



## Little Wandle Phonics overview- F2 and Year 1

| RECEPTION        | Tricky words to read            | Tricky words to write | Phonemes (reading)   | graphemes (writing)  |
|------------------|---------------------------------|-----------------------|--|--|
| Week 1 (Autumn)  |                                 |                       | <b>Phase 2</b><br>s a t p  | <b>Phase 2</b><br>s a t p                                  |
| Week 2           |                                 |                       | i n m d  | i n m d  |
| Week 3           | is                              |                       | g o c k  | g o c k  |
| Week 4           | l                               |                       | ck e u r   | ck e u r   |
| Week 5           | the                             |                       | h b f l  | h b f l  |
| Week 6           | Autumn 1: Assessment and review |                       |  |  |
| Week 7           | as                              |                       | ff ll ss j   | ff ll ss j   |
| Week 8           | and, has, his, her              |                       | v w x y  | v w x y  |
| Week 9           | go, no, to, into                |                       | z zz qu, ch<br>words with s /s/ added at the end (hats)  | z zz qu, ch  |
| Week 10          | she, he, of                     |                       | sh th (voiced and unvoiced) ng, nk   | sh th ng nk  |
| Week 11          | we, me, be                      |                       | words with s /s/ added at the end (hats)<br>words ending with s /z/ (his) and with s /z/ at the end (bags) |  |
| Week 12          | Autumn 2: Assessment and review |                       |  |  |
| Week 13 (Spring) |                                 | the                   | <b>Phase 3</b><br>ai ee igh oa   | <b>Phase 3</b><br>ai (rain) ee (see) igh (night) oa (coat) |
| Week 14          | was, you, they                  | was, you, they        | oo oo ar or  | oo (food) oo ( <b>look</b> ) ar (dark) or (born)           |
| Week 15          | my, by, all                     | my, by, all, into     | ur ow oi ear   | ur (turn) ow (down) oi (join) ear (near)                   |
| Week 16          | are, sure, pure                 | are, sure, pure, go   | air er<br>words with double letters: dd mm tt bb rr gg pp ff   | air (chair) er (letter) dd (hidden) mm (hammer)            |



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|                  |                                 |                                    |   |   |
|------------------|---------------------------------|------------------------------------|---|---|
|                  |                                 |                                    |   | tt (letter) (kitten)<br>bb (rabbit) (rubber)<br>gg (bigger)   |
| Week 17          |                                 | she, me, of                        | Longer words (sun/set) (lap/top) (rock/et) (pock/et)<br>(car/pet) (car/park)  | Longer words (lap/top)<br>(rock/et) (pock/et) (car/pet)<br>(car/park)   |
| Week 18          | Spring 1: Assessment and review |                                    |   |   |
| Week 19          | Revise previously taught        | Revise previously taught           | <i>Review Phase 3</i><br>ai ee igh oa oo oo oar or ur ow oi ear   | Revise previously taught  |
| Week 20          | Revise previously taught        | Revise previously taught + no, and | <i>Review Phase 3</i><br>er air<br>Words with double letters<br>Longer words  | Revise previously taught  |
| Week 21          | Revise previously taught        | Revise previously taught + to, we  | Words with 2 or more digraphs (sunset, pattern, buzzer)   | Revise previously taught  |
| Week 22          | Revise previously taught        | Revise previously taught           | Longer words (market, finger, cornet)<br>Words ending in -ing (looking, marching, zooming)<br>Compound words (farmyard, rooftop, carpark)                               | Longer words (river, finger)<br>-ing (looking)<br>Compound (carpark)  |
| Week 23          | Revise previously taught        | Revise previously taught           | Longer words (lightning, vanish)<br>Words with s /z/ in the middle (visit, poison)<br>Words ending -s (fights, cooks)<br>Words with -es at the end /z/ (torches, foxes) | Longer words (vanish, mammoth)<br>-s /z/ words in the middle (visit, posion)<br>-s ending (coats, cooks)<br>-es /z/ (wishes, boxes) |
| Week 24          | Spring 2: Assessment and review |                                    |   |   |
| Week 25 (Summer) | said, so, have, like            | said, so, have, like               | <i>Phase 4</i><br>Short vowels CVCC (went, hump, best, hump)  | <i>Phase 4</i><br>went, help, jump, lift, best, sift, fact, pond  |
| Week 26          | some, come, love, do            | some, come, love, do               | Short vowels CVCC (champ, chest, shelf)<br>Short vowels CCVC (shrink, crack, drum)  | CVCC (munch, chest, milk, shelf)  |



