Year 2 pathways: Phonics and Spelling

Use this guidance alongside your assessments and work with your Reading Leader to identify the correct pathway for your Year 2 class and for pupils with gaps in their learning. Most children with gaps can stay in whole-class lessons while also receiving daily Rapid Catch-up sessions. Use your professional judgement to prioritise your team's support for your most vulnerable pupils.

Is your class secure with the Year 1 Summer 2 teaching?

Yes
Follow pathway A
(page 2)

No
Follow pathway B
(page 3)

No – and they have gaps in Year 1 Spring 1 or 2
Follow pathway C
(page 4)

No – and they have gaps in Year 1 Autumn 1 or 2
Please email **enquiries@littlewandle.org.uk** for support

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Pathway A: For classes secure with Year 1 Summer 2

Whole-class teaching

Whole class	Carry out the **Phase 5 review** assessment	Teach the **Phase 5 review** (5 weeks)	Repeat the **Phase 5 review** assessment and plug gaps	Teach the **Bridge to spelling** (5 weeks)	Carry out the **Bridge to spelling** assessment and plug gaps	Teach the **Spelling units** (20 weeks)

Pupils with gaps

Pupils with Phase 4 or 5 gaps	**Keep these pupils in class for whole-class teaching and …**			
	Carry out the initial **Rapid Catch-up** assessment to identify gaps and where to start teaching	Teach **Rapid Catch-up*** from the point identified by the Assessment tracker	Reassess every four weeks using the **Rapid Catch-up** assessment	Stop teaching **Rapid Catch-up** once all Phase 5 GPCs are secure

Pupils with Phase 2 or 3 gaps but blending	**Teach these pupils separately from the class**						
	Carry out the initial **Rapid Catch-up** assessment to identify gaps and where to start teaching	Teach **Rapid Catch-up*** from the point identified by the Assessment tracker	Reassess every four weeks using the **Rapid Catch-up** assessment	Stop teaching **Rapid Catch-up** once all Phase 5 GPCs are secure	Teach the **Bridge to spelling** (5 weeks), assess and plug gaps	Carry out the **Bridge to spelling** assessment and plug gaps	Start teaching the **Spelling units**

Pupils with Phase 2 or 3 gaps and not blending	**Teach these pupils separately from the class**					
	Carry out the initial **SEND programme** assessment and work with the Reading Leader to determine the correct SEND pathway**	Teach **SEND programme** Phase 2 at an appropriate pace – refer to the SEND guidance	Reassess every five weeks using the **SEND programme** assessments	Teach **SEND programme** Phases 3, 4 and 5 at an appropriate pace	Reassess every five weeks using the **SEND programme** assessments	Consolidate spelling using the **SEND programme** words – refer to the prompt cards and 'How to' videos

*Teach Rapid Catch-up in addition to whole-class lessons. Rapid Catch-up phase timings: Phase 2 – four weeks, Phase 3 – four weeks, Phase 4 – four weeks, Phase 5 – 14 weeks.
**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.

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Pathway B: For classes not secure with Year 1 Summer 2

Whole-class teaching

Whole class	Teach and secure **Year 1 Summer 2** by the end of Autumn 1	Assess **Year 1 Summer 2** and plug any gaps	Carry out the **Phase 5 review** assessment	Teach the **Phase 5 review** (5 weeks)	Repeat the **Phase 5 review** assessment	Teach the **Bridge to spelling** (5 weeks)	Carry out the **Bridge to spelling** assessment	Teach the **Spelling units** (20 weeks)

Pupils with gaps

Pupils with Phase 4 or 5 gaps	Keep these pupils in class for whole-class teaching and …			
	Carry out the initial **Rapid Catch-up** assessment to identify gaps and where to start teaching	Teach **Rapid Catch-up*** from the point identified by the Assessment tracker	Reassess every four weeks using the **Rapid Catch-up** assessment	Stop teaching **Rapid Catch-up** once all Phase 5 GPCs are secure

Pupils with Phase 2 or 3 gaps but blending	Teach these pupils separately from the class						
	Carry out the initial **Rapid Catch-up** assessment to identify gaps and where to start teaching	Teach **Rapid Catch-up*** from the point identified by the Assessment tracker	Reassess every four weeks using the **Rapid Catch-up** assessment	Stop teaching **Rapid Catch-up** once all Phase 5 GPCs are secure	Teach the **Bridge to spelling** (5 weeks), assess and plug gaps	Carry out the **Bridge to spelling** assessment and plug gaps	Start teaching the **Spelling units**

Pupils with Phase 2 or 3 gaps and not blending*	Teach these pupils separately from the class					
	Carry out the initial **SEND programme** assessment and work with the Reading Leader to determine the correct SEND pathway**	Teach **SEND programme** Phase 2 at an appropriate pace – refer to the SEND guidance	Reassess every five weeks using the **SEND programme** assessments	Teach **SEND programme** Phases 3, 4 and 5 at an appropriate pace	Reassess every five weeks using the **SEND programme** assessments	Consolidate spelling using the **SEND programme** words – refer to the prompt cards and 'How to' videos

*Rapid Catch-up phase timings: Phase 2 – four weeks, Phase 3 – four weeks, Phase 4 – four weeks, Phase 5 – 14 weeks.)

