

Little Wandle Phonics Progression in EYFS



	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Phonics	Tuning into sounds	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle
Early Years 1	activities - Rhythm, voice sounds, body percussion, sound discrimination. Repeated each term for children with a further year in nursery.	Intro 1 sound per week via games s a t p i n Games Whats in the box? Blend from the box. Play with sounds	Intro 1 sound per week via games m d g o c k e Games • What's in the box? – with objects that start with different sounds	Intro 1 sound per week via games u r h b f l j Play with sounds Bertha the bus Name play For each new sound	Intro 1 sound per week via games v w y z qu ch • Play with sounds • Bertha the bus • Name play For each new sound play: •	 Intro 1 sound per week via games ck x sh th ng nk Play with sounds • Bertha the bus • Name play For each new sound play: •
	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.	Bertha the bus Name play 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	For each new sound play: • What's in the box? 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	play: What's in the box? 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	What's in the box? 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	What's in the box? 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 recognise words with the same initial sound, such as money and mother 	• recognise words with the same initial sound, such as money and mother	 count or clap syllables in a word recognise words with the same initial sound, such as money and mother Development Matters 2021 Literacy (Reading) Children in Reception will be learning to: Read individual letters by saying the sounds for them. Blend sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. 	 count or clap syllables in a word recognise words with the same initial sound, such as money and mother Development Matters 2021 Literacy (Reading) 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.
I	Phonics	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle
	Early Years	Review Phase 1	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
	•	Phase 2	ff ll ss j v w x y z zz qu	ai ee igh oo oo ar or ur	Review Phase 3	Short vowels with	Phase 3 long vowel
2		satpinmdgoc	ch	ow oi ear air er	Longer word,	adjacent	and
		k ck	sh th ng nk	Words with double	including	consonants	adjacent consonants
		e u r h b f l	as and has his her go	letters	double letters	Longer words and	CVCC CCVC
		is I the	no	Longer words	-s $/z/$ in the middle	compound words.	CCCVC
			to into she he of we me	was you they my by all	-es $/z/at$ the end	Words ending in -ing	CCV CCVCC
		Development Matters	be	are sure pure	-s/s/and/z/at the	-ed/t/ -ed/id /	Words ending in
		2021 Literacy		*	end	/ed/ -est	-ing -ed /t = ed /d /
		Children in Reception	Development Matters 2021	Development Matters 2021		Said so have like	-er –
		will be learning to:	Literacy Children in Reception will be	Literacy Children in Reception will be	Development Matters 2021	some	est
		(Reading focus) Read individual letters by	learning to:	learning to:	Literacy Children in Reception will be	come love do were	Longer words and
		saying the sounds for them.	Read individual letters by saying	Read individual letters by saying the sounds for them.	learning to:	here	compound words
		Blend sounds into words, so that they can read short	the sounds for them. Blend sounds into words, so that	Blend sounds into words, so	Read individual letters by saying	little says there when	
		words made up of known	they can read short words made	that they can read short words	the sounds for them. Blend sounds into words, so	what one out today	Development Matters 2021
		letter- sound	up of known letter- sound	made up of known letter– sound correspondences.	that they can read short words		Literacy Children in Reception will
		correspondences. Read a few common	correspondences. Read some letter groups that	Read some letter groups that	made up of known letter- sound correspondences.	Development Matters 2021	be learning to:
		exception words matched to	each represent one sound and	each represent one sound and	Read some letter groups that	Literacy Children in Reception will	Read individual letters by
		the school's phonic	say sounds for them. Read a few common exception	say sounds for them. Read a few common exception	each represent one sound and	be learning to:	saying the sounds for them. Blend sounds into words, so
		programme. Read simple phrases and	words matched to the school's	words matched to the school's	say sounds for them.	Read individual letters by	that they can read short
		sentences made up of words	phonic programme.	phonic programme.		saying the sounds for them.	words made up of known