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|         |                                       |                                       |   |   |
|---------|---------------------------------------|---------------------------------------|---|---|
|         |                                       |                                       |   | CCVC (smash, crack, dress, bring)   |
| Week 27 | were, here, little, says              | were, here, little, says              | Short vowels CCVCC (stamp) CCCVC (string)<br>CCCVCC (scrunch)<br>Longer words   | CCVCC (stamp twist, blend, scrunch)<br>CCCVC (string, strong)<br>CCCVCC (sprint, scrunch)                             |
| Week 28 | there, when, what, one                | there, when, what, one                | Longer words (tantrum, blanket, chimpanzee)<br>Compound words (windmill, sandpit, handstand)  | Longer words (forest, printer, blanket, children, second, freshness)<br>Compound (lunchbox)                           |
| Week 29 | Revise previously taught + out, today | Revise previously taught + out, today | Root words ending in<br>-ing (bumping)<br>-ed /t/ (bumped),<br>-ed /id/ /ed/ (grunted),<br>-est (strongest)                                   | -ing (jumping, snapping)<br>-ed /t/ (helped, cracked)<br>-ed /id/ (hunted, melted)<br>-est (softest, strongest)       |
| Week 30 | Summer 1: Assessment and review       |                                       |   |   |
| Week 31 | Revise previously taught              | Revise previously taught + be         | Long vowel sound CVCC (toast, joint) CCVC (bleed, sport)  | CVCC (toast)<br>CCVC (spark, growl, bright, train, sport, green, spoon)   |
| Week 32 | Revise previously taught              | Revise previously taught              | Long vowel sounds CCVC (sweet) CCCVC (street)<br>CCV (smear) CCVCC (spoilt)   | CCVC (crown, sleep)<br>CCCVC (street, screen)<br>CCV (stair, clear)<br>CCVCC (spoilt)                                 |
| Week 33 | Revise previously taught              | Revise previously taught              | Phase 4 words ending -s /s/ (sports)<br>Phase 4 words ending -s /z/ (crowds)<br>Phase 4 words ending -es (dresses)<br>Longer words (balloons) | -s /s/ (paints, floats)<br>-s /z/ (crowds, spears)<br>-es (splashes, dresses)<br>Longer words (perfect, frighten)     |
| Week 34 | Revise previously taught              | Revise previously taught              | Root words ending in<br>-ing (groaning)<br>-ed /t/ (cloaked)<br>-ed /id/ (crowded)<br>-ed /d/ (groaned)                                       | -ing (sleeping, painting)<br>-ed /t/ (splashed, croaked)<br>-ed /id/ (floated, painted)<br>-ed /d/ (cleared, groaned) |



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|         |                                 |                          |   |  |
|---------|---------------------------------|--------------------------|---|--|
| Week 35 | Revise previously taught        | Revise previously taught | Phase 4 words ending in<br>-er (sleeper)<br>-est (greenest)<br>Review and teach suffixes needed and CCVC etc. | -er (brighter, sweeter)<br>-est (smartest, clearest) |
| Week 36 | Summer 2: Assessment and review |                          |   |  |