**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.

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Pathway C: For classes with gaps in Year 1 Spring 1 or 2

Whole-class teaching

Whole class

- Reassess and teach **Year 1 Spring 1 and 2** gaps
- Teach and secure **Year 1 Summer 2**
- Assess **Year 1 Summer 2** and plug gaps
- Teach the **Bridge to spelling** (5 weeks)
- Carry out the **Bridge to spelling** assessment
- Teach the **Spelling units** (20 weeks)

Teach two lessons a day. Aim to complete Year 1 in Autumn 1

Pupils with gaps

Pupils with Phase 4 or 5 gaps

Keep these pupils in class for whole-class teaching and ...

- Carry out the initial **Rapid Catch-up** assessment to identify gaps and where to start teaching
- Teach **Rapid Catch-up*** from the point identified by the Assessment tracker
- Reassess every four weeks using the **Rapid Catch-up** assessment
- Stop teaching **Rapid Catch-up** once all Phase 5 GPCs are secure

Pupils with Phase 2 or 3 gaps but blending

Teach these pupils separately from the class

- Carry out the initial **Rapid Catch-up** assessment to identify gaps and where to start teaching
- Teach **Rapid Catch-up*** from the point identified by the Assessment tracker
- Reassess every four weeks using the **Rapid Catch-up** assessment
- Stop teaching **Rapid Catch-up** once all Phase 5 GPCs are secure
- Teach the **Bridge to spelling** (5 weeks), assess and plug gaps
- Carry out the **Bridge to spelling** assessment and plug gaps
- Start teaching the **Spelling units**

Pupils with Phase 2 or 3 gaps and not blending*

Teach these pupils separately from the class

- Carry out the initial **SEND programme** assessment and work with the Reading Leader to determine the correct SEND pathway**
- Teach **SEND programme** Phase 2 at an appropriate pace – refer to the SEND guidance
- Reassess every five weeks using the **SEND programme** assessments
- Teach **SEND programme** Phases 3, 4 and 5 at an appropriate pace
- Reassess every five weeks using the **SEND programme** assessments
- Consolidate spelling using the **SEND programme** words – refer to the prompt cards and 'How to' videos

*Rapid Catch-up phase timings: Phase 2 – four weeks, Phase 3 – four weeks, Phase 4 – four weeks, Phase 5 – 14 weeks.

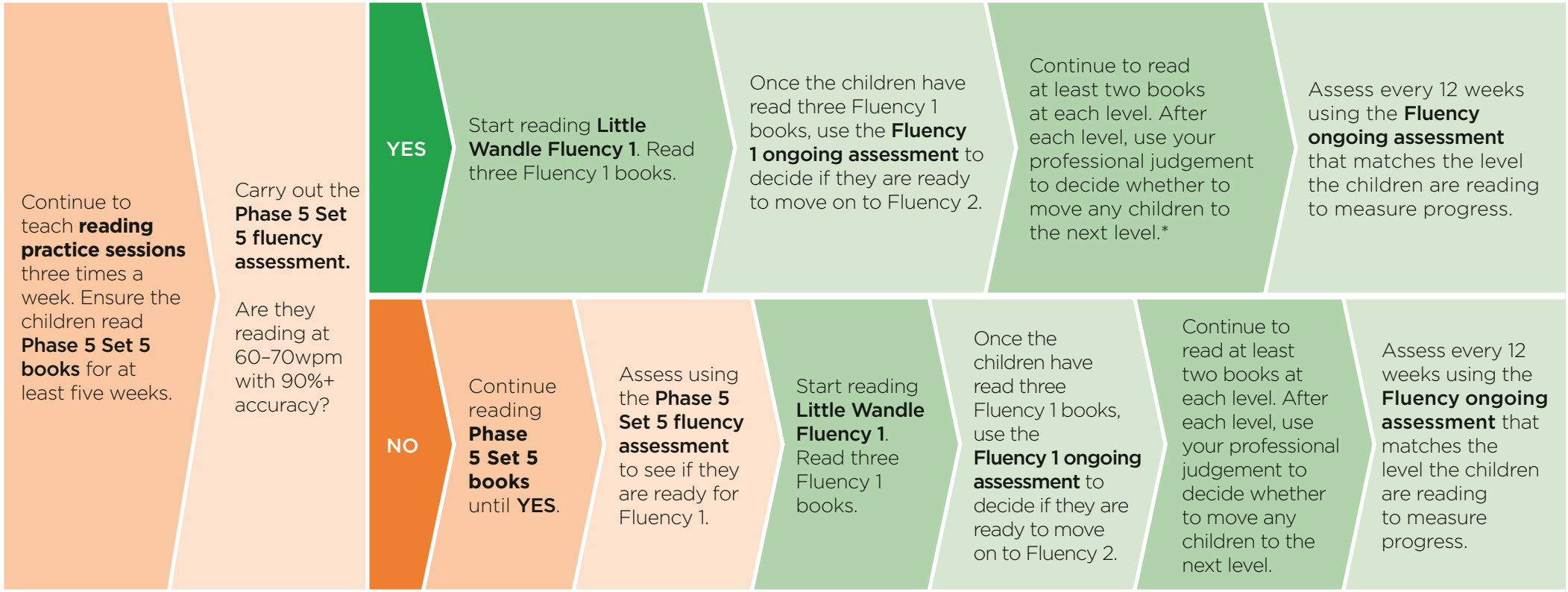
**The SEND programme is for children with a significant SEND that affects cognition. If a child is unable to blend because they are new to English or have EAL, teach Rapid Catch-up Phase 2 but slow down the pace of teaching and use the Phase 2 additional blending practice to suit the child's needs.

