PHONICS: CURRICULUM OVERVIEW AND SKILLS PROGRESSION 2025-2026

At Gilnow we teach phonics systematically and progressively using the 'Little Wandle' Letters and Sounds programme in EYFS and Key Stage One.

	Nursery	Reception			Year 1			Year 2		
Autumn 1st half term	**Little Wandle Rhyme Time** Teach Nursery rhymes Listening Syllables Rhyming Alliteration Sound knowledge.	**Phase 2**	Wk1	Introduce graphemes: **s,a,t,p** oral blending games	**Phase 3 review**	**Autumn 1st half term – review all tricky words** Phases 2–4: the 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 **Writing within lessons:** **Mon-Thurs: Read the sentence, spell 2 words, plus 1 tricky** **Fri: Write the sentence, plus 2 spellings**		Pupils on track (green in all Year 1 assessments) Carry out the Phase 5 review assessment Carry out the Rapid Catch-up assessment to identify gaps and where to start teaching Whole class for Phase 5 review, Bridge to spelling and Spelling units Teach the Phase 5 review (Five weeks) Repeat the Phase 5 review assessment		
						Wk 1	**GPCs** ai ee igh oa oo ar or ur **oo** ow oi ear	**Phase 5 Review**	Wk 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 Tricky words: people eye whole
			Wk2	Introduce graphemes: **i,n,m,d** oral blending CVC		Wk 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker		Wk 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 Tricky words; through improve move prove shoe two who beautiful their parents
			Wk3	Introduce graphemes: **g,o,c,k** oral blending CVC Tricky word: is	**Phase 4**	Wk 3	CVCC CCVC CCVCC CCCVC Phase 4 with long vowels		Wk 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si Tricky words: thought sure

			Wk4	Introduce graphemes: **ck,e,u,r** oral blending CVC Tricky word: I	**Phase 5**	Wk 4	/ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each		Wk 4	/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 Tricky words: once again any many friend busy pretty because laugh**
			Wk5	Introduce graphemes: **h,b,f,l** spelling CVC words using graphemes learned Tricky word: the		Wk 5	Review longer words		Wk 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ Tricky word: friend
Autumn 2nd half term	**Little Wandle – Tuning into Sounds** **s a t p i n m** Teach one sound each week Learn the sound: What's in the box? Practise the sound: Sound game Blend with the sound: Blend from the box Practise blending: Oral blending games.	**Phase 2**	Wk1	Introduce graphemes: **ff, ll, ss, j** Read the phrase, spell CVC (1 word per day) Tricky word: as	**Phase 5**	Wk 1	**/ur/ ir bird** **/igh/ ie pie** **/oo/ /yoo/ ue blue rescue** **/yoo/ u unicorn** Tricky words: their people oh your	**Bridge to Spelling**	Wk 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?
			Wk2	Introduce graphemes: **v,w,x,y** Read the phrase, spell CVC (1 word per day) Tricky words: and has his her		Wk 2	**/oa/ o go** **/igh/ i tiger** **/ai/ a paper** **/ee/ e he** Tricky words: Mr Mrs Ms		Wk 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
			Wk3	Introduce graphemes: **z,qu,ch** Read the sentence, spell CVC (1 word per day) Tricky words: go no to into		Wk 3	**/ai/ a-e shake** **/igh/ i-e time** **/oa/ o-e home** **/oo/ /yoo/ u-e rude cute** Tricky words: could would should our		Wk 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
			Wk4	Introduce graphemes: **sh,th,ng,nk** Read the sentence, spell CVC (2 words per day) Tricky words: she he of		Wk 4	**/ee/ e-e these** **/oo/ /yoo/ ew chew new** **/ee/ ie shield** **/or/ aw claw** Tricky words: house mouse water want		Wk 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
			Wk5	words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Read the sentence, spell CVC (3 words per day) Tricky words: we me be		Wk 5	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**		Wk 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?

Spring 1st half term	**Continue Tuning into Sounds** **d g o c k e** (same lesson sequence as Autumn 2)	**Phase 3**	Wk1	Introduce graphemes: **ai, ee, igh, oa** Read the sentence, spell 2 words with new diagraph, + 1 tricky word	**Phase 5**	Wk 1	Grow the code: **/ee/ y funny** **/e/ ea head** **/w/ wh wheel** **/oa/ oe ou toe shoulder** Tricky words: any many again	**Spelling Units**	Wk 1	**Unit 1** Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Prickly spellings: once two Homophones: knight/night
			Wk2	Introduce graphemes: **oo, oo, ar, or** Read the sentence, spell 2 words with new diagraph, + 1 tricky word – introduce exclamation mark Tricky words: was you they		Wk 2	Grow the code: **/igh/ y fly** **/oa/ ow snow** **/j/ g giant** **/f/ ph phone** Tricky words: who whole where two		Wk 2	
			Wk3	Introduce graphemes: **ur, ow, oi, ear** Read the sentence, spell 2 words with new diagraph, + 1 tricky word – introduce question mark Tricky words: my by all		Wk 3	Grow the code: **/l/ le al apple metal** **/s/ c ice** **/v/ ve give** Tricky words: school call different		Wk 3	**Unit 2** Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Prickly spellings: any many Homophones: one/won
			Wk4	Introduce graphemes: **air, er, bb, pp** Introduce graphemes: **ur, ow, oi, ear** Read the sentence, spell 2 words with new diagraph, + 1 tricky word Tricky words: are sure pure		Wk 4	Grow the code: **/u/ o-e o ou some mother young** **/z/ se cheese** **/s/ se ce mouse fence** **/ee/ ey donkey** Tricky words: thought through friend work		Wk 4	
			Wk5	**longer words, chunking words into two CVC (ie. sunset)**		Wk 5	Grow the code: **/oo/ u ew ue u-e ui ou oo fruit soup** **/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** Tricky words: no new words		Wk 5	**Unit 3** Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? Prickly spellings: Review Homophones: where/wear
Spring 2nd half term	**Continue Tuning into Sounds** **u r h b f l** (same lesson sequence as Autumn 2)	**Phase 3**	**From Spring 2nd – Summer 2nd half writing within lessons:** **Mon-Thurs: Read the sentence, spell 2 words, plus 1 tricky** **Fri: Write the sentence, plus 2 spellings** **Spring 2 secure spelling of tricky words (Aut1-Spr1)**		**Phase 5**	Wk 1	Grow the code: **/ur/ or word** **/oo/ u oul awful would** **/air/ are share** **/or/ au aur oor al author dinosaur floor walk** Tricky words: once laugh	**Spelling Units**	Wk 1	**Unit 4** The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Prickly spellings: who whole Homophones: our/hour
			Wk 1	Review: **ai ee igh oa oo ar or ur oo ow oi ear**						

