

Little Wandle progression of sounds and tricky words whole school overview

<b>Reception</b>	<b>Aut Term 1</b>	<b>Tricky words</b>
	s a t p i n m d g o	the I to no
	<b>Aut Term 2</b>	
	c k ck e u r h b f l ff ll ss	go no into she her he she her of we me be
	<b>Spring Term 1</b>	<b>Tricky words</b>
	j v w x y z zz qu ch sh th ng words with s added at the end – hats, bags Reading longer words CVCC CCVC	was you they my by all are sure pure said when do so
	<b>Spring Term 2</b>	
	ai ee igh oa oo (look) oo (cool) ar or ur ow (down)	have like some come love one were here little says there out what
	<b>Summer Term 1</b>	<b>Tricky words</b>
	oi ear air er (double letters dd mm tt bb rr gg pp) words with 2 or more digraphs Words ending in <b>ing</b> Compound words Words ending in s and es short vowels CVCC CCVC	there out today children know off it's have once
	<b>Summer Term 2</b>	
	root words ending in ed and ing est er ure long vowels CVCC CCVC CCCVC CCVCC Words with more than one diagraph (shimmer), longer words (fantastic) words ending in es	Secure spelling of tricky words

Children enter Reception with little English. More time is spent learning single sounds and the little wandle order is spread out to give children longer time to over learn the sounds. The order is the same.

**Year One** Children may spend longer to learn the sounds and become fluent. The order of the phonemes taught must kept the same.

Year 1	Aut Term 1	Tricky words
	Revisit review: ai, ee, igh, oa, oo, ar, or, ur, oo, ow (down) oi ear, ure, air, er, ending in s es CVCC CCVC CCVCC CCCVC long vowels New learning: ay, ea (each), ou (cloud), oy (toy)	Revise all tricky words from year 1
	<b>Aut Term 2</b>	<b>Tricky words</b>
	ir (bird) ie (pie) ue (blue) u (unicorn) o (go) i (tiger) a (paper) e (he) a—e (shake) ie (tie) i—e (time) oa o— e (home) u-e (June, cute) e-e (these) ew (chew) ie (shield) aw (claw) 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 ew u-e u ue	their people oh your Mr Mrs could would should our house mouse water want
	<b>Spring Term 1</b>	<b>Tricky words</b>
	ee - y (funny) e – ea (head) wh (wheel) o – oe (toe), ou (shoulder) y (fly, cry) oa – ow (snow) g (giant) ph (phone) l le (apple) al (metal) soft c (ice) ends in a v, stick on an e (have give) u (other, brother, cover) ou (young), ee - ey (donkey) <i>Just for interest – se (cheese, mouse) ce (fence) oo – ui (fruit),            ou (soup)</i> Grow the code: oo u ew ue u-e ui (fruit) ou (soup) oo ee ea e e-e ie (tie) ey (donkey) y (funny) ee s c (race) se (mouse) ce (fence) ss oa ow (snow) oe (toe) ou (shoulder) o-e o (go) oa	any many who whole where two school call different thought through friend work
	<b>Spring Term 2</b>	<b>Tricky words</b>
	<i>for interest – ur – or (word)</i> u – oul (would, should, could) air – are (share) or – au (author), al (always, walk) oor (door) ore (more) ch – tch (match) ch – ture (adventure) <i>for interest – ar – al (half) a (father) teach with tricky words.</i> <i>for interest – or – a (water) teach with tricky word</i> o – a after w (want, was) air – ear (bear) ere (there) <i>for interest – ur – ear (learn) teach with tricky</i> wr – (wrist) c – ch (school) <i>for interest – sh- ch (chef)</i>	once laugh because eye looked called asked (All days of the week) half, father, water, learn, school, chef, freeze
	<b>Summer Term 1</b>	<b>Tricky words</b>
	Revisit and review for phonic screening check  ay (play), a-a (shake), ea (each), e (he), ie (pie), i-e (time), o (go), o-e (home), ue (blue), ew (chew), U-e (rude), aw (claw), ea (head), ir (bird), ou (cloud), oy (toy), i (tiger), p (paper), ow (snow), u (unicorn), ph (phone), wh (wheel), ie (shield), g (giant)	Review any children have found tricky  (All months of the year)

