



Phonics / Spelling at Marshfield

In Reception and Year 1 rolled we follow a systematic synthetic phonics programme called 'Little Wandle'. It is based on the original Letters and Sounds, but has been extensively revised to provide a complete teaching programme to meet all the expectations of the National Curriculum alongside still promoting a 'Love of Reading'.

The Little Wandle 'For Parents' link contains some useful videos, which model correct pronunciation of sounds, plus clips that highlight how we teach blending and tricky words.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Alongside this, we will be focussing on spelling. In line with recent research and staff training about 'how children learn' we know that children retain more by having various opportunities such as investigating, reflecting, linking to prior knowledge, exploring and applying. We want children to understand how to apply patterns, strategies and knowledge to other words.

To support spelling further, rather than having lists of words each week to learn as part of homelearning, children will have an overview of the spelling focus for the term and some example words linked to this (see below). *This term the spellings are linked to Little Wandle so we can revise and apply sounds however as we progress through the year the spellings will link to end of Year 1 expectations.* We will not be testing spellings each week however our expectation is that we should see these spellings being applied consistently in everyday writing therefore time should be dedicated to spellings at home. As always, we will continue to monitor progress.

Year 1

	Focus	Examples Focus on a selection	Tricky Words (Common Exception Words)
Wk1/2 2.9.26 7.9.26	Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear air er	ai tail main rain ee feel deep sleep igh right fight might oa road soap boat oo food boot moon ar hard bar star or born sort corn ur surf curl turn oo foot took book ow down town frown oi join coil boil ear hear near dear	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
Wk3 14.9.26	air er qu ng ck	air hair fairs er bigger letter shower toads fears /z/ s –es fishes fizzes misses arch march chain thorn sheet queen teeth	

	/z/ s –es words with two or more digraphs ch sh ar	sharp short sheep cheep	
Wk4 21.9.26	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	snack shelf shrink squelch stand slept plum springs shrill scrap scrubs splat green tree steep groan floating spoil	
Wk5 28.9.26	Phase 5 /ai/ ay /ow/ ou /oi/ oy /ee/ ea	/ai/ ay day say play spray may crayon /ow/ ou cloud sound about [out] proud found now down town /oi/ oy boy joy toy enjoy annoy destroy coin join /ee/ ea see green sleep sea read heap treat least each	
Wk6 5.10.26	Review longer words	rooftop farmyard popcorn earring bedroom airport lightning powder looking farmer thicker	
Wk7 12.10.26	Revise Tricky Words		

Here are just a few examples to support spelling -

For words that are not decodable (sight / tricky words) here are some suggestions

- *Spelling doodles* - write the word in different ways just like a doodle on a page
- *Spelling shapes* - draw the word in a box to become familiar with its shape
- *Rainbow writing* - draw the letters in different colours *they*
- *Take a picture* - imagine taking a picture of the word & storing it in your head
- *Mnemonics* - rhymes e.g. necessary never eat cakes eat salmon sandwiches and remain young
- *Say it as it looks/sounds* - Wed / ~~nes~~ / day
- *Words in words* - plant ant
- *Speedwriting* - how fast can you write the word?
- *Word pyramid*

