



Greenhill Academy Phonics Progression Overview

Little Wandle Letters and Sounds Revised 2021

This programme overview shows the progression of GPCs 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. Children who are not keeping up with their peers are given additional practice immediately through keep-up sessions.

Nursery

	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 these 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.
Play these games:	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> 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?* 	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> Play with sounds 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.

*A list of suggested objects for 'What's in the box?' for each sound can be found in the Weekly lesson content: Foundations for phonics area of the website.

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 <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)	put* pull* full* as and has his her go no to into she push* 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	No 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	New tricky words
<p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • <p>longer words and compound words •</p> <p>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</p>	<p>said so have like some come love do were here little says there when what one out today</p>
Summer 2 Phase 4 graphemes	No new tricky words
<p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • <p>longer words</p>	<p>Review all taught so far</p>

Year 1

Autumn 1	Review tricky words Phases 2–4
<p>Review Phase 3 and 4</p> <p>Phase 5</p> <p>/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p>	<p>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</p>

Autumn 2 Phase 5 graphemes	New tricky words
<p> /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 </p>	<p> their people oh your Mr Mrs Ms ask* could would should our house mouse water want </p>

Spring 1 Phase 5 graphemes	New tricky words
<p> /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 </p>	<p> any many again who whole where two school call different thought through friend work </p>

/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

Spring 2 Phase 5 graphemes

/ur/ or word
/oo/ u oul 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

New tricky words

once laugh because eye

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/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	busy beautiful pretty hour move improve parents shoe

Year 2- Support for Spelling Scheme and Rapid Catch up Programme