| YEAR 1          | Tricky words to read  | Tricky words to write                                    | Phonemes (reading)  | graphemes (writing)   |
|-----------------|---|--|---|---|
| Week 1 (Autumn) | Review previously taught phase 2-4: no, go, so, my, by, to, the, into, out      | Review previously taught phase 2-4: go, my, into, out    | <b>Review Phase 3</b><br>ai ee igh oa o oar or ur oo ow oi ear  | <b>Review phase 3</b><br>ee (feel) igh (right) oo (food) ar (hard) or (sort) oo (took) ow (down) ear (hear) |
| Week 2          | Review previously taught phase 2-4: what, when, he, she, we, me, be, have, love | Review previously taught phase 2-4: what, she, me, love  | <b>Review Phase 3</b><br>air er<br>-s -es /z/ (visit)<br>Words with 2 or more digraphs (queen, thicker)                     | air (hair) ear (year)<br>chain, march, queen,<br>sharp, chair, shark.                                       |
| Week 3          | Review previously taught phase 2-4: was, they, some, come,                      | Review previously taught phase 2-4: some, come, love, do | <b>Review Phase 4</b><br>CVCC (shelf) CCVC (snack)<br>CCVCC(slept) CCCVC (scrap)<br>Phase 4 with long vowels (groan, steep) | <b>Review Phase 4</b><br>frog, drum, milk, shelf,<br>smash, crack, dress,<br>bring.                         |



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|         |   |  |  |  |
|---------|---|--|--|--|
|         | were, there, sure, pure   |  |  |  |
| Week 4  | Review previously taught phase 2-4: said, says, you, do, like, little | Review previously taught phase 2-4: said, you, like    | <i>Phase 5</i><br>/ai/ ay (play)<br>/ow/ ou (cloud)<br>/oi/ oy (toy)<br>/ee/ ea (each) | <i>Phase 5</i><br>ay (day, play)<br>ou (cloud, sound)<br>oy (boy, joy)<br>ea (read, treat) |
| Week 5  | Review previously taught phase 2-4: all, are, I, of, one, here, today | Review previously taught phase 2-4: all, of, one, here | Review longer words (rooftop, farmyard, lightning)<br>Review GPCs taught so far.       | magnet, popcorn, cartoon, rabbit<br>ay (spray, say) oy (toy)<br>ou (proud)                 |
| Week 6  | Autumn 1: Assessment and review                                       |  |  |  |
| Week 7  | Review previously taught + their, people, oh, your                    | their, people, oh, your                                | /ur/ ir (bird)<br>/igh/ ie (pie)<br>/oo/you/ ue (blue, rescue)<br>/you/ u (unicorn)    | ir (bird, girl) ie (pie, tried)<br>ue (blue, true)<br>u (human, unit)                      |
| Week 8  | Review previously taught + Mr, Mrs, Ms                                | Mr, Mrs, Ms  | /oa/ o (go)<br>/igh/ i (tiger)<br>/ai/ a (paper)<br>/ee/ e (he)                        | o (both, go) i (child, kind)<br>a (basic, acorn)<br>e (fever, me)                          |
| Week 9  | Review previously taught + could, would, should, our                  | could, would, should, our                              | /ai/ a-e (snake)<br>/igh/ i-e (time)<br>/oa/ o-e (home)<br>/oo/you u-e (rude, cute)    | a-e (take, same) i-e (time, like) o-e (home, woke) u-e (rude, cute)                        |
| Week 10 | Review previously taught + house,                                     | house, mouse, water, want                              | /ee/ e-e (these)<br>/oo/you ew (chew, new)<br>/ee/ ie (shield)<br>/or/ aw (claw)       | e-e (these, even) ew (new, chew) ie (shriek, field) aw (claw, draw)                        |



