

ENGLISH - Little Wandle Whole School Progression– Term by Term

This document sets out the expected reading progression within **Little Wandle Letters and Sounds Revised** lessons. The objectives are further embedded within English sessions.

These objectives are set out as if children are achieving **as expected** throughout the year. Assessments indicate when children have gaps and then intervention can be put in place with the aim to support that child to be in line with expectations.

		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks	End of Year Expectations
Reception	Word Reading – Little Wandle Letters and Sounds Revised	Children are taught their Phase 2 Set 1 sounds: <i>s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</i> To be exposed to tricky words: <i>is I the</i> Children are taught to blend single letter sounds orally.	Continue to grow the code of Phase 2 sounds: <i>ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</i> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Children are taught to blend sounds into words orally. Children will learn tricky words: <i>put pull full as and has his her go no to into she push he of we me be</i>	Recap on all Phase 2 sounds. Children are taught their Phase 3 sounds: <i>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er.</i> words with double letters and longer words Secure blending of Phase 2 sounds moving from blending orally to speed reading blending in their heads. Begin to blend Phase 3 sounds orally. Children will learn tricky words: <i>was you they my by all are sure pure</i>	Recap Phase 3 sounds. Children build speed reading blending in their heads Phase 3 sounds. Children will be taught to read: - words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words - words with s /z/ in the middle - words with –s /s/ /z/ at the end - words with –es /z/ at the end Recap all learnt tricky words	Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Children will learn tricky words: <i>said so have lie some come love do were here little says there when what one out today</i>	Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est - longer words Recap all learnt tricky words.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		By the end of each half-term children should be able to:						