			Wk 2	Review: **er air** words with double letters and longer words		Wk 2	Grow the code: **/ch/ tch match** **/ch/ ture adventure** **/ar/ al half*** **/ar/ a father*** Tricky words: because eye		Wk 2	
			Wk 3	words with two or more digraphs		Wk 3	Grow the code: **/or/ a water** **Schwa in longer words: different** **/o/ a want** **/air/ ear ere bear there** Tricky words: no new words		Wk 3	**Unit 5** Why do I swap the 'y' for an 'i' when I add the suffix -es? Prickly spellings: people friend Homophones: quite/quiet
			Wk 4	longer words, words ending in –ing, compound words		Wk 4	Grow the code: **/ur/ ear learn** **/r/ wr wrist** **/s/ st sc whistle science** **Schwa at the end of words: actor** Tricky words: no new words		Wk 4	**Unit 6** Why do some words have the spelling 'ey' for the sound /ee/? Prickly spellings: move improve Homophones: ee/sea
			Wk 5	longer words, words with s in the middle /z/ s, words ending –s, words with –es at end /z/ words with s in the middle /z/ s words ending –s words with –es at end /z/		Wk 5	Grow the code: **/c/ ch school** **/sh/ ch chef** **/z/ /s/ ce se ze freeze** Tricky words: no new words		Wk 5	**Unit 7** Why do some words end -le, -al, -il or -el? Prickly spellings: Review Homophones: to/too/two
Summer 1st half term	**Continue Tuning into Sounds** **j v w y z qu ch** (same lesson sequence as Autumn 2)	**Phase 4**	Wk1	short vowels CVCC New tricky words: **said so have like**	**Review Phase 5 GPCs for phonics screening check**			**Spelling units**	Wk 1	**Unit 8** Why does 'c' make the sound /s/ in some words? Prickly spellings: beautiful laugh Homophones: here/hear
					Phase 5	Wk 1	**ay play** **a-e shake** **ea each** **e he** Tricky words: no new words			
			Wk2	short vowels CVCC CCVC New tricky words: **some come love do**		Wk 2	**ie pie** **i-e time** **o go** **o-e home** Tricky words: no new words		Wk 2	**Unit 9** How can I spell the sound /zh/? Prickly spellings: busy pretty Homophones: be/bee
			Wk3	short vowels CCVCC CCCVC CCCVCC longer words New tricky words: **were here little says**		Wk 3	**ue blue rescue** **ew chew new** **u-e rude cute** **aw claw** Tricky words: no new words		Wk 3	**Unit 10** What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? Prickly spellings: parents because

			Wk4	longer words, compound words New tricky words: **there when what one**		Wk 4	**ea head** **ir bird** **ou cloud** **oy toy** Tricky words: no new words		Wk 4	Homophones: bare/bear
			Wk5	root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est New tricky words: **out today**		Wk 5	**i tiger** **a paper** **ow snow** **u unicorn** Tricky words: no new words		Wk 5	**Unit 11** How can I show missing letters in a word? Prickly words: Review Homophones: there/their/they're
						Wk 6	**ph phone** **wh wheel** **ie shield** **g giant** Tricky words: no new words			
Summer 2nd half term	**Continue Tuning into Sounds** **ck x sh th ng nk** (same lesson sequence as Autumn 2)	**Phase 4**	**Summer 2nd half term secure spelling of all tricky words taught so far**		**Phase 5**	Wk 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer Tricky words: busy beautiful pretty hour		Wk 1	**Unit 12** Why do some longer words have the spelling 'ti' for /sh/? Prickly spellings: eye shoe Homophones: sun/son
			Wk1	long vowel sounds CVCC CCVC						
			Wk2	long vowel sounds CCVC CCCVC CCV CCVCC		Wk 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large Tricky words: move improve parents shoe		Wk 3	
			Wk3	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words		Wk 3	/sh/ ti ssi si ci potion mission mansion delicious		Wk 3	**Unit 13** How do I use the possessive apostrophe (singular possession)? Prickly spellings: thought through Homophones: whole/hole
			Wk4	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/		Wk 4	/or/ augh our oar ore daughter pour oar more review		Wk 4	**Unit 14** When do I swap, drop or double? (-ing, -er, -est, -y, -ed) Prickly spellings: Review Homophones: blue/blew
			Wk5	Phase 4 words ending in: –s /s/, –s /z/, –es longer words		Wk 5	Review		Wk 5	