## Little Wandle Phonics overview- F2 and Year 1

|                         |   |   |  |   |
|-------------------------|---|---|--|---|
|                         | mouse, water, want  |   |  |   |
| Week 11                 | Review previously taught                                  | Review previously taught                    | Grow the code:<br>/igh/ ie i i-e<br>/ai/ ay a a-e<br>/oa/ oa o o-e<br>/ee/ e ie e-e ea<br>/oo/ /yoo/ ew u-e u ue | time, fried<br>spray, game<br>open, float<br>being, eating<br>prize, straw          |
| Week 12                 | Autumn 2: Assessment and review                           |   |  |   |
| Week 13 <b>(Spring)</b> | Review previously taught + any, many, again               | Review previously taught + any, many, again | /ee/ y (funny)<br>/e/ ea (head)<br>/w/ wh (wheel)<br>/oa/ oe ou (toe shoulder)                                   | y (funny, happy)<br>ea (head, bread)<br>wh (wheel, white)<br>oe ou (toe, shoulder)  |
| Week 14                 | Review previously taught + who, whole, where, two         | who, whole, where, two                      | /igh/ y fly<br>/oa/ ow snow<br>/j/ g giant<br>/f/ ph phone   | y (fly, dry)<br>ow (grow, yellow)<br>g (huge, magic)<br>ph (phone, photo)           |
| Week 15                 | Review previously taught + school, call, different        | school, call, different                     | /l/ le al apple metal<br>/s/ c ice<br>/v/ ve give  | le al (bubble, gentle, total, petal)<br>c (face, mice)<br>ve (give, leave)          |
| Week 16                 | Review previously taught + thought, through, friend, work | thought, through, friend, work              | /u/ o-e o ou some mother young<br>/z/ se cheese<br>/s/ se ce mouse fence<br>/ee/ ey donkey                       | ou o (touch, won)<br>se (cheese, noise)<br>se ce (dance, horse)<br>ey (key, monkey) |
| Week 17                 | Review previously taught                                  | Review previously taught                    | Grow the code:<br>/oo/ u ew ue u-e ui ou oo fruit soup<br>/ee/ ea e e-e ie ey y ee<br>/s/ c se ce ss             | /oo/ (fruit, group)<br>/ee/ (happy, secret)<br>/z/ visit<br>/oa/ (follow, groan)    |



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|                  |   |   |  |   |
|------------------|---|---|--|---|
|                  |   |   | /z/ se s zz<br>/oa/ ow oe ou o-e o oa  |   |
| Week 18          | Spring 1: Assessment and review         |   |  |   |
| Week 19          | Review previously taught + once, laugh  | Review previously taught + once, laugh  | /ur/ or word<br>/oo/ u oul awful would<br>/air/ are share<br>/or/ au aur oor al author dinosaur floor walk         | /ur/ (world, word)<br>/oo/ (awful, playful)<br>/air/ share, square,<br>/or/ (floor, door)           |
| Week 20          | Review previously taught + because, eye | Review previously taught + because, eye | /ch/ tch match<br>/ch/ ture adventure<br>/ar/ al half*<br>/ar/ a father*   | /ch/ (catch, itchy)<br>/ch/ (picture, nature)<br>/ar/ (half, calf)<br>/ar/ (father, nasty)          |
| Week 21          | Review previously taught                | Review previously taught                | /or/ a water<br>/o/ a want<br>/air/ ear ere bear there   | /or/ (always, small)<br>/o/ (swap, watch)<br>/air/ (bear, tear)                                     |
| Week 22          | Review previously taught                | Review previously taught                | /ur/ ear learn<br>/r/ wr wrist<br>/s/ st sc whistle science<br>Schwa at the end of words: actor                    | /ur/ (learn, early)<br>/r/ (write, wrong)<br>/s/ (scent, listen)<br>Schwa (colour, actor)           |
| Week 23          | Review previously taught                | Review previously taught                | /c/ ch school<br>/sh/ ch chef<br>/z/ /s/ ce se ze freeze<br>Review a (wasp, father, water, baking)<br>Longer words | /c/ (school, echo)<br>/z/ (freeze, squeeze)<br>ball, salt<br>again, difficult, gigantic, different. |
| Week 24          | Spring 2: Assessment and review         |   |  |   |
| Week 25 (Summer) | Review previously taught                | Review previously taught                | <b>Review Phase 5 (phonics screening revision)</b><br>ay (play)<br>a-e (shake)<br>ea (each)<br>e (he)              | ay (play, tray)<br>a-e (made, shake)<br>ea (sea, treat)<br>e (fever, secret)                        |
| Week 26          | Review previously taught                | Review previously taught                | ie (pie)<br>i-e (time)<br>o (go)   | ie (lie, cried)<br>i-e (time, like)<br>o (both, over)   |



