

Woodlands Infant School



Phonics and Spelling Curriculum Progression

Phonics is taught using the Little Wandle Letters and Sounds Revised programme, delivered with fidelity and rigour to ensure secure early reading and spelling.

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Nursery			
	In Nursery, pupils follow Little Wandle Foundations for Phonics. Daily Rhyme time and regular Tuning into sounds sessions develop pupils' listening, phonological and phonemic awareness and oral blending. These experiences provide secure foundations for the formal teaching of phonics in Reception.		
	Autumn Term	Spring Term	Summer Term
	Autumn 1 - Rhyme Time - Join in with familiar nursery rhymes - Listen carefully to words and sounds - Hear and explore rhythm and rhyme - Clap and identify syllables - Notice words beginning with the same sound - Develop a shared bank of rhymes and language No individual sounds are introduced during Autumn 1. The focus is on Rhyme time and establishing Nursery routines.	Pupils continue to: - distinguish between sounds - recognise initial sounds in spoken words - play with alliteration - listen to sound-talked words - blend sounds orally - respond to oral blending through actions, objects and games	Pupils develop increasing confidence in: - hearing and copying individual sounds - recognising sounds within spoken words - identifying words from oral blending - blending an increasing range of words orally, including some with adjacent consonants - joining in independently with sound and blending games - applying listening and sound awareness during play and conversation
	Autumn 2 – Tuning into sounds begins Pupils begin to: - hear and copy individual sounds - notice sounds at the beginning and end of words - join in with voice sounds and alliterative play - listen to orally segmented words - blend sounds together to identify a spoken word Sound focus: s, a, t, p, i, n, m		
		Spring 1 Sound focus: d, g, o, c, k, e	
		Spring 2 Sound focus: u, r, h, b, f, l	
			Summer 1 Sound focus: j, v, w, y, z, qu, ch
			Summer 2 Sound focus: ck, x, sh, th, ng, nk

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Reception			
	Autumn Term	Spring Term	Summer Term
Graphemes	Autumn 1 Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l	Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Summer 1 Phase 4 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/, –est
	Autumn 2 ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	Spring 2 Phase 3 graphemes Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Summer 2 Phase 4 graphemes and Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words
Tricky Words	Autumn 1 is I the	Spring 1 Review all taught so far	Summer 1 said so have like some come love do were here little says there when what one out today
	Autumn 2 put* pull* full* as and has his her go no to into she push* he of we me be	Spring 2 was you they my by all are sure pure	Summer 2 Review all taught so far

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Year 1			
	Autumn Term	Spring Term	Summer Term
Graphemes	Autumn 1 Review Phase 3 and 4 Phase 5 /ai/ ay (play) /ow/ ou (cloud) /oi/ oy (toy) /ea/ ea (each)	Spring 1 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	Summer 1 Phonics Screening Check review – no new GPCs or tricky words
	Autumn 2 Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Spring 2 /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	Summer 2 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more
Tricky Words	Autumn 1 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	Spring 1 any many again who whole where two school call different thought through friend work	Summer 1 Phonics screening check review – no new GPCs or tricky words
	Autumn 2 their people oh your Mr Mrs Ms ask* could would should our house mouse water want	Spring 2 once laugh because eye	Summer 2 busy beautiful pretty hour move improve parents shoe

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Year 2			
	Autumn Term	Spring Term	Summer Term
Phonics and Spelling Knowledge	Autumn 1 Phase 5 review	Spring 1 Know why some words use the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/. Know why the final 'e' is dropped when adding the suffixes -ed, -ing, -er, -est and -y. Know why some words end in 'ge' or 'dge'. Know that /j/ can be spelled 'j' or 'g' in different words. Know how 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words. Know why 'y' is swapped for 'i' when adding the suffix -es. Know why some words use the spelling 'ey' for the sound /ee/. Know why some words end in -le, -el, -al or -il.	Summer 1 Know why 'c' makes the sound /s/ in some words. Know how the sound /zh/ can be spelled. Know what happens when the suffixes -ment, -ness, -ful, -less and -ly are added to a root word. Know how missing letters in a word are shown using an apostrophe.
	Autumn 2 Know what is needed to think about spelling. Know how to use the Complete the Code chart to support spelling. Know why letters are doubled at the end of words. Know why letters are doubled in some longer words ending in -er. Know why some words end in 'k' or 'ck'. Know why some words end in 'ch' or 'tch'. Know when to add the suffix -es or -s to words. Know why the final letter is doubled in some words when adding the suffix -ing. Know why 'y' is swapped for 'i' when adding the suffix -ed. Know why the final 'e' is dropped when adding the suffix -ing.	Spring 2 The 'W special' – Know how 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words. Know why 'y' is swapped for 'i' when adding the suffix -es. Know why some words use the spelling 'ey' for the sound /ee/. Know why some words end in -le, -el, -al or -il.	Summer 2 Know why some longer words use the spelling 'ti' for the /sh/ sound. Know how to use the possessive apostrophe for singular possession. Know when to swap, drop or double letters when adding suffixes (-ing, -er, -est, -y, -ed).
Common Exception and Focus Words	Autumn 1 people eye whole through improve move prove shoe two who beautiful their parents thought sure once again any many busy pretty because laugh friend	Spring 1 one once two again any many	Summer 1 says said busy pretty parents because beautiful laugh
	Autumn 2 Revisit words from Autumn 1	Spring 2 who whole eye people journey friend move improve	Summer 2 sure sugar shoe Mr Mrs (Ms) thought through
Homophones		Spring 1 knight/night, one/won, where/wear	Summer 1 here/hear, be/bee, bare/bear there/their/ they're
		Spring 2 our/hour, quite/quiet, see/sea, to/too/two	Summer 2 sun/son, whole/hole, blue/blew