consider a lower level. If a child is finishing reading far ahead or behind the rest of the group, consider moving them to a different group.

We want children to be confident and feel successful so choose a lower level if in doubt. The fluency books build vocabulary and subject knowledge as well as fluency so even if children can read a book with relative ease, the sessions will still be beneficial.

Pupils reading Phase 2 to Phase 5 Set 4 books

Continue to teach **reading practice sessions** three times a week. Use the assessments to match the children's secure phonic knowledge to the right level book.

From Phase 5 Set 3: Children should read each book set for at least five weeks from this point.

Assess every four weeks using the matching core programme assessments.

From Phase 5 Set 3: Also use the core programme fluency assessments

Have the children been reading Phase 5 Set 5 books for at least five weeks?

AND

Are they reading at 60-70wpm with 90%+ accuracy

YES

Start reading **Little Wandle Fluency 1**. Read at least three Fluency 1 books. At that point, use your professional judgement* to decide if any children should be moved on to Fluency 2.

Assess after 12 weeks using the **Fluency ongoing assessment** that matches the level the child is reading.

Continue to read at least three books at each level before deciding whether to move some or all children to the next level.

Assess every 12 weeks to measure progress.

NO

Continue reading practice until **YES**.

Assess using the **Phase 5 Set 5 fluency assessment** to see if they are ready for Fluency 1.

Start reading **Little Wandle Fluency 1**. Read at least three Fluency 1 books. At that point, use your professional judgement* to decide if any children should be moved on to Fluency 2.

Assess after 12 weeks using the **Fluency ongoing assessment** that matches the level the child is reading.

Continue to read at least three books at each level before deciding whether to move some or all children to the next level.

Assess every 12 weeks to measure progress.

*A note about Fluency levels: If you feel that a Fluency book is not at the correct level for a group of children, use your professional judgement to decide which level book is appropriate.

If the children are reading with confidence and accuracy, consider a higher level. Equally, if the group is finding it difficult to read a chapter in ten minutes, consider a lower level. If a child is finishing reading far ahead or behind the rest of the group, consider moving them to a different group.

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