

## Sholing Infant School Little Wandle Letter and Sounds Progression Document

Au1		Reading Expectations (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Au2		Reading Expectations (End of Au2) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Sp1		Reading Expectations (End of Sp1) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Sp2		Reading Expectations (End of Sp2) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Su1		Reading Expectations (End of Su1) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Su2		Reading Expectations (End of Su2) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)			
Phase 2 graphemes		New tricky words	Phase 2 graphemes		New tricky words	Phase 3 graphemes		New tricky words	Phase 3 graphemes		New tricky words	Phase 4		New tricky words	Phase 4 graphemes		New tricky words	Reading Expectations (End of Su2) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)		
Y R	Wk 1	s a t p	Wk 1	ff ll ss j	put* pull* full* as	Wk 1	ai ee igh oa		Wk 1	Review phase 3: ai ee igh oa oo oar or ur oo ow oi ear		Wk 1	short vowels CVCC	said so have like	Wk 1	Long vowel sounds CVCC CCVC	By the end of Spring 1 children should be reading <b>Phase 4 Set 1</b> . Adjacent consonants and short vowels Tricky words: I the put pull full and no go 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			
	Wk 2	i n m d	Wk 2	v w x y	and has his her	Wk 2	oo oo ar or	was you they	Wk 2	*Review phase 3: er air *Words with double letters *Longer words		Wk 2	Short vowels CVCC CCVC	some come love do	Wk 2	Long vowel sounds CVCC CCCVC CCV CCVC				
	Wk 3	g o c k	is	Wk 3	z zz qu	go no to into	Wk 3	ur ow oi ear	my by all	Wk 3	Words with two or more digraphs		Wk 3	Short vowels CCVCC CCCVC CCCVCC	were here little says	Wk 3		Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 with -es /z/ at the end  Longer words		
	Wk 4	ck e u r	i	Wk 4	Sh th ng nk	she push* he of	Wk 4	air er words with double letters: dd mm tt rr gg pp	are sure pure	Wk 4	*Longer words *Words ending in -ing *Compound words		Wk 4	Longer words Compound nd words	there when what one	Wk 4		Root words ending in -ing, -ed /t/ -ed /id/ /ed/, -ed /d/		
	Wk 5	h b f l	the	Wk 5	Words with -s /s/ added at the end (hats sits)  Words ending in s /z/ (his) and with -s /z/ added at the end (bags)	we me be	Wk 5	longer words		Wk 5	Longer words *Words with s /z/ in the middle *Words with -s /s/ /z/ at the end *Words with - es /z/ at the end		Wk 5	Root words ending in: -ing, -ed /t/ ed /id/, ed, - est	out today	Wk 5		Root words ending in: - er, -est  Longer words		
No books. Children should begin to read taught GPCs without hesitation and blend CVC words.			By the end of Autumn 2, children on track should be reading <b>Phase 2 Set 3</b> Books with -s for plurals and present tense verbs Tricky words: and is the			By the end of Spring 1 children should be reading <b>Phase 2 Set 5</b> . Tricky words: I the put pull full and no go into she push he of we me be			Review all taught so far Secure spelling of taught tricky words			By the end of Spring 1 children should be reading <b>Phase 3 Set 1</b> Words with double letters: dd mm tt bb rr gg pp nn cc Longer words e.g. magnet, lemon Compound words e.g. carpark Tricky words: I the put pull full and no go into she push he of we me be was you they my by all are sure pure			By the end of Spring 1 children should be reading <b>Phase 3 Set 2</b> Words with more than one digraph e.g shimmer Longer words e.g. fantastic Compound words e.g. popcorn Words ending in -ing, Words ending in -es Tricky words: I the put pull full and no go into she push he of we me be was you they my by all are sure pure			Review all taught so far Secure spelling of taught tricky words		

Au2 \*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Au1		Reading Expectations (End of Au1) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Au2		Reading Expectations (End of Au2) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Sp1		Reading Expectations (End of Sp1) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Sp2		Reading Expectations (End of Sp2) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Su1		Reading Expectations (End of Su1) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Su2		Reading Expectations (End of Su2) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)				
Phase 3 and 4 Review Phase 5 Graphemes	New tricky words		Phase 5 graphemes	New tricky words		Phase 5 graphemes	New tricky words		Phase 5 graphemes	New tricky words		Review Phase 5 GPCs for phonics screening check	New tricky words		Phase 5 graphemes	New tricky words					
Yr 1	Wk1	Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2-4: the put* pull* full* push* to into l no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	By the end of Au1 children should be reading Phase 4 Set 2 Adjacent consonants and short vowels Tricky words: l 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	Wk 1	/ur/ ir bird /igh/ ie pie /oo/ ue blue /yoo/ u unicorn	their people oh your	Wk 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again	Wk 1	/ur/ or word /oo/ u owl would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh	Wk 1	ay play a-e shake ea each e he	By the end of Su1 and Su2 children should be reading Phase 5 Set 4. Phase 5 Set 4 tricky words	Wk 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour	By the end of Su1 and Su2 children should be reading Phase 5 Set 4. Phase 5 Set 4 tricky words	
	Wk2	air er /z/ s -s - es word s with two or more digraphs e.g. queen thicker			Wk 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*	Wk 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two	Wk 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye	Wk 2	ie pie i-e time o go o-e home		No new tricky words	Wk 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large		move improve parents shoe
	Wk3	Phase 4: CVCC CCVC CCVC C CCCV C Phas			Wk 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ ue rude /yoo/ u-e cute	could would should our	Wk 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different	Wk 3	/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there		Wk 3	ue blue rescue ew chew new u-e rude cute aw claw			Wk 3	/sh/ ti ssi si ci potion mission mansion delicious		

