



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

ITT progression of phonics skills

This document provides some suggested gap tasks/reflections to support HEI provision.
Use it alongside the document 'ITT Core Content Framework: using the Little Wandle website'.

Session number	Session focus	Gap task/reflection
1	Models of reading • Simple View of Reading (SVR) • Other models of reading • Phonemic awareness for EYFS practitioners – see the Foundations for phonics section of the website The Alphabetic Code Terminology (phonemes & graphemes) Orthography	Read pages 38-41 of the DfE's Reading framework and discuss with your mentor. Which terminology was new to you? Discuss specific children that you teach – can you place them on the SVR?
2	Systematic Synthetic Phonics • Decoding and encoding (reversibility principle of decoding and spelling) • Common exception words • Decodable texts • Teaching a systematic programme	Discuss with your mentor: • Which SSP does your school use? • How are the decodable texts organised in your school to ensure they match the cumulative progression of your school's programme? Read with children across Reception and Key Stage 1. Watch a phonics lesson looking for how the reversibility principle is applied.

3	Assessment • Principles of assessment • Formative and summative • Phonics screening check • SEND: Understand how the SEND Code of Practice should be used when teaching early reading and how the graduated approach is used to ensure children are taught to point of challenge (see the Teacher's guide to the Little Wandle SEND programme). See also the adaptations to the teaching of reading in the SEND 'How to' videos and Prompt cards. • Children at risk of reading failure: lowest 20%, children in KS2 who have not learned to read	Discuss with your mentor: • What is your schools' and SSP approach to assessment?
4	Reading fluency • Definitions of fluency: explore the concept of 'progressive' rather than 'absolute' fluency • Orthographic mapping • Repeated reading to aid fluency and comprehension • Fluency assessment	Observe sessions related to the following areas: • Keep-up support in place for children at risk of reading failure • Catch-up interventions for children in KS2 who have not learned to read • adaptations for a child with a specific SEND. Read with a child in Year 2. Discuss with your mentor: • how smoothly and accurately the child is reading • if the child is able to comprehend what they have read on the first read • how the child tackles reading new or unknown words. Use a fluency assessment to understand the importance of fluency and accuracy when assessing reading.