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Year 2 pathways: Reading

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

Children reading Phase 5 Set 5 books



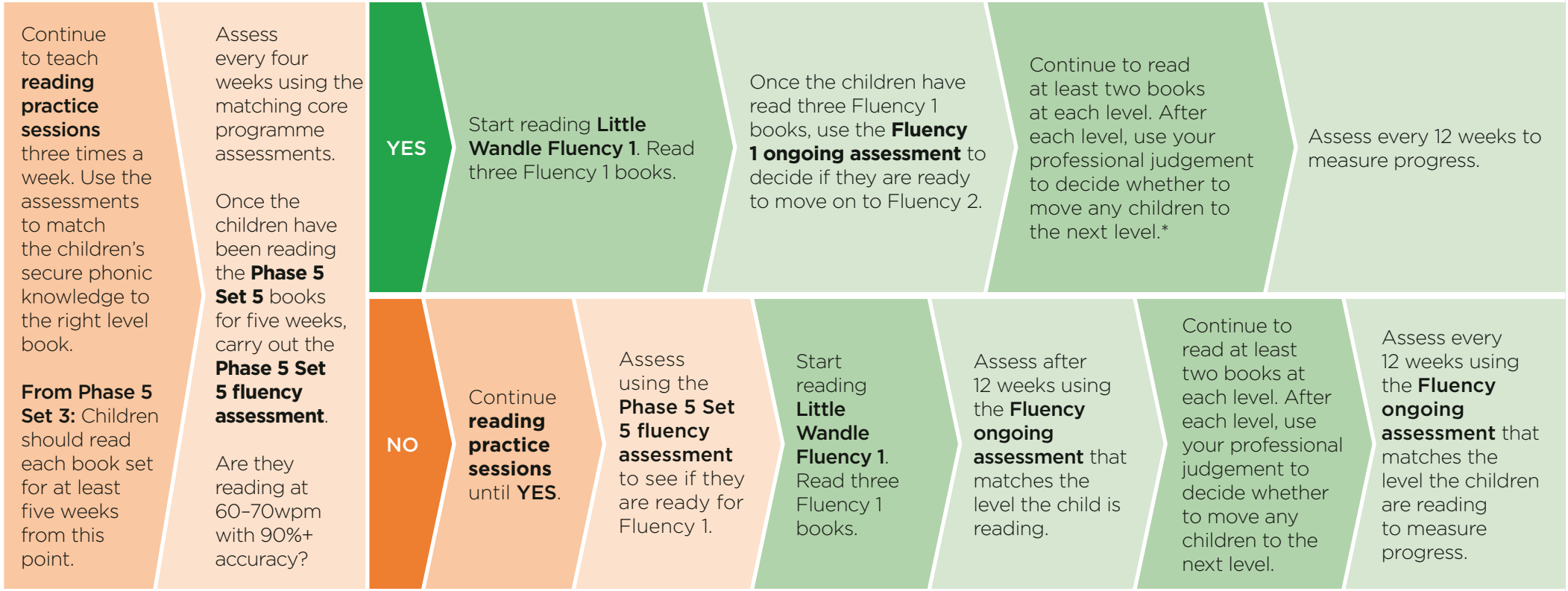
*A note about Fluency levels: If you feel that a Fluency book is not at the correct level for a group of children, use your professional judgement to decide which level is appropriate.

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.

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Pupils reading Phase 2 to Phase 5 Set 4 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 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.

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