SS Peter & Paul Catholic Primary School

Phonics and Spelling Knowledge and Skills Progression

What our children know and can do, from Nursery to Year 2 · Little Wandle · 2026–27

Nursery to Year 1 — Letters and Sounds Revised

Strand	Nursery - Foundations	Reception	Year 1
Phonological & phonemic awareness	Listens attentively to sounds; develops awareness of syllables, rhyme and alliteration through Rhyme time. Hears and identifies sounds in words and develops oral blending through Tuning into sounds.	Hears phonemes within words and orally segments and blends them. Increasingly connects spoken phonemes with taught graphemes.	Manipulates phonemes confidently and applies secure phonemic awareness when decoding and spelling increasingly complex words.
GPC / sound knowledge	Develops familiarity with sounds in words. From Autumn 2, tunes into sounds progressively from s, a, t, p, i, n, m through to ck, x, sh, th, ng, nk.	Learns Phase 2 GPCs, progresses through Phase 3 and consolidates these before applying them within Phase 4 words.	Reviews Phases 3/4 and learns the Phase 5 alphabetic code, recognising alternative graphemes for known phonemes and that graphemes can represent different sounds.
Blending & decoding	Listens to adults sound-talk words and develops oral blending through games such as Blend from the box.	Blends taught GPCs to read words, progressing from simple words to words containing digraphs, longer words and increasingly complex consonant structures.	Accurately blends unfamiliar words containing Phase 5 GPCs and increasingly decodes automatically rather than relying on overt blending.
Tricky words	Builds strong oral language and sound awareness in preparation for word reading; formal tricky-word teaching is not part of Foundations.	Begins with is, I and the, then progressively learns the Reception tricky words alongside the taught code.	Reviews previously taught tricky words and learns the Year 1 tricky words, reading them with increasing automaticity.
Reading fluency	Joins in with familiar rhymes and develops listening, attention, oral language and sound discrimination as foundations for fluent reading.	Applies taught phonics to fully decodable words, sentences and books, rereading to develop accuracy and increasing fluency.	Reads fully decodable texts accurately and increasingly automatically, developing appropriate pace, phrasing and expression.
Spelling & encoding	Develops awareness of individual sounds within spoken words, providing the foundation for later segmentation and spelling.	Segments words into phonemes and represents these with taught graphemes; increasingly applies the taught code to spelling.	Segments increasingly complex words and chooses appropriate graphemes from the Phase 5 code when spelling.
Applying the alphabetic code	Understands that words are made up of sounds and begins to distinguish and manipulate these orally.	Understands that phonemes are represented by graphemes and applies this knowledge to reading and spelling.	Understands the increasingly complex relationship between phonemes and graphemes and applies knowledge flexibly across reading and spelling.
Oral language & vocabulary	Joins in with rhymes, builds shared language and develops vocabulary and understanding through talk, objects, pictures and sound play.	Uses growing vocabulary to support understanding of words, sentences and fully decodable texts.	Uses vocabulary and contextual understanding alongside secure decoding to develop meaning and comprehension.

Year 2 — Little Wandle Spelling

Strand	Year 2 - what our children know and can do
Alphabetic code & phonics review	Reviews and secures the Phase 5 alphabetic code, recognising that phonemes can be represented by different graphemes and that some graphemes represent more than one phoneme. Uses the Complete the code chart to support spelling choices.
Spelling strategies	Learns to think about spelling by identifying the phonemes in a word, considering possible graphemes and checking which spelling is appropriate. Applies the Little Wandle strategies: swap, drop and double when adding suffixes.
Word endings & suffixes	Applies conventions for k/ck, ch/tch and ge/dge. Adds -s/-es and suffixes including -ed, -ing, -er, -est and -y, knowing when to double a final consonant, drop final e or swap y for i.
Morphology	Recognises root words and understands how suffixes change words. Adds -ment, -ness, -ful, -less and -ly, using knowledge of word structure to support accurate spelling.
Spelling patterns & conventions	Applies Year 2 spelling patterns including kn/gn for /n/, wr for /r/, the W special, ey for /ee/, endings -le/-al/-il/-el, c for /s/, si/su for /zh/ and ti for /sh/ in longer words.
Tricky / prickly spellings	Reads, recalls and spells common exception words and Little Wandle “prickly spellings”, noticing the unusual or less predictable part of each word and revisiting them cumulatively.
Homophones & meaning	Distinguishes and spells homophones and near-homophones by using meaning and sentence context, including knight/night, one/won, where/wear, our/hour, quite/quiet, see/sea, to/too/two and there/their/they’re.
Grammar & punctuation links	Uses spelling knowledge alongside grammar, including contractions to show missing letters and the possessive apostrophe for singular possession.
Independent application	Applies phonics, morphology, grammar and word knowledge when spelling unfamiliar words; checks and corrects spellings and increasingly transfers taught patterns into independent writing.

Expected standard is the secure floor for each stage. Pupils retain previously taught knowledge and apply it cumulatively. Children requiring additional support receive daily Keep-Up so that they stay with the programme rather than being moved off it.