Little Wandle Letters and Sounds Revised



Little Wandle Progression Overview.

Pale yellow boxes show expected placement for half termly assessments.

Nursery – Foundations for Phonics			
Autumn 1	No sounds – focus on Rhyme time and settling children into routines.	n/a	One sound is taught per week in the order listed. Sound games are played to focus on awareness and the sounds. Oral blending games are played daily
Autumn 2	s a t p i n m		
Spring 1	d g o c k e		
Spring 2	u r h b f l		
Summer 1	j v w y z qu ch		
Summer 2	ck x sh th ng nk		

Reception			
Planned Teaching of Sets of Sounds		**Tricky words**	**Notes**
Autumn 1	Lilac	n/a	Weeks 1- 4 Chidlren will take home library books and flash cards in the sets they learn each week. In Autumn 1 parents receive a workshop children who can blend will take home books using the sounds in Set 1 and 2 and will build from here Any child not blending by week 4 will receive additional 10 minutes All assessed by week 7
	Phase 2 Set 1- s a t p i n	n/a	
	Phase 2 Set 2- s a t p i n m d	n/a can include -s	
	Phase 2 Set 3- s a t p I n m d g o c k ck	I is the	
	Phase 2 Set 4- s a t p I n m d g o c k ck e u r h b f l	I is the	
Reception Autumn 2	Phase 2 Set 5- s a t p I n m d g o c k ck e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng nk	as and has his her go no to into she he of we me be	Most children will be taking books home with previous terms taught sounds (they need to be able to read sounds without hesitation). *Sounds taught in Autumn 2 will be used in books in Spring 1.*
Reception Spring 1	Phase 3 Set 1- ai ee igh oa oo *oo*	was you they my by all are sure pure	*Additional parent workshop to be organised to explain the next stage of reading vowel digraphs.*
	Phase 3 Set 2- ai ee igh oa oo oo ar or ur ow oi ear air er		

Reception Spring 2	Review phase 3 Building GPC speed and reading without hesitation	review all words taught to date	Books will include words with double letters, longer words and compound words.
Reception Summer 1	Phase 4 Set 1 adjacent consonants and short vowels -CVCC, CCVC -CCVCC, CCCVC -CCCVCC -Suffixes -ing, -ed, -est	said so have like some love do were here little there when what one out today	Children build automaticity when reading words- blending in head.
Reception Summer 2	Phase 4 Set 2 Adjacent consonants and long vowels	review all words taught to date	Books with these words will be likely to be taken home as they start Year 1.

Vocabulary	The following words and phrases are taught throughout the Reception year and embedded across Year 1 and 2 for consistency and application: *Blend, 'chunk it up', digraph, grapheme phoneme correspondence (GPC), grapheme, oral blending, phoneme, phonics, revisit and review, segment, sound button, speedy sounds, speedy words, suffix, tricky words, adjacent consonants, trigraph, compound word, multi-syllable word and prefix.*

Year One			
Planned Teaching of Sets of Sounds		**Tricky words**	**Notes**
Year 1 Autumn 1	Phase 4 Set 2 Adjacent consonants and long vowels (Weeks 1-3)	review all words taught to date	children should be reading words automatically without sounding them out in order to be fluent enough to read longer words.
	Phase 5 Set 1- ay ou oy ea		
Year 1 Autumn 2	Phase 5 Set 1 (continued)- ay ou oy ea ir ie ue u	their people oh your Mr Mrs Ms could would should our house mouse water want	*Books containing these sounds will most likely taken home in Spring 1.*
	Phase 5 Set 2- ay ou oy ea air ie ue u o i a e a-e i-e o-e u-e e-e ew ie (shield) aw		

Year 1 Spring 1	Phase 5 Set 3- y (funny), ea (head) wh, oe ou (toe, shoulder), y (fly), ow (snow) g (giant) ph, le/al, c (ice), ve (give), /u/ o-e, o (some mother), /z/se (cheese), /s/se (mouse), ey, ui/ ou (fruit, soup).	any many again who whole where two school call different thought through friend work	
Year 1 Spring 2	Phase 5 Set 4- /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze	once laugh because eye	
Year 1 Summer 1	Phonics Screening Check review- no new GPCs or Tricky Words	N/A	
Year 1 Summer 2	Set 5- /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe	Children will be ready to move to Purple book band and receive a fluency assessment to assess their starting point for Fluency books. Children who are reading Purple book band will be invited to visit Mrs D's library.

Vocabulary	New vocabulary taught in KS1: *Grow the code, homograph, homophone, prosody, alien words, split vowel digraph, schwa, vowel sound, fluency, alternative pronunciation, alternative spelling.*

Year Two			
	Planned Teaching of Sets of Sounds	**Tricky words**	**Notes**
Autumn 1	Phase 5 review- /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	review all words taught	Push for fluency for all children continues. Children who are not secure in phase 5 are identified and gaps analysed to ensure fast decoding with all alternative graphemes before increasing the complexity of text.
Autumn 2	Reading sessions with a sharp focus on developing fluency		
Spring onwards	Little Wandle Fluency programme Comprehension through book talk and discussions		