

Glen Hills Primary School Progression Map - Phonics - Scheme: Little Wandle Letters and Sounds Revised



Phonics	Year			SAS Key Learning Objectives			Vocabulary
Phase	4+	Yr1	Yr2	Generic Skills	Grapheme Phoneme Correspondence (GPC)	Key Words	Vocabulary
Foundations for Phonics (old Phase 1)	Pre-Reception and Week 1 Autumn 1 (and ongoing)			<p>Practitioners to enable the following important aspects within all children:</p> <ul style="list-style-type: none"> • share high-quality stories and poems with children • learning a range of nursery rhymes and action rhymes • activities that develop focused listening and attention, including oral blending • attention to high-quality language with children (see the 'Language and Vocabulary' section of the LWLSR website) 	Oral blending of words is the focus	blend, phoneme	listen, say, hear, sound, loud/soft/quiet, match, find, slow/fast, high/low, long/short, pattern, rhyme, word, nursery rhyme
Phase 2	Autumn			<p>Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each and their letter names.</p>	<p><u>Autumn 1 4+</u> Week 1: s a t p Week 2: i n m d Week 3: g o c k Week 4: ck e u r Week 5: h b f l</p> <p><u>Autumn 2 4+</u> Week 1: ff ll ss j Week 2: v w x y</p>	<p>Be able to read/write decodable HFW: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, is, not, got, up, mum, can, put</p> <p><u>Autumn 1</u> Be able to read/write the three tricky words: is, I, the</p>	sound-talk, grapheme, segment, segmenting fingers, robot arms, sound buttons, blend, digraph, tricky words

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				<p>Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling VC and CVC words (not necessarily write).</p> <p>Enables children to read and write captions.</p> <p>Enables children to read two syllable words.</p>	<p>Week 3: z zz qu</p> <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • ch <p>Week 4: sh th ng nk</p> <p>Week 5:</p> <ul style="list-style-type: none"> • 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 sings) 	<p><u>Autumn 2 4+</u></p> <p>put*, pull*, full*, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be</p> <p><i>*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.</i></p>	<p>alphabet, letter name (to be used halfway through Autumn 2, outside of phonic lessons),</p>
Phase 3	Spring			<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of the alphabet and high frequency words containing GPCs not taught at that phase.</p> <p>Develops children's knowledge of the seven remaining letters of the alphabet, their letter names and the graphemes to cover most of the phonemes represented by more than one letter.</p> <p>Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.</p> <p>Enables children to write each letter correctly when following a</p>	<p><u>Spring 1 4+</u></p> <p>Week 1: ai ee igh oa</p> <p>Week 2: oo oo ar or</p> <p>Week 3: ur ow oi ear</p> <p>Week 4: air er</p> <ul style="list-style-type: none"> • words with double letters: dd mm tt bb rr gg pp <p>Week 5:</p> <ul style="list-style-type: none"> • longer words <p><u>Spring 2 4+</u></p> <p>Week 1: Review</p> <p>Phase 3 - ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Week 2: Review</p> <p>Phase 3 - er, air,</p> <ul style="list-style-type: none"> • words with double 	<p>Be able to spell phase 2 tricky words (is, I, the, put*, pull*, full*, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be).</p> <p>Be able to read/write decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too</p> <p>Be able to read/write tricky words: he, she, we, me, be, was, my, you, they, all, her, are</p> <p><u>Spring 1 4+</u></p> <p>Be able to read/spell the</p>	<p>as above</p>

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				<p>model. Enables children to spell two syllable words.</p>	<p>letters</p> <ul style="list-style-type: none"> • longer words <p>Week 3:</p> <ul style="list-style-type: none"> • words with two or more digraphs <p>Week 4:</p> <ul style="list-style-type: none"> • longer words • words ending in –ing • compound words <p>Week 5:</p> <ul style="list-style-type: none"> • longer words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end <p><u>Autumn 1 Yr1</u></p> <p>Week 1: review phase 3 GPCs - ai, ee, igh, oa, oo, ar, or, ur, oo/oo, ow, oi, ear</p> <p>Week 2: air, er, /z/, s, -s, -es,</p> <ul style="list-style-type: none"> • words with two or more digraphs, eg. queen, thicker 	<p>tricky words: was, you, they, my, by, all, are, sure, pure</p> <p><u>Spring 2 4+</u></p> <ul style="list-style-type: none"> • Review all taught so far • Secure spelling <p><u>Autumn 1 Yr1</u></p> <p>Review above tricky words</p>	
Phase 4	Summer	Revisited for		<p><i>There are no new GPCs to be learnt in this phase.</i></p> <p>Develops children's</p>	<p><u>Summer 1 4+</u></p> <p>Week 1: Short vowels CVCC</p>	<p>Be able to spell Phase 3 tricky words (he, she, we, me, be, was, my, you, they,</p>	as above

