

St .Peter's C.E Primary School, Farnworth

Reviewed January 2023

At St. Peter's we follow the Little Wandle Letters and Sounds Revised 2021 phonics programme:

Little Wandle Letters and Sounds Revised 2021 Programme progression Reception overview



This programme overview shows the progression of **GPCs (Grapheme phoneme correspondence)** and tricky words that we teach 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 maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions. **(GPCs – Grapheme phoneme correspondence)**

EYFS Reception Phonics overview

Autumn 1 Expectations	Spring 1 Expectations	Summer 1 Expectations																																			
Phase 2 Graphemes Phase 2 Introduced (one at a time) • s a t p i n m d g o c k c k e u r h b f The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words. Phase 2 tricky words: <table><tr><td>is</td><td>I</td><td>the</td></tr></table>	is	I	the	Phase 3 graphemes Phase 2 Over the term, new digraphs & trigraphs are introduced (one at a time) ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Phase 3 tricky words: <table><tr><td>was</td><td>you</td><td>they</td><td>my</td></tr><tr><td>by</td><td>all</td><td>are</td><td>sure</td></tr><tr><td>pure</td><td></td><td></td><td></td></tr></table>	was	you	they	my	by	all	are	sure	pure				Phase 4 Introduce 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/, -es Phase 4 tricky words: <table><tr><td>said</td><td>so</td><td>have</td><td>like</td></tr><tr><td>some</td><td>come</td><td>love</td><td>do</td></tr><tr><td>were</td><td>here</td><td>little</td><td>says</td></tr><tr><td>there</td><td>when</td><td>what</td><td>one</td></tr><tr><td>out</td><td>today</td><td></td><td></td></tr></table>	said	so	have	like	some	come	love	do	were	here	little	says	there	when	what	one	out	today		
is	I	the																																			
was	you	they	my																																		
by	all	are	sure																																		
pure																																					
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Phase 2 graphemes Phase 2 Over the term, new digraphs are introduced (one at a time) ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (E.G: hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (E.G: bags sings) Phase 2 tricky words <table><tr><td>as</td><td>and</td><td>has</td></tr><tr><td>his</td><td>her</td><td>go</td></tr><tr><td>no</td><td>to</td><td>Into</td></tr><tr><td>she</td><td>he</td><td>of</td></tr><tr><td>we</td><td>me</td><td>be</td></tr></table>	as	and	has	his	her	go	no	to	Into	she	he	of	we	me	be	Phase 3 graphemes Review Phase 3 • 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 Phase 3 tricky words: Review all taught so far	Phase 4 graphemes 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 Phase 4 tricky words: Review all taught so far																				
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Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

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Reception

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 - 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)	put* pull* full* as and has his her go no to into she push* he of 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
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - 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	New tricky words
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	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
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	Review all taught so far

Phase 2 grapheme information sheet

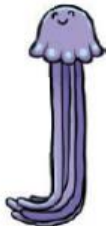
Autumn 1

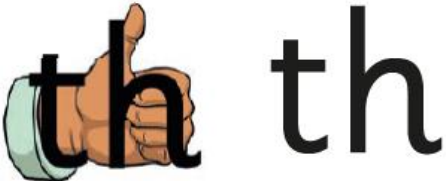
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the mmmm sound mmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.

Phase 2 grapheme information sheet

Autumn 2

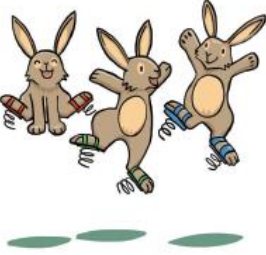
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing v v v v v v v v v v	Down to the bottom of the volcano and back up to the top.
 	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 	 yoyo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
 	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
	 shells	Show me your teeth and push the air out shshshshsh shshshshsh	sh Share the shells.
	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

How to say the Phase 3 sounds

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

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Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

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St. Peter's Expectations:

Phase 2 High Frequency Word Mat

a	on	his	go
dad	up	to	an
I	back	him	as
mum	if	had	can
big	but	in	off
it	of	no	not
at	into	got	get
is		the	and

Phase 3 High Frequency Word Mat

will	with	my	we
that	for	see	you
then	he	too	her
now	them	was	be
she	down	all	they
this	me	look	are

Phase 4 High Frequency Word Mat

went	just	like	some
from	help	one	come
children	said	have	there
little	were	do	what
it's	out	when	so

