

Phonics Overview – Little Wandle Letters and Sounds Revised

Nursery (Foundation for Phonics)

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of sounds	s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
Use the Reception picture cards	Snake Astronaut Tiger Penguin Iguana Net	Mouse Duck Goat Octopus Cat Kite Elephant	Umbrella Rainbow Helicopter Bear Flamingo Lollipop Jellyfish	Volcano Wave yo-yo Zebra Queen Cherries	sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end)
Phonemic awareness focus	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.
Games to play	Play with sounds <ul style="list-style-type: none"> Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	What's in the box? – with objects that start with different sounds For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	Play with sounds <ul style="list-style-type: none"> Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	Play with sounds <ul style="list-style-type: none"> Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	Play with sounds <ul style="list-style-type: none"> Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Then teach children to distinguish other sounds at the end of words

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oral Blending Focus	Teach children to blend CVC words using oral blending and objects	Teach children to blend a wider range of CVC words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wide range of words using oral blending when playing:
Games to play	For each new sound play: <ul style="list-style-type: none"> Blend from the box. 	<ul style="list-style-type: none"> Can you touch your ...? • What's that noise? Can you do the actions? 	<ul style="list-style-type: none"> Can you touch your ...? What's that noise? Can you do the actions? 	<ul style="list-style-type: none"> Can you touch your ...? What's that noise? Can you do the actions? 	<ul style="list-style-type: none"> Can you touch your ...? What's that noise? Can you do the actions?

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	<p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Encourage children to join in and blend aloud.</p>	<ul style="list-style-type: none"> Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Encourage children to join in and blend aloud.</p>	<ul style="list-style-type: none"> Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Pause before you blend the words – and see if children can jump in and blend the words.</p>	<ul style="list-style-type: none"> Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Do not blend the words for the children.</p>	<ul style="list-style-type: none"> Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Use oral blending to blend words aloud with the new sounds the children have learned. Do not blend the words for the children.</p>
Suggested words for Blend from the box	<p>Blend from the box words:</p> <p>s: s-o-ck s-u-n s-oa-p s-a-ck a-n-t</p> <p>t: t-ee-th t-i-n t-a-p t-o-p</p> <p>p: p-e-n p-e-g p-i-n p-a-n</p> <p>i: i-m-p</p> <p>n: n-e-t n-oa-z (nose) n-e-ck n-u-t</p>	<p>Blend from the box words:</p> <p>m: m-oo-n m-ou-se m-a-p m-a-n</p> <p>d: d-o-g d-u-ck d-o-ll d-e-n</p> <p>g: g-oa-t g-ai-t (gate) g-oo-se g-ir-l</p> <p>c/k: c-a-t c-u-p c-a-p c-oi-n k-igh-t (kite) k-i-d k-i-t</p> <p>e: e-gg</p>	<p>Blend from the box words:</p> <p>r: r-a-t r-e-d r-oa-d r-i-ng</p> <p>h: h-a-t h-ou-se h-or-se h-ea-d</p> <p>b: b-oo-k b-u-s b-ir-d b-a-g</p> <p>f: f-i-sh f-a-n f-oo-t f-ar-m</p> <p>l: l-ea-f l-i-d l-o-ck l-o-g</p> <p>j: j-a-m j-u-g j-e-t j-ee-p</p>	<p>Blend from the box words:</p> <p>v: v-a-n v-e-t</p> <p>w: w-i-g w-e-b w-ai-v (wave)</p> <p>y: y-a-p [dog]</p> <p>z: z-i-p z-oo</p> <p>qu: qu-ee-n qu-a-ck [duck] qu-i-ck [action]</p> <p>ch: ch-i-p ch-i-ck ch-i-n ch-o-p [action]</p>	<p>Blend from the box words:</p> <p>ck: s-o-ck d-u-ck n-e-ck r-o-ck</p> <p>x: f-o-x b-o-x w-a-x s-i-x</p> <p>sh: sh-e-ll sh-ir-t sh-o-p sh-e-d</p> <p>th: th-u-mb t-ee-th m-o-th, th-i-gh</p> <p>ng: r-i-ng w-i-ng k-i-ng</p> <p>nk: p-i-nk t-a-nk w-i-nk s-i-nk</p>
Oral blending Never use grapheme cards/words	<p>Words with sounds the children know:</p> <p>s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p</p>	<p>Words with sounds the children know:</p> <p>d-i-g m-a-p g-e-t n-o-d c-o-t p-e-t d-a-d p-i-g p-e-g t-e-n</p>	<p>Words with sounds the children know:</p> <p>m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t l-e-g l-i-p j-o-g j-i-g</p>	<p>Words with sounds the children know:</p> <p>y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll r-i-ch qu-i-t z-a-p b-u-zz</p>	<p>Words with sounds the children know:</p> <p>th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck b-a-ck f-i-x</p>
Recognising their name	<p>Teach children to find their name using their picture.</p>	<p>Teach children to recognise the initial sound of their name.</p>	<p>Teach children to recognise the capital letter that starts their name.</p>	<p>Teach children to match their name to their picture.</p>	

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Reception (Phase 2, 3 and 4)

Autumn 1 Phase 2 Graphemes	New Tricky Words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 Graphemes	New Tricky Words
ff ll ss j v w x y z zz qu ch sh th ng nk <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 sings) 	as and has his her go no to into she he of we me be

Spring 1 Phase 3 Graphemes	New Tricky Words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 Graphemes	New Tricky Words
Review Phase 3 <ul style="list-style-type: none"> • 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 	Review all taught so far

Summer 1 Phase 4 Graphemes	New Tricky Words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

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Summer 2 Phase 4 Graphemes	New Tricky Words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far

Year 1 (Phase 5)

Autumn 1 Phase 3 / 4 review + four Phase 5 GPCs	New Tricky Words
Review Phase 3 GPCs ay (ai) ou (ow) oy (oi) ea (ee) <ul style="list-style-type: none"> • CVCC CCVC CCCVCC CCCVCC • words with two or more digraphs e.g. queen, thicker • Phase 4 with long vowels 	Review all taught so far

Autumn 2 Phase 5 Graphemes	New Tricky Words
ir ie u (yoo) o (oa) i (igh) a (ai) e (ee) a-e / i-e / o-e / u-e / e-e ew (oo) ie (ee) aw (or) ai/ay ow/ou oi/oy ee/ea <ul style="list-style-type: none"> • Grow the Code 	their people oh your Mr Mrs Ms could would should our house mouse water want

Spring 1 Phase 5 Graphemes	New Tricky Words
y (ee) ea (e) wh (w) ou oe (oa) y (igh) ow (oa) g (j) ph (f) le al (l) c (s) ve (v) o-e o ou (u) se (z) sc ce (s) ey (ee) <ul style="list-style-type: none"> • Grow the Code 	any many again who whole where two school call different thought through friend work

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Spring 2 Phase 5 Graphemes	New Tricky Words
<p>or (ur) u oul (oo) are (air) au aur (or) tch ture (ch) al (ar) a (ar) a (or) a (o) ear ere (air) ear (ur) wr (r) st sc (s) ch (c) ch (sh) ce se ze (z/s)</p> <ul style="list-style-type: none"> • schwa in longer words • schwa at the end of words 	
Summer 2 Phase 5 Graphemes	New Tricky Words
<p>eigh aigh ey ea (ai) kn gn (n) mb (m) ere eer (ear) su si (zu) dge (j) y (i) ge (j) ti ssi si ci (sh) ough our oar ore (or)</p> <ul style="list-style-type: none"> • review all sounds 	<p>busy beautiful pretty hour move improve parents shoe</p>