

# Little Wandle Letters and Sounds Revised: Programme progression

## Reception and Year 1 overviews

This document shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. However, do not teach new content until previous learning is secure. Our main message is:



Stop if less than  
70% are on track



Secure gaps



Only then, move on

### Reception

| Autumn 1 Phase 2 graphemes                | New tricky words |
|---|------------------|
| s a t p i n m d g o c k c k e u r h b f l | is l the         |

| Autumn 2 Phase 2 graphemes   | New tricky words  |
|--|---|
| ff ll ss j v w x y z zz qu ch sh th ng nk<br>• words with –s /s/ added at the end (hats sits)<br>• words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) | put* pull* full* as and has his her go no to into she<br>push* he of we me be |

\*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.

| Spring 1 Phase 3 graphemes  | New tricky words                     |
|---|--------------------------------------|
| ai ee igh oa oo oo ar or ur ow oi ear air er<br>• words with double letters<br>• longer words | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes  | No new tricky words      |
|---|--------------------------|
| Review Phase 3<br>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words<br>• words with s /z/ in the middle<br>• words with –s /s/ /z/ at the end<br>• words with –es /z/ at the end | Review all taught so far |

| Summer 1 Phase 4   | New tricky words  |
|--|---|
| Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes:               <ul style="list-style-type: none"> <li>-ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul> </li> </ul> | said so have like some come love do were here little says there when what one out today |

| Summer 2 Phase 4  | No new tricky words      |
|---|--------------------------|
| Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>words ending in suffixes:               <ul style="list-style-type: none"> <li>-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> </ul> </li> <li>longer words</li> </ul> | Review all taught so far |

## Year 1

| Autumn 1   | Review tricky words Phases 2–4   |
|--|--|
| Review Phase 3 and 4<br><b>Phase 5</b><br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/ea/ ea each | Phases 2–4: the put* pull* full* push* to into I 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 |

\*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.

| Autumn 2 Phase 5 graphemes   | New tricky words   |
|--|--|
| /ur/ ir bird<br>/igh/ ie pie<br>/oo/ /yoo/ ue blue rescue<br>/yoo/ u unicorn<br>/oa/ o go<br>/igh/ i tiger<br>/ai/ a paper<br>/ee/ e he<br>/ai/ a-e shake<br>/igh/ i-e time<br>/oa/ o-e home<br>/oo/ /yoo/ u-e rude cute<br>/ee/ e-e these<br>/oo/ /yoo/ ew chew new<br>/ee/ ie shield<br>/or/ aw claw | their people oh your<br>Mr Mrs Ms ask*<br>could would should our<br>house mouse water want |

\*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case it should not be treated as such.

| Spring 1 Phase 5 graphemes   | New tricky words  |
|--|---|
| /ee/ y funny<br>/e/ ea head<br>/w/ wh wheel<br>/oa/ oe ou toe shoulder<br>/igh/ y fly<br>/oa/ ow snow<br>/j/ g giant<br>/f/ ph phone<br>/l/ le al apple metal<br>/s/ c ice<br>/v/ ve give<br>/u/ o-e o ou some mother young<br>/z/ se cheese<br>/s/ se ce mouse fence<br>/ee/ ey donkey<br>/oo/ ui ou fruit soup | any many again<br>who whole where two<br>school call different<br>thought through friend work |

| Spring 2 Phase 5 graphemes  | New tricky words       |
|---|------------------------|
| /ur/ or word<br>/oo/ u oul awful could<br>/air/ are share<br>/or/ au aur oor al author dinosaur floor walk<br>/ch/ tch ture match adventure<br>/ar/ al a half* father*<br>/or/ a water<br>schwa in longer words: different<br>/o/ a want<br>/air/ ear ere bear there<br>/ur/ ear learn<br>/r/ wr wrist<br>/s/ st sc whistle science<br>/c/ ch school<br>/sh/ ch chef<br>/z/ ze freeze<br>schwa at the end of words: actor | once laugh because eye |

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations, in which case they should not be treated as such.

## Summer 1: Phonics Screening Check review – no new GPCs or tricky words

| Summer 2 Phase 5 graphemes  | New tricky words  |
|---|---|
| /ai/ eigh aigh ey ea eight straight grey break<br>/n/ kn gn knee gnaw<br>/m/ mb thumb<br>/ear/ ere eer here deer<br>/zh/ su si treasure vision<br>/j/ dge bridge<br>/i/ y crystal<br>/j/ ge large<br>/sh/ ti ssi si ci potion mission mansion delicious<br>/or/ augh our oar ore daughter pour oar more | busy beautiful pretty hour<br>move improve parents shoe |