

Greenhill Academy Phonics Progression Overview

Little Wandle Letters and Sounds

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

Term	Progression of sounds	Sound focus	Oral blending focus
Autumn 1	No sounds – focus on Rhyme time and settling children into your setting's routines.	• Teach one sound each week, in the order listed on the left. (The terms are provided as a guide only – teach the sounds in order according to your setting's calendar.) • In each session, play: • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). • The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session.	• In each session, play: • Blend from the box (Blend with the sound) • One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending) • The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.
Autumn 2	s a t p i n m		
Spring 1	d g o c k e		
Spring 2	u r h b f l		
Summer 1	j v w y z q u c h		
Summer 2	ck x sh th ng nk		
• See the Tuning into sounds session template for an overview of the session. • See the Tuning into sounds prompt cards for details of each game.			

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

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

Year 1

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

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

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

/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