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|         |  |                               |  |   |
|---------|--|-------------------------------|--|---|
|         |  |                               | o-e (home)   | o-e (note, home)  |
| Week 27 | Review previously taught                                 | Review previously taught      | ue (blue, rescue)<br>ew (chew, new)<br>u-e (rude, cute)<br>aw (claw)   | ue (blue, true)<br>ew (new, flew)<br>u-e (use, rule)<br>aw (saw, straw)                     |
| Week 28 | Review previously taught                                 | Review previously taught      | ea (head)<br>ir (bird)<br>ou (cloud)<br>oy (toy)   | ea (bread, thread)<br>ir (bird, girl)<br>ou (sound, out)<br>oy (joy, annoy)                 |
| Week 29 | Review previously taught                                 | Review previously taught      | i (tiger)<br>a (paper)<br>ow (snow)<br>u (unicorn)   | i (mind, child)<br>a (later, baking)<br>ow (show, grow)<br>u (music, unit)                  |
| Week 30 | Review previously taught                                 | Review previously taught      | ph (phone)<br>wh (wheel)<br>ie (shield)<br>g (giant)   | ph (phone, dolphin)<br>wh (when, white)<br>ie (field, shriek)<br>g (gem, magic)             |
| Week 31 | Summer 1: Assessment and review                          |                               |  |   |
| Week 32 | Review previously taught + busy, beautiful, pretty, hour | busy, beautiful, pretty, hour | /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) | /ai/ (eight, great)<br>/n/ (know, sign)<br>/m/ (thumb, crumb)<br>/ear/ (cheer, steer)       |
| Week 33 | Review previously taught + move, improve, parents, shoe  | move, improve, parents, shoe  | /zh/ su si treasure vision<br>/j/ dge bridge<br>/i/ y crystal<br>/j/ ge large  | /zh/ (usual, treasure)<br>/j/ (bridge, dodge)<br>/i/ (crystal, myth)<br>/j/ (large, change) |
| Week 34 | Review previously taught                                 | Review previously taught      | /sh/ ti ssi si ci<br>(potion mission mansion delicious)  | station, action<br>mission, mansion<br>special, social<br>precious                          |



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|         |                                 |                          |  |   |
|---------|---------------------------------|--------------------------|--|---|
| Week 35 | Review previously taught        | Review previously taught | /or/ augh our oar ore daughter pour oar<br>more <b>Review:</b><br>word endings: ce se ze le al<br>gn kn mb<br>dge ge g | /or/ (naughty, before)<br>choice, final<br>climbing, climbed<br>large, badge<br>daughter, adventure |
| Week 36 | Review previously taught        | Review previously taught | Review:<br>sc st wr wh<br>/sh/<br>suffixes –ed and –ing<br>words with a schwa  | science, where<br>special, magician<br>sweeping, searched<br>colour, again<br>celebrate, mystery    |
| Week 37 | Summer 2: Assessment and review |                          |  |   |

- Pseudo words to be used consistently for reading from Year 1, Spring 1. (Year 2 for children who didn't pass the screening check.)

### Year 1 objectives to be covered in SPaG

The prefix 'un' is added to the beginning of a word without any change to the spelling of the root word.

Making root words that don't change plural by adding s or es.

cats, dogs, catches, bushes, watches

Teach the children verbs and how we can change them from past to present tense using 'ing' 'ed' where no change is needed to the root word.

Teach the children verbs where no change is needed to the root word to add 'er'- buzzer, jumper, hunter

Adding 'er' and 'est' to adjectives where no change is needed to the root word.

If the adjective ends in two consonant letters, the ending is simply added on- grander, grandest, quicker, quickest.