



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Matching grid

How to use the matching grid

Use the termly assessments in conjunction with the grids below to match each child's secure phonic knowledge in reading words to the appropriate decodable reading book for the next six weeks.

The matching grid is based on expected progress. 'Term child reads the book' refers to the term when children who are **on track** will read each set of books. Some children will take longer to secure the GPCs and words and will read the books at a later stage.

Children who are not on track: Children who have not secured the GPCs and words for each assessment should be reassessed every three weeks so that they can be given a book at the correct level. This means that they may not be reading the same book as their peers.

Children making quicker progress in between assessments:

Move these children onto the next level of books, so long as those books contain GPCs that have already been taught. Do not give children books with GPCs that have not been taught yet.

Judging if a book is the correct level

If you want to move a child to another book level in between assessments, or if the Assessments tracker suggests a book level that you feel is not correct, choose a book from the level you think is correct for the child. Check that they can read:

- the GPCs in the book effortlessly
- the practice words at the front of the book fluently (with little or no overt blending)
- the tricky words.

Now ask them to read the first double-page spread. Can they read it without hesitation at Phase 4 and beyond?* If so, then this book is the correct level.

*At Phases 2 and 3 we do not expect the children to read the words fluently. However, children should be confident in sounding out and blending the words on a double-page spread.

From blending to reading in Reception

The goal of Reception is to get all children blending and reading books! We want every child blending by Christmas – deploy staff to make sure this happens. Reading practice sessions are vital. They show children the purpose of their phonics lessons.

In Reception we move from wordless books to decodable books and the blending practice books are the bridge to reading for those who need it.

From Reception Autumn 1 week 4 at the latest:

- Use wordless books to establish book behaviours, book talk and to grow vocabulary with small groups of children.
- Some children in Reception will be ready to practise reading Phase 2 Set 1 books before the first assessment. Do not hold them back.
- Children who are not blending by week 3 need ten minutes of Additional blending practice daily. See the document ‘Identifying for Keep-up in Reception’.

Reading in Reception

Assessment name	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Autumn 1	Not blending	Autumn 2	N/A	Wordless books Old MacDonald Had a Farm Number Fun Sound Walk People Who Help Animal Fun At the Beach Party Time Incy Wincy Spider I Spy Fairytales My Day, Our World
	GPCs read without hesitation: s a t p i n m d Blend these words: sat man		s a t p i n No tricky words	Phase 2 Set 1 Pat it Sit Sip Nap Sit Sit Tip, Sip, Nap Pat a Pan Sit Tip Pat Blending practice books A Pin A Nap
	GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l Blend these words: sat man hug red		s a t p i n m d -s for plurals and present tense verbs	Phase 2 Set 2 Sit in! Tap it, Tad! A Dip Pip! Dan Pats Nim Dip it in Blending practice books A Map! Tip!
	GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l Blend these words: sat man hug red peck		g o c k c k Tricky words: and is the	Phase 2 Set 3 Nip it! Dig it! Tick Tock and Mick Pop it on! Pip and Pop Cam and the Sock Mack and Pip In the Pot Pack and Tick Blending practice books A Cat, A Kid and a Dog Mick Digs

*Use the blending practice books as a bridge to build confidence.

Assessment name	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Autumn 2	<p>GPCs read without hesitation: a e i o u g d b ff ll ss ck</p> <p>Sound out and blend at least five words.</p>	Spring 1	<p>e u r h</p> <p>Tricky words: is I the put pull full as and his has her no go</p> <p>b f ff l ll ss</p> <p>Tricky words: is I the put pull full as and his has her</p>	<p>Phase 2 Set 4</p> <p>Pots, Cans, Cups! Rag Duck Duck Socks Bad Luck, Dad Nell and Tess Up and Off! At the Top Dig a Pit</p> <p>Blending practice books</p> <p>A Fun Den Fins and Legs</p>
	<p>GPCs read without hesitation: j v w x y z zz qu ch sh th ng nk</p> <p>Sound out and blend at least seven words.</p>		<p>j v w x y z zz qu ch sh th ng nk</p> <p>Tricky words: I the put pull full and her no go to into she push he of we me be</p>	<p>Phase 2 Set 5</p> <p>Hush! Fix it, Fox Jazz and Jet Ding Dong Dash to Dig Cubs Jig and Jog Buzz, Hop, Zip! Will it Sink? Big Mud Run</p> <p>Blending practice books</p> <p>Jet-pack Vet Hens, Fish, Moths</p>

*Use the blending practice books as a bridge to build confidence.