		e 4 with long vowe ls																		
	Wk4	<b>Phas e 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each																		
	Wk4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want																	
	Wk4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work																	
	Wk4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor																		
	Wk4	ea head ir bird ou cloud oy toy																		
	Wk4	/or/ augh our oar ore daughter pour oar more review																		
	Wk5	Revie w longe r word s																		
	Wk5	<b>Grow the code:</b> /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue																		
	Wk5	<b>Grow the code:</b> /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa																		
	Wk5	/c/ ch school /sh/ ch chef /z/ ze freeze																		
	Wk5	i tiger a paper ow snow u unicorn																		
	Wk5	Review																		
	Wk6	ph phone wh wheel ie shield g giant																		

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such. \*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such. \*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

	Au1			Au2			Sp1			Sp2			Su1				Su2					
	Spelling	Words used:	Year 2 CEW	Spelling	Words used:	Year 2 CEW	Spelling	Words used:	Year 2 CEW	Spelling	Words used:	Year 2 CEW	Consolidation of rules based on AfL									
Year 2	1	The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.  The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’	Badge, edge, bridge, dodge, fudge,  Age, huge, change, charge, bulge, village	<b>Revisit and Review</b>  <b>CEW focus based on AfL – Yr R and Year 1 words taught through Little Wandle</b>	1	The /l/ or /ul/ sound spelled ‘-al’ at the end of words.  Words ending in ‘-il.’	Metal, pedal, capital, hospital, animal,  Pencil, fossil, nostril	old cold  gold hold told	1	The ‘or’ sound spelled ‘a’ before ll and ll  The short vowel sound ‘o.’	All, ball, walk, talk, always, fall, small, also  Other, mother, brother, nothing, Monday	Prove <i>Improve</i>	1	The –ly suffix	badly, madly, quietly, quickly, sneakily, calmly	1					1	
	2	The /j/ sound spelled with a g.  The /j/ sound is always spelt with a j before a, o and u.	Gem, giant, magic, giraffe, energy  jacket, jar, jog, join, adjust	<b>Revisit and Review</b>  <b>CEW focus based on AfL – Yr R and Year 1 words taught through Little Wandle</b>	2	The long vowel ‘i’ spelled with a y at the end of words.  Adding ‘-es’ to nouns and verbs ending in ‘y.’	Cry, fly, dry, try, reply, July  Flies, tries, replies, copies, babies, carries	Even After  most only both	2	The /ee/ sound spelled ‘-ey’  The plural of these words is formed by addition of –s.	Key, donkey, monkey, chimney, valley  Keys, donkeys, monkeys, chimneys, valleys	Half Money	2	Words ending in ‘-tion.’	Station, fiction, motion, national, section	2					2	
	3	The /s/ sound spelled c before e, i and y  The /z/ sound spelled s.	race, ice, cell, city, fancy  Television, treasure, usual, measure, version	<b>Revisit and Review</b>  <b>CEW focus based on AfL – Yr R and Year 1 words taught through Little Wandle</b>	3	Adding ‘-ed’ to words ending in y. The y is changed to an i.  Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound	copied, replied, spied, tried, carried  Patted, hummed, dropped, clapped, wrapped, Hopped	Fast Last Past  Class Grass Pass	3	The ‘o’ sound spelt ‘a’ after w or qu  The ‘er’ sound spelt ‘or’ after w	Want, watch, wander, quantity, squash  Work, word, worm, world, worth	everybody	3	Contractions	Can’t, didn’t, hasn’t, couldn’t, it’s, I’ll	3					3	
	4	The /n/ sound spelled kn and gn at the beginning of words.  The /r/ sound spelled ‘wr’ at the beginning of words	Knock, know, knee, gnat, gnaw  Write, written wrote, wrong, wrap	door floor poor  find kind  mind behind	4	Adding ‘-er’ to words ending in y. The y is changed to an i.  Adding ‘er’ to words ending in ‘e’ with a consonant before it.	copier, happier, furrier, drier, heavier,  nicer, writer, baker, looser, safer, simpler	Plant Path Bath	4	The –ment suffix  The –ness suffix	Enjoyment, payment, agreement, achievement, adjustment  Darkness, rudeness, sadness, greatness, kindness	Great Break Steak	4	These words are homophones or near homophones	There/their/t hey’re Here/hear See/sea, sun/son, to/too/two Be/bee	4					4	
	5	The /l/ or /ul/ sound spelled ‘-le’ at the end of words.  The /l/ or /ul/ sound spelled ‘-el’ at the end of words.	Table, apple, bottle, little, middle  Camel, tunnel, squirrel travel, towel, tinsel	child children  wild climb	5	Adding ‘ing’ to words ending in ‘e’ with a consonant before it.  Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound.	shining, surprising, joking, hoping, loving, writing, caring  Hopping, patting, humming, dropping, running, sitting	Sure Sugar  Clothes Christm as Father	5	The suffixes ‘-ful’ and ‘-less’	Careful, playful, thankful, helpful, wonderful  Careless, helpless, , thankless, penniless,		5	The possessive apostrophe		5					5	

No new CEW to be introduced- recap CEW taught in Year 1 as parts of Little Wandle (include Year 2 NC CEW words)

