

Little Wandle Letters and Sounds Revised: Programme progression

Reception overview

This document shows the progression of GPCs and tricky words that taught 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 ensure pace, repeated 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

Autumn 1

| | Phase 2 graphemes | New tricky words |
|--------|-------------------|------------------|
| Week 1 | s a t p | |
| Week 2 | i n m d | |
| Week 3 | g o c k | is |
| Week 4 | ck e u r | I |
| Week 5 | h b f l | the |

Autumn 2

| | Phase 2 graphemes | New tricky words |
|--------|--|---------------------|
| Week 1 | ff ll ss j | put* pull* full* as |
| Week 2 | v w x y | and has his her |
| Week 3 | z zz qu words with -s /s/ added at the end (hats sits) ch | go no to into |
| Week 4 | sh th ng nk | she push* he of |
| Week 5 | <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) | 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 |
|--------|---|------------------|
| Week 1 | ai ee igh oa | |
| Week 2 | oo oo ar or | was you they |
| Week 3 | ur ow oi ear | my by all |
| Week 4 | air er words with double letters: dd mm tt bb rr gg pp | are sure pure |
| Week 5 | longer words | |

Spring 2

| | Phase 3 graphemes | No new tricky words |
|--------|---|---|
| Week 1 | Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear | Review all taught so far Secure spelling |
| Week 2 | Review Phase 3: er air words with double letters longer words | |
| Week 3 | words with two or more digraphs | |
| Week 4 | longer words words ending in -ing compound words | |
| Week 5 | longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end | |

Summer 1

| | Phase 4 | New tricky words |
|--------|--|-----------------------|
| Week 1 | short vowels CVCC | said so have like |
| Week 2 | short vowels CVCC CCVC | some come love do |
| Week 3 | short vowels CCVCC CCCVC CCCVCC | were here little says |
| Week 4 | longer words compound words | there when what one |
| Week 5 | root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est | out today |

Summer 2

| | Phase 4 graphemes | No new tricky words |
|--------|---|---|
| Week 1 | long vowel sounds CVCC CCVC | Review all taught so far Secure spelling |
| Week 2 | long vowel sounds CCVC CCCVC CCV CCVCC | |
| Week 3 | 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 | |
| Week 4 | root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ | |
| Week 5 | root words ending in: -er, -est longer words | |