

Guidance: Little Wandle Spelling

Little Wandle Spelling is a new programme designed to provide a seamless link from *Little Wandle Letters and Sounds Revised* to learning spelling in Year 2 by building on children's knowledge of the alphabetic code and teaching them how to spell with confidence.

Programme structure (Year 2)

The programme begins by reviewing Phase 5 so we are sure every child has secured that part of the alphabetic code. Children then learn foundational spelling concepts in the Bridge to spelling that they will apply in the Spelling units. The programme provides five weeks of content for each half term.

Term	Weeks of teaching	Programme focus
Year 2 Autumn 1	5 weeks	Phase 5 review
Year 2 Autumn 2	5 weeks	Bridge to spelling
Year 2 Spring and Summer	20 weeks	Spelling

Phase 5 review

The five-week Phase 5 review ensures children have secured the trickier parts of Phase 5 and can apply this alphabetic knowledge both to read and spell.

Each 25–30 minute lesson closely mirrors the structure and resources from the core programme. Phase 5 review:

- revisits common graphemes, and unusual graphemes found in useful words
- teaches children to investigate 'where in the word' a sound appears and then make the 'best bet' for its spelling by learning what the most common spellings are at the beginning, middle and ends of words
- recaps Phase 5 tricky words
- provides opportunities to practise and apply learning by spelling carefully selected words and dictation sentences.

Bridge to spelling

The Bridge to spelling teaches children how to ‘think about spelling’. Over five weeks of daily 25–30 minute lessons, children complete the alphabetic code and learn the underpinning concepts of spelling. The Bridge to spelling:

- introduces key spelling terminology
- teaches children to add sound buttons which provides a clearer focus on segmenting so that children are using phonics as their main strategy for spelling
- includes activities which will feature throughout the programme, ensuring children become familiar with teaching and learning routines
- explains basic conventions for suffixes and spelling, e.g. swap, double, drop.

The Bridge to spelling has been created to reflect key concepts from the National Curriculum for Year 2.

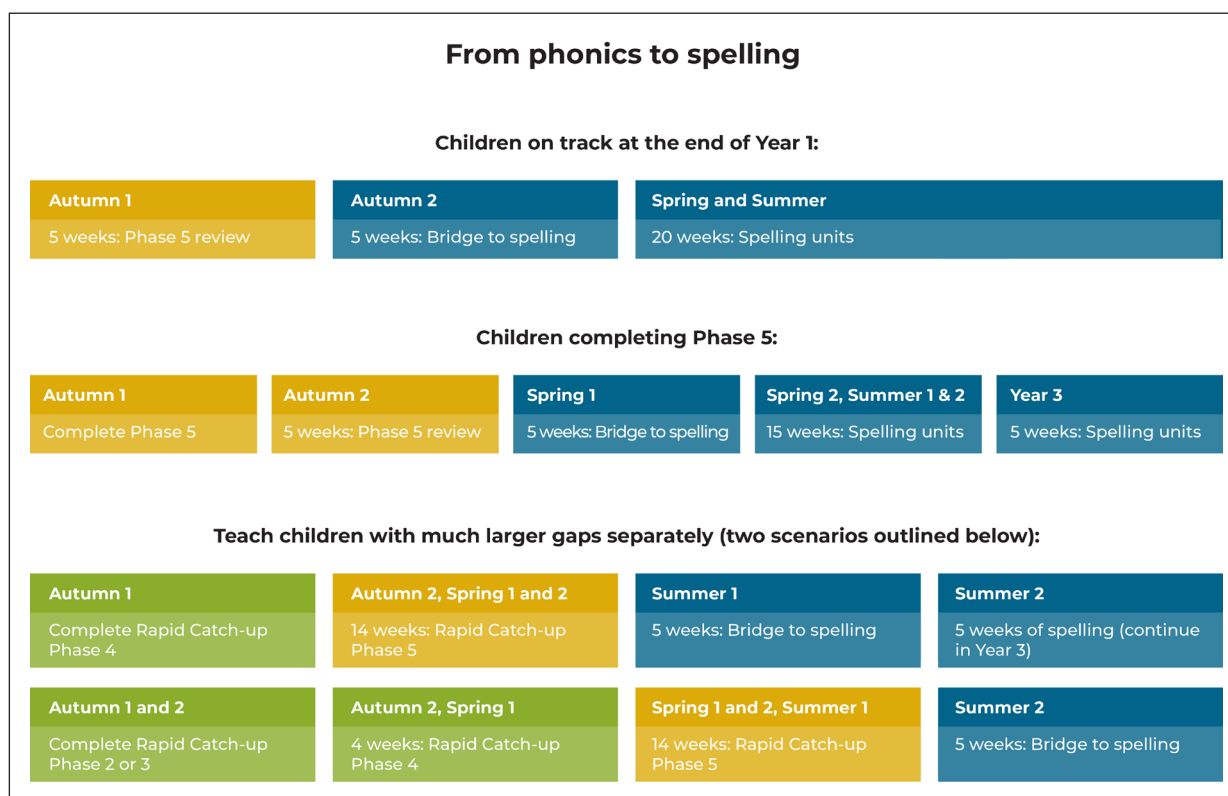
Spelling units

Once the learning covered in the Bridge to spelling is secure, children are ready to move on to the Year 2 Spelling units.

