

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Reception Little Wandle Phonic Programme 20mins daily	Phase 2 Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 c k e u r Week 5 h b f l	Phase 2 Week 1 ff ll ss j New tricky words put pull full as Week 2 v w x y New tricky words and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch New tricky words go no to into Week 4 sh th ng nk New tricky words she push he of Week 5 words with s /s/ added at the end (hats sits) words ending s/z/ (his) and with s /z/ added at the end (bags) New tricky words we me be	Phase 3 Week 1 ai ee igh oa Week 2 oo oo ar or New tricky words was you they Week 3 ur ow oi ear New tricky words my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff New tricky words are sure pure Week 5 longer words	Phase 3 Week 1 review phase 3: ai ee igh oa oo are or ur oo ow oi ear Week 2 review phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at the end /z/ <i>Across the half term review all taught tricky words so far and secure spelling</i>	Phase 4 Week 1 short vowels cvcc New tricky words said so have like Week 2 short vowels cvcc ccvc New tricky words some come love do Week 3 short vowels ccvcc cccvc cccvcc longer words New tricky words were here little says Week 4 longer words compound words New tricky words there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ New tricky words out today	Phase 4 Week 1 long vowel sounds cvcc ccvcc Week 2 long vowel sounds ccvc cccvc ccv ccvcc Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 Phase 4 words ending in -s /s/, -s /z/, es longer words <i>Across the half term review all taught tricky words so far and secure spelling</i>

<p>Year 1 Little Wandle Phonic Programme 20mins daily</p>	<p>Review tricky words 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 Week 1 review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear Week 2 air er /z/ s –es words with two or more digraphs e.g. queen thicker Week 3 Phase 4 CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Week 4 Phase 5 /ai/ ay play /ow/ ou cloud</p>	<p>Phase 5 graphemes Week 1 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn New tricky words their, people, oh, your Week 2 /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he New Tricky words Mr Mrs Ms ask Week 3 /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute New tricky words could, would, should, our Week 4 /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw New tricky words house, mouse, water, want Week 5</p>	<p>Phase 5 graphemes Week 1 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder New tricky words any, many, again Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone New tricky words who, whole, where, two Week 3 /l/ le al apple metal /s/ c ice /v/ ve give New tricky words school, call, different Week 4 /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey New tricky words thought, through, friend, work Week 5 /oo/ u ew ue u-e ui ou oo fruit soup</p>	<p>Phase 5 graphemes Week 1 /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk New tricky words once, laugh Week 2 /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* New tricky words because, eye Week 3 /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor Week 5 /c/ ch school /sh/ ch chef</p>	<p>Phase 5 graphemes Week 1: ay play a-e shake ea each e he Week 2: ie pie i-e time o go o-e home Week 3: ue blue rescue ew chew new u-e rude cute aw claw Week 4: ea head ir bird ou cloud oy toy Week 5: i tiger a paper ow snow u unicorn Week 6: ph phone wh wheel ie shield g giant</p>	<p>Phase 5 graphemes Week 1: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer New tricky words busy, beautiful, pretty, hour Week 2: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large New tricky words Move, improve, parents, shoe Week 3: /sh/ ti ssi si ci potion mission mansion delicious Week 4: /or/ augh our oar ore daughter pour oar more review Week 5: Review</p>
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	<p>/oi/ oy toy /ee/ ea each Week 5 review longer words</p>	<p>Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>/ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>	<p>/z/ /s/ ce se ze freeze</p>		
<p>Year 2 Little Wandle Phonic Programme progressing to Little Wandle spelling units 20mins daily</p>	<p>Phase 5 review assessment (1 week) Teach the Phase 5 review (5 weeks) Repeat the Phase 5 review assessment (1 week) Week 1 /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e- e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou Week 2 /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow Week 3 /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture*</p>	<p>Teach the Bridge to spelling (5 weeks) Complete Bridge to spelling assessment quick quiz Week 1 What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Week 2 Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Week 3 Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? Week 4 When do I add the suffix -es/-s to words?</p>	<p>Spelling units (some spelling units are across multiple weeks) Unit 1 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Unit 2 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Unit 3 Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?</p>	<p>Spelling units (some spelling units are across multiple weeks) Unit 4 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Unit 5 Why do I swap the 'y' for an 'i' when I add the suffix -es? Unit 6 Why do some words have the spelling 'ey' for the sound /ee/? Unit 7 Why do some words end -le, -al, -il, or -el?</p>	<p>Spelling units (some spelling units are across multiple weeks) Unit 8 Why does 'c' make the sound /s/ in some words? Unit 9 How can I spell the sound /zh/? Unit 10 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? Unit 11 How can I show missing letters in a word?</p>	<p>Spelling units (some spelling units are across multiple weeks) Unit 12 Why do some longer words have the spelling 'ti' for /sh/? Unit 13 How do I use the possessive apostrophe (singular possession)? Unit 14 When do I swap, drop or double? (-ing, -er, -est, -y, -ed)</p>

	<p>/sh/ sh ti ch ssi ci si Wk4 /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re Week 5 ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/</p>	<p>Why do I double the final letter in some words when I add the suffix -ing? Week 5 Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?</p>				
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