



Little Wandle Phonics Progression in EYFS

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Phonics Early Years 1	<p>Tuning into sounds activities - Rhythm, voice sounds, body percussion, sound discrimination.</p> <p>Repeated each term for children with a further year in nursery.</p> <p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Little Wandle Intro 1 sound per week via games s a t p i n</p> <p>Games Whats in the box? Blend from the box. Play with sounds Bertha the bus Name play</p> <p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Develop their phonological awareness, so that they can: • spot and suggest rhymes</p>	<p>Little Wandle Intro 1 sound per week via games m d g o c k e</p> <p>Games • What's in the box? – with objects that start with different sounds For each new sound play: • What's in the box?</p> <p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Develop their phonological awareness, so that they can: • spot and suggest rhymes</p>	<p>Little Wandle Intro 1 sound per week via games u r h b f l j</p> <p>Play with sounds Bertha the bus Name play For each new sound play: What's in the box?</p> <p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word</p>	<p>Little Wandle Intro 1 sound per week via games v w y z q u c h</p> <p>• Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?</p> <p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Develop their phonological awareness, so that they can: • spot and suggest rhymes</p>	<p>Little Wandle Intro 1 sound per week via games c k x s h t h n g n k</p> <p>• Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?</p> <p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Develop their phonological awareness, so that they can: • spot and suggest rhymes</p>

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<p>Phonics Early Years 2</p>	<p>Little Wandle Review Phase 1 Phase 2 s a t p i n m d g o c k ck e u r h b f l is I the</p> <p>Development Matters 2021 Literacy Children in Reception will be learning to: (Reading focus) Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words</p>	<p>Little Wandle Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk as and has his her go no to into she he of we me be</p> <p>Development Matters 2021 Literacy Children in Reception will be learning to: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme.</p>	<p>Little Wandle Phase 3 ai ee igh 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</p> <p>Development Matters 2021 Literacy Children in Reception will be learning to: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme.</p>	<p>Little Wandle Phase 3 Review Phase 3 Longer word, including double letters -s /z/ in the middle -es /z/ at the end -s /s/ and /z/ at the end</p> <p>Development Matters 2021 Literacy Children in Reception will be learning to: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Little Wandle Phase 4 Short vowels with adjacent consonants Longer words and compound words. Words ending in –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</p> <p>Development Matters 2021 Literacy Children in Reception will be learning to: Read individual letters by saying the sounds for them.</p>	<p>Little Wandle Phase 4 Phase 3 long vowel and adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in –ing –ed /t/ =ed /d/ –er – est Longer words and compound words</p> <p>Development Matters 2021 Literacy Children in Reception will be learning to: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known</p>

	<p>with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Writing focus) Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Writing focus) Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Writing focus) Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Literacy Word Reading ELG Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Literacy Writing ELG Children at the expected level of development will: Write recognisable letters, most of which are correctly formed;</p>	<p>Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Writing focus) Form lower-case and capital letters correctly. 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