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		Autumn 1	<p>knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC words). Enables children to write each letter, usually correctly. Enables children to spell polysyllabic words.</p>	<p>Week 2: Short vowels CVCC, CCVC</p> <p>Week 3:</p> <ul style="list-style-type: none"> • Short vowels CCVCC, CCCVC, CCCVCC <p>Week 4:</p> <ul style="list-style-type: none"> • longer words • compound words <p>Week 5:</p> <ul style="list-style-type: none"> • root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <p><u>Summer 2 4+</u></p> <p>Week 1:</p> <ul style="list-style-type: none"> • Phase 3 long vowel sounds CVCC, CCVC <p>Week 2:</p> <ul style="list-style-type: none"> • Phase 3 long vowel sounds CCVC, CCCVC, CCV, CCVCC <p>Week 3:</p> <ul style="list-style-type: none"> • Phase 4 words with -s /s/ at the end, • Phase 4 words with -s /z/ at the end, • Phase 4 words with -es /z/ at the end, • longer words <p>Week 4:</p> <ul style="list-style-type: none"> • root words ending in: -ing, -ed /t/, -ed 	<p>all, her, are)</p> <p>Be able to read/write decodable HFW: went, it's, from, children, just, help</p> <p><u>Summer 1 4+</u></p> <p>Be able to read/spell tricky HFW: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><u>Summer 2 4+</u></p> <ul style="list-style-type: none"> • Review all taught so far • Secure spelling <p><u>Autumn 1 Yr1</u></p> <p>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</p> <p><i>*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.</i></p>	
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					<p>/id/ /ed/, -ed /d/ Week 5:</p> <ul style="list-style-type: none"> • root words ending in: -er, -est • longer words <p><u>Autumn 1 Yr1</u> Week 3:</p> <ul style="list-style-type: none"> • CVCCc, CCVC, CCVCC, CCVCC, CCCVC • Phase 4 with long vowels 	<p><u>Autumn 2 Yr1</u> Be able to spell Phase 4 tricky HFW (said, were, have, there, like, little, so, one, do, when, some, out, come, what)</p> <p>Be able to read/spell decodable HFW: don't, old, I'm, by, time, day, made, came, make, here, saw, house, very, about, your</p>	
Phase 5		Autumn 1 to Summer 2	<p>Revisited for WTS Spring /Summer.</p> <p>EXS/ GDS Autumn</p>	<p>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.</p> <p>Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three.</p> <p>Teaches and practices the skills of blending and segmenting using all GPCs taught.</p>	<p><u>Autumn 1 Yr1</u> Week 4:</p> <p>Learn new Phase 5 graphemes -</p> <ul style="list-style-type: none"> • /ai/ ay play • /ow/ ou cloud • /oi/ oy toy • /ee/ ea each <p>Week 5: Review longer words</p> <p><u>Autumn 2 Yr1</u> Week 1:</p> <ul style="list-style-type: none"> • /ur/ ir bird • /igh/ ie pie 	<p><u>Autumn 2 Yr1</u> Be able to read/spell tricky HFW: their, people, oh, your, Mr, Mrs, Ms, ask*,</p>	as above