The Spelling units (Spring and Summer) are designed to be taught in 15-minute lessons, four times a week. They provide full coverage of National Curriculum spelling requirements at Year 2.

From phonics to spelling

The diagram below illustrates how to move from *Little Wandle Letters and Sounds Revised* to the spelling programme for children who are on track at the end of Phase 5 and for children with gaps.



How to use the resources

Little Wandle Spelling provides all of the resources you need to teach each part of the programme.

Starting the programme

For support about how to start the programme with a review of Phase 5, see 'Assessment guidance for Phase 5 review' (Assessment tab).

Resources for the Phase 5 review

You will need to download the resources for each week of the Phase 5 review.

Teaching support: lesson templates and weekly grids

The lesson templates give you an overview of the spelling lessons.

Lesson template Phase 5 review			Weeks 1 to 4, lessons 1 to 4			
<p>Focus sound and common graphemes</p> <p>Focus sound</p> <ul style="list-style-type: none"> Introduce the focus sound. Say: Today's sound is [say the sound]. <p>Say: Write down all the graphemes you know for today's sound.</p> <ul style="list-style-type: none"> Monitor and provide support if needed. Point to the focus graphemes on the Grow the code chart. Say: Did you get them all? <p>Common graphemes</p> <ul style="list-style-type: none"> Say: Let's read the most common graphemes for the sound [say the sound]. Say: Read the graphemes together. <p>Say: It's Shuffle time. Let's read. Shuffle and repeat.</p> <ul style="list-style-type: none"> Say: One more time – even quicker! 	<p>Unusual graphemes but useful words</p> <p>Unusual graphemes</p> <ul style="list-style-type: none"> Say: Let's read these unusual graphemes for the sound [say the sound]. <p>Say: It's Shuffle time. Let's read. Shuffle and repeat.</p> <ul style="list-style-type: none"> Say: One more time – even quicker! <p>Useful words</p> <p>eight</p> <ul style="list-style-type: none"> Say: These are useful words, but they have an unusual spelling. <p>For each word:</p> <ul style="list-style-type: none"> Show the word card. Say: Let's read the word without blending. Say: Which is the grapheme for [sound]? Point to the grapheme. 	<p>Where in the word?</p> <p>shake</p> <p>For each word:</p> <ul style="list-style-type: none"> Show the word card. Say: Let's read the word without blending. Say: Where is the grapheme for [sound]: the beginning, middle or end? Tell the children where it is. Sort the words by grapheme. <p>Display the Best bets poster. Tell the children about any spelling patterns – see the notes in the Best bets guide.</p> <p>Read the word</p> <ul style="list-style-type: none"> Say: Let's read the words without blending. <p>Say: It's Shuffle time. Let's read. Shuffle and repeat.</p> <ul style="list-style-type: none"> Say: One more time – even quicker! 	<p>Quick review and tricky words</p> <p>Quick review</p> <ul style="list-style-type: none"> Say: Let's read all the words we have looked at with the sound [say the sound]. <p>Say: It's Shuffle time. How quickly can you read the words? Shuffle and repeat.</p> <p>Tricky words</p> <p>people</p> <p>(If included on the weekly grid)</p> <ul style="list-style-type: none"> Say: Let's read this/these tricky words that have today's sound [say the sound]. <p>For each word:</p> <ul style="list-style-type: none"> Show the tricky word card. Read the word and identify the tricky part. Explain that the word is tricky because it contains a very rare spelling for today's sound. <p>Refer to the Support for tricky words downloads for guidance.</p>	<p>Read or write the sentence</p> <p>Read the sentence</p> <p>Drain the apricots and put eight on a plate.</p> <ul style="list-style-type: none"> Display the sentence. Say: Can you see any digraphs? Point them out. Say: Can you see any tricky words? Point to them and read them together. Say: Read aloud as I point to each word. Read the sentence again at a quicker pace. <p>Write the sentence</p> <ul style="list-style-type: none"> Read the sentence aloud. Use copy me until the children say the sentence confidently. Model writing the sentence. Model capital letters, punctuation, spelling words, tricky words. Hide the sentence. Say: Your turn. Monitor and support if needed. Say: Now let's check and correct the sentence together. Check and correct. 	<p>Spell</p> <p>Say: We are going to spell three useful words. Copy me.</p> <p>straight</p> <p>For each word:</p> <ul style="list-style-type: none"> Read the word. Segment and put the sounds on your fingers. Write them down. Hide the word from the children. Say: Your turn. Say the word. Segment it. Pop the sounds on your fingers. Write them down. <p>Say: 1, 2, 3, show me!</p> <ul style="list-style-type: none"> Say: Now check and correct your word. Check and correct. 	

