

<p align="center"><b>Sholing Infant School</b></p> <p align="center"><b>Little Wandle Letter and Sounds Progression Document</b></p>	
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Au1		Reading Expectation s (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Au2		Reading Expectati ons (End of Au2) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Sp1		Reading Expectation s (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 word s				
Y R	Wk 1	s a t p		Wk 1	ff ll ss j	put* pull* full* as	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	Wk 1	ai ee igh oa		By the end of Spring 1 children should be reading <b>Phase 2 Set 5</b> . Tricky words: I the pull put full and her no go into she push he of we me be	Wk 1	Review phase 3: ai ee igh oa oo oar or ur oo ow oi ear	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	Wk 1	short vowels CVCC	said so have like	By the end of Spring 1 children should be reading <b>Phase 3 Set 2</b> <b>Words with mre than one digraph e.g shimmer</b> 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	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 CCVCC	
	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 Compou 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	

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 Expectation s (End of Au1) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Au2		Reading Expectation s (End of Au2) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Sp1		Reading Expectation s (End of Sp1) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Sp2		Reading Expectatio ns (End of Sp2) (Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised)	Su1		Reading Expectatio ns (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/ rescue /yoo/ u unicorn	their people oh your	By the end of Au2 children should be reading Phase 5 set 1 Phase 4 Tricky words and Phase 5 Set 1 tricky words.	Wk 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again	By the end of Sp1 children should be reading Phase 5 Set 2. Phase 5 Set 1 and Set 2 tricky words.	Wk 1	/ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh	By the end of Spr2 children should be reading Phase 5 Set 3. Set 3 tricky words	Wk 1	ay play a-e shake ea each e he	No new tricky words	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			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 blue /yoo/ u-e rude 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										

		e 4 with long vowe ls																				
	Wk4	Phas e 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each			Wk 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want		Wk 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work		Wk 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor		Wk 4	ea head ir bird ou cloud oy toy		Wk 4	/or/ augh our oar ore daughter pour oar more review		
	Wk5	Revie w longe r word s			Wk 5	Grow the code: /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			Wk 5	Grow the code: /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		Wk 5	/c/ ch school /sh/ ch chef /z/ ze freeze		Wk 5	i tiger a paper ow snow u unicorn		Wk 5	Review			
															Wk 6	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.	Badge, edge, bridge, dodge, fudge,	Revisit and Review  CEW focus based on AfL – Yr R and Year 1 words taught through Little Wandle	1	The /l/ or /ul/ sound spelled ‘-al’ at the end of words.	Metal, pedal, capital, hospital, animal,	old cold  gold hold told	1	The ‘or’ sound spelled ‘a’ before ll and ll	All, ball, walk, talk, always, fall, small, also	Prove <i>Improve</i>	1	The –ly suffix	badly, madly, quietly, quickly, sneakily, calmly	No new CEW to be introduced- recap CEW taught in Year 1 as parts of Little Wandle (include Year 2 NC CEW words)	1				1	
		The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’	Age, huge, change, charge, bulge, village			Words ending in ‘-il.’	Pencil, fossil, nostril	The short vowel sound ‘o.’		Other, mother, brother, nothing, Monday												
	2	The /j/ sound spelled with a g.	Gem, giant, magic, giraffe, energy	Revisit and Review  CEW focus based on AfL – Yr R and Year 1 words taught through Little Wandle	2	The long vowel ‘i’ spelled with a y at the end of words.	Cry, fly, dry, try, reply, July	Even After  most only both	2	The /ee/ sound spelled ‘–ey’	Key, donkey, monkey, chimney, valley	Half Money	2	Words ending in ‘-tion.’	Station, fiction, motion, national, section		2				2	
		The /j/ sound is always spelt with a j before a, o and u. .	jacket, jar, jog, join, adjust			Adding ‘-es’ to nouns and verbs ending in ‘y.’	Flies, tries, replies, copies, babies, carries	The plural of these words is formed by addition of –s.		Keys, donkeys, monkeys, chimneys, valleys												
	3	The /s/ sound spelled c before e, i and y	race, ice, cell, city, fancy	Revisit and Review  CEW focus based on AfL – Yr R and Year 1 words taught through Little Wandle	3	Adding ‘-ed’ to words ending in y. The y is changed to an i.	copied, replied, spied, tried, carried	Fast Last Past  Class Grass Pass	3	The ‘o’ sound spelt ‘a’ after w or qu	Want, watch, wander, quantity, squash	every everybody	3	Contractions	Can’t, didn’t, hasn’t, couldn’t, it’s, I’ll		3				3	
The /z/ sound spelled s.		Television, treasure, usual, measure, version	Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound			Patted, hummed, dropped, clapped, wrapped, Hopped	The ‘er’ sound spelt ‘or’ after w	Work, word, worm, world, worth														
4	The /n/ sound spelled kn and gn at the beginning of words.	Knock, know, knee, gnat, gnaw	door floor poor  find kind  mind behind	4	Adding ‘-er’ to words ending in y. The y is changed to an i.	copier, happier, furrier, drier, heavier,	Plant Path Bath	4	The –ment suffix	Enjoyment, payment, agreement, achievement, adjustment	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			
	The /r/ sound spelled ‘wr’ at the beginning of words	Write, written wrote, wrong, wrap	Adding ‘er’ to words ending in ‘e’ with a consonant before it.		nicer, writer, baker, looser, safer, simpler	The –ness suffix	Darkness, rudeness, sadness, greatness, kindness															
5	.The /l/ or /ul/ sound spelled ‘-le’ at the end of words.	Table, apple, bottle, little, middle	child children  wild climb	5	Adding ‘ing’ to words ending in ‘e’ with a consonant before it.	shining, surprising, joking, hoping, loving, writing, caring	<i>Sure</i> Sugar  Clothes Christm as Father	5	The suffixes’ -ful’ and ‘-less’	Careful, playful, thankful, helpful, wonderful		5	The possessive apostrophe		5				5			
	The /l/ or /ul/ sound spelled ‘-el’ at the end of words. .	Camel, tunnel, squirrel travel, towel, tinsel	Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound.		Hopping, patting, humming, dropping, running, sitting	Careless, helpless, , thankless, penniless,																