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			<p>Enables children to begin to build word-specific knowledge of the spellings of words.</p> <p>Enables children to read all 100 HFWs on sight.</p> <p>Enables children to accurately spell most 100 HFWs.</p> <p>Enables children to form all letters correctly.</p>	<ul style="list-style-type: none"> •/oo/, /yoo/ ue, blue, rescue •/yoo/ u unicorn <p>Week 2:</p> <ul style="list-style-type: none"> •/oa/ o go • /igh/ i tiger • /ai/ a paper •/ee/ e he <p>Week 3:</p> <ul style="list-style-type: none"> •/ai/ a-e shake •/igh/ i-e time • /oa/ o-e home •/oo/, / yoo/ u-e rude, cute <p>Week 4:</p> <ul style="list-style-type: none"> •/ee/ e-e these •/oo/, /yoo/ ew chew, new •/ee/ ie shield •/or/ aw claw <p>Week 5: Grow the code</p> <ul style="list-style-type: none"> • /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 <p><u>Spring 1 Yr1</u></p> <p>Week 1:</p> <ul style="list-style-type: none"> • /ee/ y funny •/e/ ea head •/w/ wh wheel 	<p>could, would, should, our, house, mouse, water, want</p> <p><i>*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.</i></p> <p><u>Spring 1 Yr1</u></p> <p>Be able to read/spell tricky HFW: any, many, again, who, whole, where, two, school, call, different, thought, through, friend,</p>	
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				<ul style="list-style-type: none">•/oa/ oe ou toe shoulder Week 2: <ul style="list-style-type: none">•/igh/ y fly•/oa/ ow snow•/j/ g giant•/f/ ph phone Week 3: <ul style="list-style-type: none">• /l/ le al apple metal•/s/ c ice•/v/ ve give Week 4: <ul style="list-style-type: none">• /u/ o-e o ou some mother young• /z/ se cheese• /s/ se ce mouse fence• /ee/ ey donkey Week 5: Grow the code: <ul style="list-style-type: none">• /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 <u>Spring 2 Yr1</u> Week 1: <ul style="list-style-type: none">• /ur/ or word•/oo/ u owl awful would	work	
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				<ul style="list-style-type: none"> •/air/ are share •/or/ au aur oor al <p>author dinosaur floor walk</p> <p>Week 2:</p> <ul style="list-style-type: none"> •/ch/ tch match •/ch/ ture adventure •/ar/ al half* •/ar/ a father* <p>Week 3:</p> <ul style="list-style-type: none"> •/or/ a water •schwa in longer words: different •/o/ a want •/air/ ear ere bear there <p>Week 4:</p> <ul style="list-style-type: none"> •/ur/ ear learn •/r/ wr wrist •/s/ st sc whistle <p>science</p> <ul style="list-style-type: none"> •schwa at the end of words: actor <p>Week 5:</p> <ul style="list-style-type: none"> •/c/ ch school •/sh/ ch chef •/z/ ze freeze <p><i>*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</i></p>		
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				<p><u>Summer 1 Yr1</u></p> <p>Week 1:</p> <ul style="list-style-type: none"> • ay play • a-e shake • ea each • e he <p>Week 2:</p> <ul style="list-style-type: none"> • ie pie • i-e time • o go • o-e home <p>Week 3:</p> <ul style="list-style-type: none"> • ue blue rescue • ew chew new • u-e rude cute • aw claw <p>Week 4:</p> <ul style="list-style-type: none"> • ea head • ir bird • ou cloud • oy toy <p>Week 5:</p> <ul style="list-style-type: none"> • i tiger • a paper • ow snow • u unicorn <p>Week 6:</p> <ul style="list-style-type: none"> • ph phone • wh wheel • ie shield • g giant 	<p><u>Summer 1 Yr1</u></p> <p>No new tricky words.</p>	
				<p><u>Summer 2 Yr1</u></p> <p>Week 1:</p>	<p><u>Summer 2 Yr1</u></p> <p>Be able to read/spell</p>	

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				<ul style="list-style-type: none"> • /ai/ eigh aigh ey ea eight straight grey break • /n/ kn gn knee gnaw • /m/ mb thumb • /ear/ ere eer here deer <p>Week 2:</p> <ul style="list-style-type: none"> • /zh/ su si treasure vision • /j/ dge bridge • /i/ y crystal • /j/ ge large <p>Week 3:</p> <ul style="list-style-type: none"> • /sh/ ti ssi si ci potion mission mansion delicious <p>Week 4:</p> <ul style="list-style-type: none"> • /or/ augh our oar ore daughter pour oar more <ul style="list-style-type: none"> • review <p>Week 5: review</p>	<p>tricky HFW: busy, beautiful, pretty, hour, move, improve, parents, shoe</p>	
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- GDS/Challenge - from Training Module 6B - children who are more secure and have fewer gaps can be stretched in class by reading and spelling longer words and more sentence writing.
- 'Grow The Code' grapheme chart to be displayed in all classrooms (from Foundation Stage to Year 6) for children to refer to in order to aid spelling.