# Year 2 pathways: From phonics to spelling

This document gives advice about choosing the right 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.

### 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)

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** but not **Spelling units** 

Teach and complete
Rapid Catch-up
Phase 4 (Four weeks)

Reassess using the Rapid Catch-up assessments

Pupils to join whole class for **Spelling units** once Phase 4 is secure

Teach and complete Rapid Catch-up Phase 5 (14 weeks) Reassess every four weeks using the **Rapid Catch-up assessments** 

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

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

Complete
Rapid
Catch-up
Phases 2
and 3 (Four
weeks each)

Reassess every four weeks using the Rapid Catch-up assessments

Teach
Rapid
Catch-up
Phase 4
(Four weeks)

Reassess
using the
Rapid
Catch-up
assessments

Teach
Rapid
Catch-up
Phase 5
(14 weeks)

Reassess every four weeks using the Rapid Catch-up assessments Teach the
Bridge to
spelling
(Five weeks)

Carry out the Bridge to spelling assessment: Quick quiz Teach the **Spelling units** (20 weeks)

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

Carry out the SEND programme assessment to determine the correct SEND pathway Teach the
SEND
programme
Phase 2 at an
appropriate
pace for child
- refer to the
SEND guidance

Reassess every five weeks using the SEND programme assessments

Teach the SEND programme Phases 3, 4 and 5 at an appropriate pace for child

Reassess
every five
weeks using
the SEND
programme
assessments

Review and secure all phases

Assess using the SEND programme assessments

Consolidate spelling using the **SEND programme** words - refer to the prompt cards and 'How to' videos

<sup>\*</sup>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**

Continue to teach reading practice sessions three times a week. Ensure children read Phase 5 Set 5 books for at least five weeks.	Carry out the Phase 5 Set 5 fluency assessment	Are they reading at 60-70wpm with 90%+ accuracy?	YES Start reading Little Wandle Fluency 1. Read all books in each level before moving on to the next level.		Assess after 12 weeks using the Fluency ongoing assessment that matches the level the child is reading.	Continue to read every book at each level before moving on to the next level.	Assess every 12 weeks to measure progress.	
			NO Continue reading Phase 5 Set 5 books 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 all books in each level before moving onto the next level	Assess after 12 weeks using the Fluency ongoing assessment tha matches the level the child is reading.	Continue to read every book at each level before moving onto the next level.	Assess every 12 weeks to measure progress.

### 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 all books in each level before moving on to the next level.

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

Continue to read every book at each level before 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 all books in each level before moving on to the next level

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

Continue to read every book at each level before moving on to the next level.

Assess every 12 weeks to measure progress.