Assessment name	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Spring 1	<p>GPCs read without hesitation: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Sound out and blend 12 words.</p>	Spring 2	<p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Words with double letters: dd mm tt bb rr gg pp nn cc</p> <p>Longer words, e.g. magnet lemon</p> <p>Compound words, e.g. carpark</p> <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</p>	<p>Phase 3 Set 1</p> <p>Pink Boat, Pink Car Finn Feels Better A Job for the Dog I Look for Mark Jack and Zain Get Set for Fun It is a Fox Rock Pools Down to Up Odd Fish! Dee Can Fix it Fix That Rocket! Look for Pepper Keep Fit Under my Feet Art in the Park</p>
Spring 2	<p>All GPCs read without hesitation.</p> <p>Sound out and blend 12 words.</p>	Summer 1	<p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Words with more than one digraph, e.g. shimmer</p> <p>Longer words, e.g. fantastic helmet</p> <p>Compound words, e.g. earring popcorn</p> <p>Words ending in -ing, e.g. chatting waiting</p> <p>Words ending in -es, e.g. torches</p> <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</p>	<p>Phase 3 Set 2</p> <p>Aimee and the Tablet Lee and the Box Nipper and Gull The Hopper The Power Cut In the Dark Woods Down the River Food on the Farm Owls in the Night It is Hidden Meep and the Midnight Mess Too Much Soap Queen of the Moon Lights at Night Terrific Arctic Terns Look Up High</p>

Assessment name	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Summer 1	<p>Sound out and blend: seven+ words.</p> <p>Read five words automatically.</p> <p>A total of at least 12 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	Summer 2	<p>Adjacent consonants and short vowels</p> <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 Set 1</p> <p>The Foolish, Timid Rabbit Tickets! Scrap Rat Snug in the Tent Crick and Crock Have Lunch Thumper How the Ear Can Hear Stunt Jets Good Things from Farms Track a T-Rex Strong Trucks From the Top Stella and the Dragon This is my Chair Dogs that Help On to the Next Job</p>

Assessment name	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Summer 2	<p>Sound out and blend: seven+ words.</p> <p>Read five words automatically.</p> <p>A total of at least 12 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	These books will be read in Year 1	<p>Adjacent consonants and long vowels</p> <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 Set 2</p> <p>Eggs on Toast Dragon in the Jam The Monster on the Train Zebra's Tent The Chicken Coop Scoop I Love it! Harper and the Big Dog Spook Night A Year in Japan Stunning Stunts Extinct Monsters How to Spot an Otter It's Freezing Out! Train to Win Maps Storms</p>

Reading in Year 1

Assessment name: Autumn 1	Term child reads the books: Autumn 2	
Assessment results	Child can read books containing the following	Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation.</p> <p>Sound out and blend eight+ words.</p> <p>Read five words automatically.</p> <p>A total of at least 13 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p>Adjacent consonants and long vowels</p> <p>From week 4: Phase 5 Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p>	<p>Phase 4 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p> <p>Phase 5 Set 1 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one today</p> <p>Weeks 1 to 3: Phase 4 Set 2 Eggs on Toast Dragon in the Jam The Monster on the Train Zebra's Tent The Chicken Coop Scoop I Love it! Harper and the Big Dog Spook Night A Year in Japan Stunning Stunts Extinct Monsters How to Spot an Otter It's Freezing Out! Train to Win Maps Storms</p> <p>Stretch and Challenge* Spilled Milk Fun at the Fair The Camping Trip Too Much Clatter! The Trinket Light Night Dreena's Hair Ling, the Star Painter Star Patterns Looking in the Forest Mood Boost My Good Mood Book Scrap Be a Green Star Green Alert Patterns from the Air</p>

*Stretch and Challenge books contain the same GPCs as other books in the same level, but they have a higher word count, and more complex sentence structures and vocabulary.

