

ENGLISH - READING – Little Wandle Whole School Progression– Term by Term

Last updated: **May 2024**

This document sets out the expected reading progression within **Little Wandle Letters and Sounds Revised** lessons. The objectives are further embedded within English sessions.

These objectives are set out as if children are achieving **as expected** throughout the year. Assessments indicate when children have gaps and then intervention can be put in place with the aim to support that child to be in line with expectations.

		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks	End of Year Expectations
Reception	Word Reading – Little Wandle Letters and Sounds Revised	<p>Children are taught their Phase 2 Set 1 sounds: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>To be exposed to tricky words: is I the</p> <p>Children are taught to blend single letter sounds orally.</p>	<p>Continue to grow the code of Phase 2 sounds: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh th, ng, nk</p> <p>words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Children are taught to blend sounds into words orally.</p> <p>Children will learn tricky words: put pull full as and has his her go no to into she push he of we me be</p>	<p>Recap on all Phase 2 sounds.</p> <p>Children are taught their Phase 3 sounds: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er.</p> <p>words with double letters and longer words</p> <p>Secure blending of Phase 2 sounds moving from blending orally to speed reading blending in their heads.</p> <p>Begin to blend Phase 3 sounds orally.</p> <p>Children will learn tricky words: was you they my by all are sure pure</p>	<p>Recap Phase 3 sounds.</p> <p>Children build speed reading blending in their heads Phase 3 sounds.</p> <p>Children will be taught to read:</p> <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 <p>Recap all learnt tricky words</p>	<p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words <p>Children will learn tricky words: said so have lie some come love do were here little says there when what one out today</p>	<p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words <p>Recap all learnt tricky words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
		By the end of each half-term children should be able to:						

	<ul style="list-style-type: none">- Read all single-letter Phase 2 Set 1-Blend single sound words orally.-From Week 4 Wordless books.-Read Phase 2 Set 1-3 decodable books.	<ul style="list-style-type: none">- Read all Phase 2 Set 1 and 2 sounds.- Blend sounds into words orally.- Read Blending Practice Books- Read Phase 2 Sets 3-5 decodable books.	<ul style="list-style-type: none">- Read Phase 2 Set 5 and Phase 3 Set 1 decodable books.- Read some Phase 3 sounds	<ul style="list-style-type: none">- Read Phase 3 Set 1 and 2 decodable books.Read all Phase 3 sounds	<ul style="list-style-type: none">- Read Phase 3 Set 2 or Phase 4 Set 1 decodable books.- Read all Phase 3 sounds	<ul style="list-style-type: none">Read Phase 4 Set 1 and 2 decodable books.- Read all Phase 3 sounds blending in head.	
Comprehension	<p>Listening comprehension of instructions.</p> <p>Immerse children in topic related/unfamiliar vocabulary.</p> <p>(Plus comprehension covered Little Wandle Letters and sounds revised – retrieval, inference, prediction, explain)</p>	<p>Retrieval comprehension through verbal guided questioning.</p> <p>Expect children to use given vocabulary in appropriate context.</p> <p>(Plus comprehension covered Little Wandle Letters and sounds revised – retrieval, inference, prediction, explain)</p>	<p>Simple, inference-based comprehension through verbal guided questioning.</p> <p>Verbal, simple predictions.</p> <p>Recall simple definition for given vocabulary.</p> <p>(Plus comprehension covered Little Wandle Letters and sounds revised – retrieval, inference, prediction, explain)</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>			

