Curriculum Progression Map -

English - Word Reading Little Wandle SSP

Year group	Term	Week	Knowledge and skills	Key vocabulary
Reception	Autumn 1	1	s a t p	phoneme sound tricky word
		2	i n m d	
		3	g o c k is	
		4	ck e u r l	
		5	h b f l the	
		6	Assess and Review	
Year 1	Autumn 1	Ongoing	To apply phonic knowledge and skills as the route to decode words To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught To read common exception words, noting unusual correspondences between spelling and sounds and where these occur in words To read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words To reread books to build up their fluency and confidence in word reading	phoneme sound tricky word digraph trigraph grapheme
		1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear Revise tricky words from Phase 2 - 4	
		2	air er /z/ s -es words with two or more digraphs e.g. queen thicker Revise tricky words from Phase 2-4	
		3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Revise tricky words from Phase 2-4	
		4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	

Curriculum Progression Map -

		5	Review longer words	
		6	Assess and Review	
	Autumn 1	Ongoing	Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent	phoneme sound trigraph digraph split digraph tricky word
Year 2		1	Phase 5 review – ai a-e ay a eigh ea ey aig, ee y ea ee e ie ey e-e, igh igh ie I y ie, oa ow o o-e oa oe ou people eye whole	
		2	Oo yoo oo u u- ew ue ou ui, air are ear ere, ur er ur ir or ear, ow ou through improve move prove shoe two who beautiful their parents	
		3	Or a aw au ore oor al oar or augh aur, zh sis u, ch tch ture, sh tic h ssi ci si thought sure	
		4	J g g edge, s ss c ce se st s, u ou, e ea, I y, o a, u o o-e oo u oul er a or ar our re once again any many friend busy pretty because laugh	
		5	ie ee igh y ee igh i, ea ee e ai, a ai or friend	
		6	Assess and Review	
Reception	Autumn 2	1	ff ll ss j put pull full as	phoneme double sound tricky word digraph
		2	v w x y and has his her	
		3	z zz qu words with s at end ch go no to into	
		4	sh th ng nk she push he of	
		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) we me be	
		6	Assess and Review	
Year 1	Autumn 2	Ongoing	To apply phonic knowledge and skills as the route to decode words To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	phoneme sound grapheme tricky word digraph

			To read common exception words, noting unusual correspondences between spelling and sounds and where these occur in words To read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words To reread books to build up their fluency and confidence in word reading	trigraph split digraph
		1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn their people oh your	
		2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Mr Mrs Ms ask	
		3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute could would should our	
		4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw house mouse water want	
		5	Grow the code 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	
		6	Assess and Review	
Year 2	Autumn 2	Ongoing	Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent Revise suffixes -es, s, -ing Compound words	Complete the code Doubling Consonants Vowels suffix
		1	Bridge to spelling - investigation of spelling use complete the code chart	
		2	Double letters at end of words - ss, ll, gg double letters in some longer words ending in -er	
		3	Words ending in ck or -k Words ending in ch or tch	
		4	Suffixes -es / -s adding -ing to words and doubling the final letter	

Curriculum Progression Map -

		5	Swapping y for an i when adding suffix -ed Dropping the e when adding suffix -ing	
		6	Assess and Review	
Reception	Spring 1	1	ai ee igh oa	sound double phoneme digraph tricky word
		2	oo oo oar or was you they	
		3	ur ow oi ear my by all	
		4	ar er words with double letters dd mm tt bb rr gg pp ff are sure pure	
		5	Longer words	
		6	Assess and Review	
Year 1	Spring 1	ongoing	To apply phonic knowledge and skills as the route to decode words To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught To read common exception words, noting unusual correspondences between spelling and sounds and where these occur in words To read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words To reread books to build up their fluency and confidence in word reading	phoneme sound digraph trigraph grapheme tricky word
		1	ee y funny e ea head w wh wheel oa oe ou toe shoulder any many again	
		2	igh y fly oa ow snow j g giant f ph phone who whole where two	
		3	l le al apple metal, s c ice, v ve give school call different	
		4	u o-e ou some mother young, z se cheese s se ce mouse fence ee ey donkey	

			thought through friend work	
		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	
		6	Assess and Review	
Year 2	Spring 1	Ongoing	Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending sounds in words that contain graphemes taught so far recognizing alternative sounds for graphemes	spelling rules homophones graphemes phonomes suffix prickly spellings
		1	Spelling rules - kn and gn for n, wr for r Once two Homophones - knight night	
		2	Spelling rules - kn and gn for n, wr for r Once two Homophones - knight night	
		3	Spelling rules - dropping the e when adding suffizes -ed, -ing, -er, -est, -y Homophones one won	
		4	Spelling rules - dropping the e when adding suffizes -ed, -ing, -er, -est, -y Homophones one won	
		5	Spelling rules - words ending in ge or dge Homophones where wear	
		6	Assess and Review	
Reception	Spring 2	1	review Phase 3 ai ee igh oa oo ar or ur oo ow oi ear	