correspon necessary words. Re-read th	ndences and, where se y, a few exception with	Read simple phrases and entences made up of words with known letter—sound	Read simple phrases and sentences made up of words	Read a few common exception words matched to the school's	Blend sounds into words, so	letter- sound
necessary words. Re-read th	, a few exception wi	1		words matched to the school's	that they can read short	correspondences.
words. Re-read th			with known letter–sound	phonic programme.	words made up of known	Read some letter groups that
Re-read th		orrespondences and, where	correspondences and, where	Read simple phrases and	letter- sound	each represent one sound and
		ecessary, a few exception	necessary, a few exception	sentences made up of words	correspondences.	say sounds for them.
		vords.	words.	with known letter-sound	Read some letter groups that	Read a few common
1						
	0,		Re-read these books to build up	correspondences and, where	each represent one sound	exception words matched to
	0	heir confidence in word	their confidence in word	necessary, a few exception	and say sounds for them.	the school's phonic
enjoymen		eading, their fluency and their	reading, their fluency and their	words.	Read a few common	programme.
(Writing			understanding and enjoyment.	Re-read these books to build up	exception words matched to	Read simple phrases and
	1	Writing focus)	(Writing focus)	their confidence in word	the school's phonic	sentences made up of words
letters con		Form lower-case and capital	Form lower-case and capital	reading, their fluency and their	programme.	with known letter-sound
	, , ,	etters correctly.	letters correctly.	understanding and enjoyment.	Read simple phrases and	correspondences and, where
the sound	ds and then writing Sp	pell words by identifying the	Spell words by identifying the	(Writing focus)	sentences made up of words	necessary, a few exception
the sound	d with letter/s. so	ounds and then writing the	sounds and then writing the	Form lower-case and capital	with known letter-sound	words.
	so	ound with letter/s.	sound with letter/s.	letters correctly.	correspondences and, where	Re-read these books to build
	W	Write short sentences with	Write short sentences with	Spell words by identifying the	necessary, a few exception	up their confidence in word
	w	words with known sound-letter	words with known sound-letter	sounds and then writing the	words.	reading, their fluency and
	co	orrespondences using a capital	correspondences using a capital	sound with letter/s.	Re-read these books to build	their understanding and
	let	etter and full stop.	letter and full stop.	Write short sentences with	up their confidence in word	enjoyment.
			Re-read what they have written	words with known sound-letter	reading, their fluency and	(Writing focus)
		o check that it makes sense.	to check that it makes sense.	correspondences using a capital	their understanding and	Form lower-case and capital
				letter and full stop.	enjoyment.	letters correctly.
				Re-read what they have written	(Writing focus)	Spell words by identifying the
			Literacy Word Reading ELG	to check that it makes sense.	Form lower-case and capital	sounds and then writing the
			Children at the expected level	to encer that it makes sense.	letters correctly.	sound with letter/s.
			of development will:		Spell words by identifying the	Write short sentences with
			Say a sound for each letter in	Literacy Word Reading ELG	sounds and then writing the	words with known
			the alphabet and at least 10	Children at the expected	sound with letter/s.	sound-letter correspondences
			digraphs;	level of development will:	Write short sentences with	
			01.			using a capital letter and full
			Read words consistent with	Say a sound for each letter in	words with known	stop.
			their phonic knowledge by	the alphabet and at least 10	sound-letter	Re-read what they have
			sound-blending;	digraphs;	correspondences using a	written to check that it makes
				Read words consistent with	capital letter and full stop.	sense.
			Read aloud simple sentences	their phonic knowledge by	Re-read what they have	
			and books that are consistent	sound-blending;	written to check that it makes	
			with their phonic knowledge,	Read aloud simple sentences	sense.	Literacy Word Reading
			including some common	and books that are consistent		ELG
			exception words.	with their phonic knowledge,		Children at the expected
			Puon "ordo.	including some common	Literacy Word Reading	level of development will:
				exception words.	ELG	Say a sound for each letter in
			Literacy Writing ELG		Children at the expected	the alphabet and at least 10
			Children at the expected level	Literacy Writing ELG	level of development will:	digraphs;
			of development will:	Children at the expected	Say a sound for each letter in	Read words consistent with
			Write recognisable letters, most	level of development will:	the alphabet and at least 10	their phonic knowledge by
			of which are correctly formed;	Write recognisable letters, most	digraphs;	sound-blending;
				of which are correctly formed;		section,

Spell words by identifying sounds in them and representing the sounds w letter or letters; Write simple phrases and sentences that can be read others.	sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.	Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Literacy Writing ELG Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Literacy Writing ELG Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.
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