Word Reading – Little Wandle Letters and Sounds Revised

<p>Recap Phase 3 and 4</p> <p>Children are taught Phase 5 Set 1. /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</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</p> <p>Children build speed of reading Phase 4 words.</p>	<p>Review and children build speed of reading words containing these Phase 5 set 1 sounds: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Children are taught Phase 5 Set 2: /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 /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 /or/ aw claw</p> <p>Children will learn tricky words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>	<p>Review and children build speed of reading words containing these Phase 5 Set 2: /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>Children are taught Phase 5 Set 3: /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 /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</p> <p>Children will learn tricky words: any many again who whole where two school call different</p>	<p>Review and children build speed of reading words containing these Phase 5 Set 3: /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 /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</p> <p>Children are taught Phase 5 Set 4: /ur/ or word /oo/ u owl 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</p> <p>Children will learn tricky words: once laugh because eye</p>	<p>Children prepare for phonics screening check review Phase 5 Set 1-4</p> <p>Review and children build speed of reading words containing these Phase 5 Set 4: /ur/ or word /oo/ u owl 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</p>	<p>Review and continue to build speed with words Phase 5 Sets 1-4</p> <p>Children are taught Phase 5 Set 5: /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</p> <p>Children will learn tricky words: busy beautiful pretty hour move improve parents shoe</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>Reread these books to build up their fluency and confidence in word reading.</p> <p>Children can read at a pace of 60 words per minute.</p>
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			<i>thought through friend work</i>				
	By the end of each half-term children should be able to:						
	- Read Phase 4 Set 1 and 2 storybooks. - Read the Phase 5 Set 1 sounds.	- Read Phase 5 Set 1 storybooks. - Read all Phase 5 set 1 sounds speedily.	- Read Phase 5 Set 2 storybooks. - Read all Phase 5 set 2 sounds speedily.	- Read Phase 5 Set 3 storybooks. - Read all Phase 5 set 3 sounds speedily.	- Read Phase 5 Set 4 storybooks. - Read all Phase 5 set 4 sounds speedily. - Read 60/70 words per minute.	- Read Phase 5 Set 5 storybooks. - Read all Phase 5 set 5 sounds speedily. - Read 70 words per minute.	
	Throughout Year 1 children are expected to: Read sentences linked to phonic knowledge and ability. Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes). Read Year 1 common exception words.						
Comprehension	Children are taught specifically to: - To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions – verbally. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. (Plus comprehension covered Little Wandle Letters and sounds revised – retrieval, inference, prediction, explain)	Children are taught specifically to: - To give simple prediction, on the basis of what has happened so far. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. - Answer a range of questions based on VIPERS – verbally with more independence and in simple written form e.g. multi-choice. (Plus comprehension covered Little Wandle Letters and sounds revised – retrieval, inference, prediction, explain)	Children are taught specifically to: - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences on the basis of what is said and done. - To answer a range of questions, based on VIPERS, in simple, written form. (Plus comprehension covered Little Wandle Letters and sounds revised – retrieval, inference, prediction, explain)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart.			

					<p>(Continued on next page)</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>
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Year 2

Word Reading – Little Wandle Letters and Sounds Revised (Until end of Advent 1)

<p>Recap Phase 5 Set 5: /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</p> <p>Review tricky words: busy beautiful pretty hour move improve parents shoe</p> <p>Children on track for expected will complete the programme at the end of Advent 1.</p>	<p>Recap any missing sound gaps and build fluency when reading stories.</p> <p>Start Little Wandle Fluency 1 once children have read Phase 5 Set 5 for minimum of 5 weeks. Reading speed 60-70wpm and accuracy of 90%+ on Phase 5 Set 5 fluency. Assessment.</p>	<p>Read all words including nonsense and multisyllabic words that include Phase 2-5 sounds speedily and accurately.</p> <p>Start Little Wandle Fluency 2-3. Reading speed 80wpm+ and accuracy of 90%+</p>	<p>Read Little Wandle Fluency 4-5</p> <p>Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes).</p> <p>Daily opportunities for children to build pace and fluency of reading.</p> <p>Learn how and when to use expression in reading.</p> <p>Children to read multisyllabic words and words with suffix endings.</p> <p>Children to read topic related vocabulary.</p> <p>Children to read year 2 common exception words.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p>
<p>By the end of each half-term children should be able to:</p>				

		<ul style="list-style-type: none">-Read Phase 5 Set 5 storybooks.-Read all Phase 5 set 5 sounds speedily.- Read 70/80 words per minute.	<ul style="list-style-type: none">-Read Fluency 1-2 books.-Continue to build fluency in reading- Read 70/80 words per minute.	<ul style="list-style-type: none">-Read Fluency 2-3 books.-Continue to build fluency in reading- Read 70/80 words per minute.	<ul style="list-style-type: none">-Read Fluency 4-5 with pace.- Begin to use expression as appropriate.- Read at a pace of 90 words per minute.- Read multisyllabic words with little or no hesitation.- Read year 2 common exception words	<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p> <p>Children can read stories and passages at the pace of 90 words per minute.</p> <p>They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p>
Comprehension	Children are taught specifically to:	Children are taught specifically to:	Children are taught specifically to:	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p><i>(continued on next page)</i></p>		
	<ul style="list-style-type: none">- Use clues to predict.- Answer and ask questions (verbally or in simple written form).- Discuss the sequence of events in books.- Discuss and clarify the meaning of words.	<ul style="list-style-type: none">- Explain and discuss their understanding of books.- Begin to answer questions about text in a written form.- Discuss their favourite books, words and phrases.- Be introduced to non-fiction books that are structured in different ways.- Make inferences on the basis of what is said and done. <p>(plus Advent term objectives)</p>	<ul style="list-style-type: none">- Participate in discussion about poems.- Continue to build up a repertoire of poems.- Recognise simple recurring literary language in poetry.- Answer more complex range of questions about longer pieces of text in a written form. <p>(plus Advent and Lent term objectives)</p>			
<p>Throughout year 2 children are expected to:</p> <ul style="list-style-type: none">- Choose books to read for their own pleasure- Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book)- Answer a range of questions based on comprehension questions – both verbally and in written form.- Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context.						

			<p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
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