		2	review Phase 3 er air, words with double letters, longer words Review tricky words	phoneme sound digraph tricky word grapheme double compound word
		3	Word with 2 or more digraphs Review tricky words	
		4	Longer words, words ending in -ing compound words Review tricky words	
		5	Longer words, words with s in the middle /z/s, words ending in -s, words with -es at end /z/ Review tricky words	
		6	Assessments	
Year 1	Spring 2	1	Phase 5 graphemes ur or word, oo u oul awful would air are share or au aur oor al author dinosaur floor walk once laugh	sound phoneme digraph trigraph grapheme tricky words
		2	ch tch match, ch ture adventure, ar al half ar a father because eye	
		3	or a water Schwa in longer words - different o a want air ear ere bear there	
		4	ur ear learn, r wr wrist, s st sc whistle science Schwa at the end of words actor	
		5	c ch school, sch ch chef, z s ce se ze freeze	
		6	Assessments	
Year 2	Spring 2		Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending sounds in words that contain graphemes taught so far recognizing alternative sounds for graphemes	Prickly spelling Spelling rules Homophones suffix

Curriculum Progression Map -

			Read containing common suffixes, read further common exception words noting unusual correspondences between spelling and sound and where these occur in the word Read aloud books closely matched to their improving phonic knowledge sounding out unfamiliar words accurately automatically and without undue hesitation Re read these books to build up their fluency and confidence in reading	
		1	The 'w' special - how w and qu change the sounds that a ar and or make in some words who whole Homophones our hour	
		2	The 'w' special - how w and qu change the sounds that a ar and or make in some words who whole Homophones our hour	
		3	Swapping y for an i when adding suffix -es people friend Near Homophone quite quiet	
		4	Words with spelling ey for sound ee move improve homophones see sea	
		5	Words ending in le al il el homophones to, too, two	
		6	Assess and Review	
Reception	Summer 1	1	Phase 4 short vowel CVCC said so have like	phoneme sound tricky word vowel consonant compound word
		2	Short vowel CVCC CCVC some come love do	
		3	Short vowels CCVCC CCCVC CCCVCC longer words were here little says	
		4	Longer words compound words there when what one	
		5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est out today	
		6	Assess and Review	
Year 1	Summer 1	ongoing	To apply phonic knowledge and skills as the route to decode words To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught To read common exception words, noting unusual correspondences between spelling and sounds and where these occur in words	sound phoneme digraph trigraph grapheme split digraph

			To read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words To reread books to build up their fluency and confidence in word reading	
		1	Review for screening check ay a-e ea e	
		2	Review for screening check ie pie i-e o go o-e	
		3	Review for screening check ue ew u-e aw	
		4	Review for screening check e air ou oy	
		5	Review for screening check i a ow u	
		6	Review for screening check ph wh ie g	

			Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending sounds in words that contain graphemes taught so far recognizing alternative sounds for graphemes Read containing common suffixes, read further common exception words noting unusual correspondences between spelling and sound and where these occur in the word Read aloud books closely matched to their improving phonic knowledge sounding out unfamiliar words accurately automatically and without undue hesitation Re read these books to build up their fluency and confidence in reading Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered	
Year 2	Summer 1	1	c making the sound s in some words beautiful laugh homophones here hear	homophones prickly spelling root word digraph trigraph
		2	Spelling sound zh busy pretty homophones be bee	
		3	Adding suffiz -ment -ness - ful and -ly to root word parents because Homophone bear bare	
		4	Adding suffiz -ment -ness - ful and -ly to root word parents because Homophone bear bare	
		5	Missing letters in a word Homophones there their they're	

Curriculum Progression Map -

		6	Assess and Review	
Reception	Summer 2	1	long vowel sounds CVCC CCVC Review tricky words	phoneme sound tricky word vowel consonant compound word
		2	long vowel sounds CCVC CCCVC CCV CCVCC Review tricky words	
		3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
		4	word ending in:-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Review tricky words	
		5	Phase 4 words ending in:-s /s/, -s /z/, -es longer words Review tricky words	
		6	Assess and Review	
Year 1	Summer 2	ongoing	To apply phonic knowledge and skills as the route to decode words To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught To read common exception words, noting unusual correspondences between spelling and sounds and where these occur in words To read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words To reread books to build up their fluency and confidence in word reading	sound phoneme digraph trigraph grapheme split digraph
		1	ai eigh aigh ey ea eight straight grey break n kn gn knee gnaw m mb thumb ear ere eer here deer busy beautiful pretty hour	
		2	zh su si treasure vision j dge bridge i y crystal j ge large move improve parents shoe	

Curriculum Progression Map -

		3	sh ti ssi si ci potion mission mansion delicious	
		4	or augh our oar ore daughter pour oar more Review	
		5	Assess and Review	
		6	Assess and Review	
Year 2	Summer 2	1	Words with spelling ti for sh eye shoe homophone son sun	homophones prickly spelling root word digraph trigraph possessive apostrophe
		2	Words with spelling ti for sh eye shoe homophone son sun	
		3	Possessive apostrophe (singular possession) thought through homophones whole hole	
		4	Swapping, doubling or dropping when adding suffixes -ing, -er -est -y -ed	
		5	Swapping, doubling or dropping when adding suffixes -ing, -er -est -y -ed	
		6	Assess and review	