		- Read all single-letter Phase 2 Set 1 -Blend single sound words orally. -From Week 4 - Wordless books. -Read Phase 2 Set 1-3 decodable books.	- Read all Phase 2 Set 1 and 2 sounds. - Blend sounds into words orally. - Read Blending Practice Books - Read Phase 2 Sets 3-5 decodable books.	- Read Phase 2 Set 5 and Phase 3 Set 1 decodable books. - Read some Phase 3 sounds	- Read Phase 3 Set 1 and 2 decodable books. - Read all Phase 3 sounds	- Read Phase 3 Set 2 or Phase 4 Set 1 decodable books. - Read all Phase 3 sounds	- Read Phase 4 Set 1 and 2 decodable books. - Read all Phase 3 sounds blending in head.	
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Year 1	Word Reading – Little Wandle Letters and Sounds Revised	Recap Phase 3 and 4 Children are taught Phase 5 Set 1: <i>/ai/ ay play</i> <i>/ow/ ou cloud</i> <i>/oi/ oy toy</i> <i>/ea/ ea each</i> Review tricky words 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 Children build speed of reading Phase 4 words.	Review and children build speed of reading words containing these Phase 5 set 1 sounds: <i>/ai/ ay play</i> <i>/ow/ ou cloud</i> <i>/oi/ oy toy</i> <i>/ea/ ea each</i> Children are taught Phase 5 Set 2: <i>/ur/ ir bird</i> <i>/igh/ ie pie</i> <i>/oo/ /yoo/ ue blue</i> <i>rescue</i> <i>/yoo/ u unicorn</i> <i>/oa/ o go</i> <i>/igh/ i tiger</i> <i>/ai/ a paper</i> <i>/ee/ e he</i> <i>/ai/ a-e shake</i> <i>/igh/ i-e time</i> <i>/oa/ o-e home</i> <i>/oo/ /yoo/ u-e rude</i> <i>cute</i> <i>/ee/ e-e these</i> <i>/oo/ /yoo/ ew chew</i> <i>new</i> <i>/ee/ ie shield</i> <i>/or/ aw claw</i> Children will learn tricky words: <i>their people oh your Mr Mrs Ms ask* could would should our house mouse water want</i>	Review and children build speed of reading words containing these Phase 5 Set 2: <i>/ur/ ir bird</i> <i>/igh/ ie pie</i> <i>/oo/ /yoo/ ue blue</i> <i>rescue</i> <i>/yoo/ u unicorn</i> <i>/oa/ o go</i> <i>/igh/ i tiger</i> <i>/ai/ a paper</i> <i>/ee/ e he</i> <i>/ai/ a-e shake</i> <i>/igh/ i-e time</i> <i>/oa/ o-e home</i> <i>/oo/ /yoo/ u-e rude</i> <i>cute</i> <i>/ee/ e-e these</i> <i>/oo/ /yoo/ ew chew</i> <i>new</i> <i>/ee/ ie shield</i> <i>/or/ aw claw</i> Children are taught Phase 5 Set 3: <i>/ee/ y funny</i> <i>/e/ ea head</i> <i>/w/ wh wheel</i> <i>/oa/ oe ou toe</i> <i>shoulder</i> <i>/igh/ y fly</i> <i>/oa/ ow snow</i> <i>/j/ g giant</i> <i>/f/ ph phone</i> <i>/l/ le al apple metal</i> <i>/s/ c ice</i> <i>/v/ ve give</i> <i>/u/ o-e o ou some mother</i> <i>young</i> <i>/z/ se cheese</i> <i>/s/ se ce mouse fence</i> <i>/ee/ ey donkey</i> <i>/oo/ ui ou fruit soup</i> Children will learn tricky words: <i>any many again who whole where two school call different</i>	Review and children build speed of reading words containing these Phase 5 Set 3: <i>/ee/ y funny</i> <i>/e/ ea head</i> <i>/w/ wh wheel</i> <i>/oa/ oe ou toe</i> <i>shoulder</i> <i>/igh/ y fly</i> <i>/oa/ ow snow</i> <i>/j/ g giant</i> <i>/f/ ph phone</i> <i>/l/ le al apple metal</i> <i>/s/ c ice</i> <i>/v/ ve give</i> <i>/u/ o-e o ou some mother</i> <i>young</i> <i>/z/ se cheese</i> <i>/s/ se ce mouse fence</i> <i>/ee/ ey donkey</i> <i>/oo/ ui ou fruit soup</i> Children are taught Phase 5 Set 4: <i>/ur/ or word</i> <i>/oo/ u owl awful could</i> <i>/air/ are share</i> <i>/or/ au aur oor al author</i> <i>dinosaur floor walk</i> <i>/ch/ tch ture match adventure</i> <i>/ar/ al a half* father*</i> <i>/or/ a water</i> <i>schwa in longer words: different</i> <i>/o/ a want</i> <i>/air/ ear ere bear there</i> <i>/ur/ ear learn</i> <i>/r/ wr wrist</i> <i>/s/ st sc whistle</i> <i>science</i> <i>/c/ ch school</i> <i>/sh/ ch chef</i> <i>/z/ ze freeze</i> <i>schwa at the end of words: actor</i> Children will learn tricky words: <i>once laugh because eye</i>	Children prepare for phonics screening check review Phase 5 Set 1-4 Review and children build speed of reading words containing these Phase 5 Set 4: <i>/ur/ or word</i> <i>/oo/ u owl awful could</i> <i>/air/ are share</i> <i>/or/ au aur oor al author</i> <i>dinosaur floor walk</i> <i>/ch/ tch ture match adventure</i> <i>/ar/ al a half* father*</i> <i>/or/ a water</i> <i>schwa in longer words: different</i> <i>/o/ a want</i> <i>/air/ ear ere bear there</i> <i>/ur/ ear learn</i> <i>/r/ wr wrist</i> <i>/s/ st sc whistle</i> <i>science</i> <i>/c/ ch school</i> <i>/sh/ ch chef</i> <i>/z/ ze freeze</i> <i>schwa at the end of words: actor</i>	Review and continue to build speed with words Phase 5 Sets 1-4 Children are taught Phase 5 Set 5: <i>/ai/ eigh aigh ey</i> <i>ea eight straight grey break</i> <i>/n/ kn gn knee gnaw</i> <i>/m/ mb thumb</i> <i>/ear/ ere eer here deer</i> <i>/zh/ su si treasure vision</i> <i>/j/ dge bridge</i> <i>/i/ y crystal</i> <i>/j/ ge large</i> <i>/sh/ ti ssi si ci potion</i> <i>mission mansion delicious</i> <i>/or/ augh our oar ore daughter</i> <i>pour oar more</i> Children will learn tricky words: <i>busy beautiful pretty hour move improve parents shoe</i>	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of 60 words per minute.
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		By the end of each half-term children should be able to:						
		- Read Phase 4 Set 1 and 2 storybooks. - Read the Phase 5 1 sounds.	- Read Phase 5 Set 1 storybooks. - Read all Phase 5 set 1 sounds speedily.	- Read Phase 5 Set 2 storybooks. - Read all Phase 5 set 2 sounds speedily. -	- Read Phase 5 Set 3 storybooks. - Read all Phase 5 set 3 sounds speedily. -	- Read Phase 5 Set 4 storybooks. - Read all Phase 5 set 4 sounds speedily. - Read 60/70 words per minute.	- Read Phase 5 Set 4 storybooks. - Read all Phase 5 set 4 sounds speedily. - Read 60/70 words per minute.	