Assessment name: Autumn 1	Term child reads the books: Autumn 2	
Assessment results	Child can read books containing the following	Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
		From week 4: Phase 5 Set 1 Not in Otter's Pocket The Elf and the Cobbler The Dragon Keeper's Handbook Blackcurrant Jam Sharks Animal Tricks: Sticking Power Dark Unicorn Tracking the Blue Beast Roo's Rocket Cleaning Up the Sea Living in the Clouds Fish that Fool

Assessment name: Autumn 2	Term child reads the books: Spring 1		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p>Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p>Set 2 GPCs /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p>	<p>Set 1 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one</p> <p>Set 2 tricky words the put pull full to into push of was you they my by all are sure pure said have some come love do were here little says there when what one their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>Finish Phase 5 Set 1 if not already completed in Autumn 2:</p> <p>Not in Otter's Pocket The Elf and the Cobbler The Dragon Keeper's Handbook Blackcurrant Jam Sharks Animal Tricks: Sticking Power Dark Unicorn Tracking the Blue Beast Roo's Rocket Cleaning Up the Sea Living in the Clouds Fish that Fool</p> <p>Phase 5 Set 2 Let's Pretend! Iris's Wild Ride Jake and Jen in the Balloon of Doom Wild Homes This is our Planet Be a Cave Explorer The Car Boot Sale The Robot Meets a Tiger Paper Tiger Amazing Webs Cranes Lifting High Saturn's Secrets</p>

Assessment name: Spring 1	Term child reads the books: Spring 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p>	<p>Set 3 GPCs</p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>	<p>Set 3 tricky words</p> <p>the put pull full to into push of was they all are sure pure said do were here says there what one their people oh your Mr Mrs Ms ask could would should our water want any many again who whole where two school call different thought through friend work</p>	<p>Phase 5 Set 3*</p> <p>Don't Blame Me! The Stone Shadows Look Out, Nebit! How to Draw Cat and Dog Show Time! Welcome to my Home! The Lost Shimmer Kitten Trouble Mighty Mud Race Legends of Land and Sky Recycle it What is snot?</p>

*Children reading Phase 5 Set 3 books and above should be assessed using the Little Wandle Fluency assessments.

Assessment name: Spring 2	Term child reads the books: Summer 1 and 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend nine+ words.</p> <p>Read eight words automatically.</p> <p>A total of at least 17 words must be read correctly.</p> <p>Summer 1 This assessment is used to check progress for the Phonics screening check. continue to use the books listed for Summer 1 and 2 for all children who were successful in the Spring 2 assessment.</p>	<p>Set 4 GPCs /ur/ or word /oo/ u oul awful* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze (*Dependent on regional accent.)</p>	<p>Set 4 tricky words the to into of they are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye</p>	<p>Phase 5 Set 4 Disaster Duck Noisy Neesha The Hide and Seek Squirrels A Helping Hand Witney and Boscoe's Lost and Found Oodles of Noodles Around the World in 72 Days Bear Spotting How Not to be Eaten Beetles Around the World Crocs and Rocks The Secret of Loch Ness</p> <p>Stretch and Challenge* Jazz and Pop's Adventure The Mouth-Watering Cheese Adventure Jake and Jen in the Lost Land of Dinosaurs The Secret Life of Mushrooms How to Draw a Dinosaur Robot Space Explorers</p>

*Stretch and Challenge books contain the same GPCs as other books in the same level, but they have a higher word count, and more complex sentence structures and vocabulary.

Reading in Year 2

Assessment name: Summer 2	Term child reads the books: Year 2 Autumn 1		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p>	<p>Set 5 GPCs</p> <p>/ai/ eigh aigh ey ea eight straight grey break</p> <p>/n/ kn gn knee gnaw</p> <p>/m/ mb thumb</p> <p>/ear/ ere eer here deer</p> <p>/zh/ su si treasure vision</p> <p>/j/ dge ge bridge large</p> <p>/i/ y crystal</p> <p>/sh/ ti ssi si ci potion mission mansion delicious</p> <p>/or/ augh our oar ore daughter pour oar more</p>	<p>Set 5 tricky words</p> <p>the to into of are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe</p>	<p>Phase 5 Set 5</p> <p>The Dragon King's Daughter The Knight Who Could Knit The Shy Monster The Great Fire of London Poles Apart Reptiles Break Rules</p> <p>Stretch and Challenge*</p> <p>Taro and the Stag Beetle Bodies Can Do Anything! Watch Out, This Troll Shouts! Slam Dunk Rare and Unusual Creatures The Art of Climbing</p>

*Stretch and Challenge books contain the same GPCs as other books in the same level, but they have a higher word count, and more complex sentence structures and vocabulary.

Moving on to Little Wandle Fluency: When children have completed the Phase 5 Set 5 books, they can be assessed using the Little Wandle Fluency initial assessment 1 to see if they are ready for the Little Wandle Fluency programme.