	<b>Summer Term 2</b>	<b>Tricky words</b>
	ai – eigh (eight), aigh (straight) ey (grey) ea (break) c – K rather than c when before e i y (kent, sketch, kit, skin) silent letters n – kn (know), gn (gnome), m – mb (lamb) <i>ear – ere (here) eer (deer) just mention for interest.</i> zh su (pleasure), si (vision) j – dge (bridge) ge (large) sh – ti (potion), ssi (mission) si (mansion), ci (delicious) or – augh (daughter), our (pour), ore (more)	busy beautiful pretty hour move improve parents shoe  Review any children have found tricky

Little Wandle does not move into year 2. The focus in year 2 is to ensure all NC is taught and to revisit and review difficult sounds from year 1. Phonic lessons will have a spelling and grammar focus. Teach spelling rules so that children know which grapheme to choose when writing. Children will not need a phonically decodable books once they can read an orange/turquoise book. However, reading should still begin with a phonic focus and phonemes highlighted

<b>Year 2</b>	<b>Aut Term 1</b>
	<p>The /j/ sound spelt as <b>ge</b> (huge) and <b>dge</b> (hedge) at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (badge, edge, bridge, dodge, fudge) <i>revisit soft g – giant, gem</i></p> <p><i>Just for interest - augh laugh c - ch school, chemist</i></p> <p>revisit soft C ice, cell, city fancy <b>soft c before e,i,y</b></p> <p>Adding <b>–ed, –ing, –er and –est</b> to a root word where no change is needed (revisit from year 1) and ending in –y with a consonant before it.</p> <p><i>Revisit silent letters kn, gn, wr, mb</i></p> <p>Adding the endings <b>–ing, –ed, –er, –est</b> and <b>–y</b> to words ending in –e with a consonant before it (hiking, hiked, hiker, nicer, nicest, shiny )</p> <p>Adding <b>–ing, –ed, –er, –est</b> and <b>–y</b> to words of one syllable ending in a single consonant letter after a single vowel letter (doubling up)</p>
	<b>Aut Term 2</b>
	<p>The /l/ or /le/ sound spelt –le at the end of words (table, apple, bottle, little) <b>le spelling is the most common spelling for this sound at the end of the word.</b></p> <p><i>Revisit i as in cry, fly</i></p> <p><b>au aw al our</b> saw, Paul, four (<i>al is a revisit from year 1</i>) <b>al – not many nouns end in al, but many adjectives do (metal, pedal, capital,hospital,animal)</b></p> <p>The /l/ or <b>el/</b> sound spelt –el at the end of words (camel, tunnel, squirrel) <b>el spelling is much less common, is used after m n r s v w</b></p> <p>Words ending in <b>–il</b> (pencil, fossil, nostril) <b>not many words end in il</b> <i>Revisit ey (donkey, key, monkey)just add s for the plural of these words</i></p> <p>The /o/ sound spelt a after w and qu (quantity, squash, want, watch)</p> <p>The /ur/ sound spelt or after w (word, work, worm, world)</p> <p>The /or/ sound spelt ar after w (war, warm, towards)</p>
	<b>Spring Term 1</b>
	<p>The /zh/ sound spelt s (treasure, television, pleasure, visual)</p> <p><b>sh</b> tion ssion sure cion cious cial</p> <p>Words ending in <b>–tion</b> (station, vacation)</p> <p>Adding <b>–es</b> to nouns and verbs ending in –y (flies, tries, babies) <i>Revisit ey donkey, key – just add s to make these plural</i></p> <p>The suffixes <b>–ment, –ness, –ful , –less and ‘-ly’</b></p>
	<b>Spring Term 2</b>
	<p>Continue - The suffixes <b>–ment, –ness, –ful , –less and ‘-ly’</b></p> <p>Contractions (<b>I’m, you’re, we’re</b>) SPELL</p> <p>The possessive apostrophe (singular nouns) <b>Megan’s, the girl’s</b></p> <p>REVISIT AND REVIEW ANY LEARNING YOUR CLASS NEEDS</p>
	<b>Summer Term 1</b>
	<p><b>Homophones and near-homophones</b> (there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight )</p> <p><b>Homographs</b> (read, close, wind etc...) Could move on to <b>homonyms</b> also.</p> <p>Although prefixes are not a requirement in year 2 POS it is sensible to revisit <b>un</b> as this is a requirement for year 1. Children can move on to <b>dis</b> if ready.</p>
Common Exception words	<p><b>Children should read and then spell all common exceptions words for year 1 and year 2.</b></p> <p>door, floor, poor, because, find, kind, mind, behind, child, children, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, wild, climb, most, only, both, old, cold, gold, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, water, again, half, money, Mr, Mrs, parents, Christmas clothes, busy, people, could, should, would, who, whole, any, many,</p>