The weekly grids detail the GPCs, words and tricky words that need to be taught or reviewed in each part of the lesson.

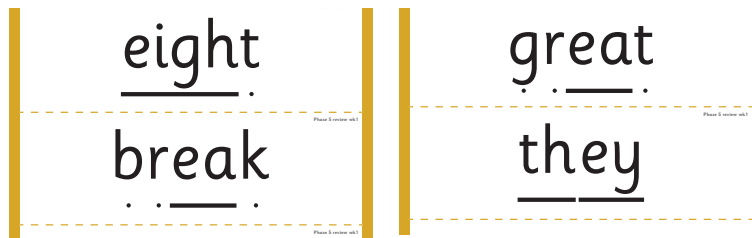
Weekly grid Phase 5 review		Week 1					
Lesson focus	Common graphemes	Unusual graphemes	Unusual graphemes but useful words	Where in the word?	Tricky words	Read/write the sentence	Spell
/ail	a-e ai ay a	eigh ea ey aigh	eight break great they grey straight	shake plate claim drain spray astray apron apricot		Drain the apricots and put eight on a plate.	straight great they
/eel	y ea ee e	ie ey e-e	brief believe key valley these theme	happy family treat dream speech steep secret meteor	people	People say that keeping secrets makes you unhappy.	family people believe
/ighl	igh i-e i y	ie	lie/liked tie/tied (cry)/cried (fry)/fried	bright moonlight time smile tiger behind why reply	eye	Why do tiger eyes shine in moonlight?	time bright eye
/oal	ow o o-e oa	oe ou	goes toes tomatoes volcanoes shoulder	snow shadow most bonus those alone float croak	whole	My toes got cold when I played in the snow.	most alone whole
Review	All graphemes: a-e ai ay a eigh ea ey aigh y ee e ie e-e igh ie i ow o o-e oa oe ou	Sort it out /eel/ or /ighl/: tiger why smile behind reply secret treat family speech theme		Best bets /ai/: spray plate apricot drain eight straight break grey /oa/: bonus alone croak shadow shoulder goes	Review tricky words: people eye whole	You cannot trust a tiger that smiles in the shadows.	show grey reply happy

Grapheme cards and 'Grow the code' chart

You will need the core programme grapheme cards and the 'Grow the code' chart to introduce the lesson focus and for the shuffle time activity.

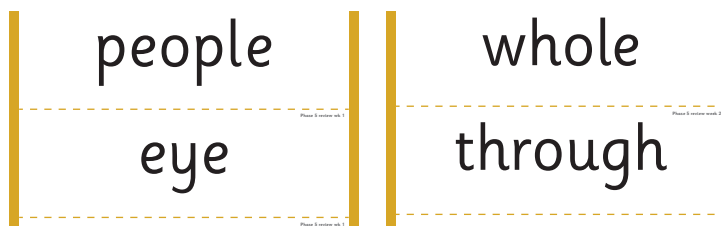
Word cards

There are word cards provided for every week of the Phase 5 review. The word cards are double-sided with sound buttons on one side and just the word on the other.



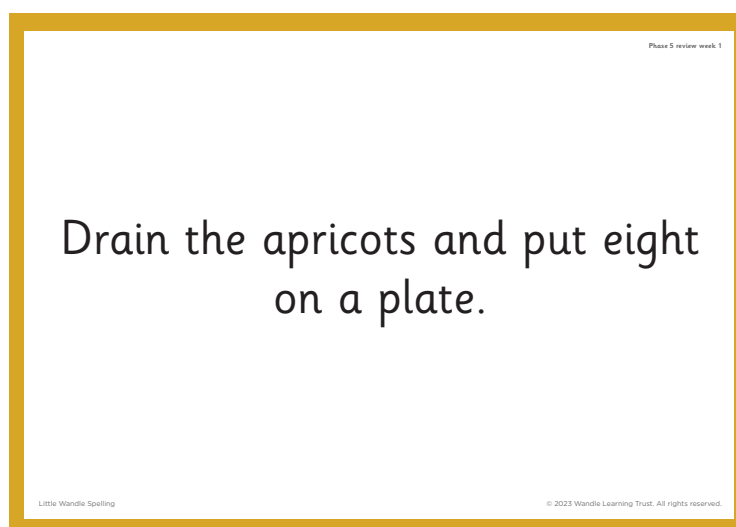
Tricky word cards

The tricky word cards are single-sided and do not have sound buttons. These are reviewed after they are taught so it is best to keep them together to make it easy to find the cards you want for any lesson.



Sentences for display

These are provided for each week of Phase 5 review as a display file. Children can read or write the sentences.



Grapheme pictures

Sort it out activities use grapheme pictures, photographs or grapheme cards. The resources required for these activities can be downloaded with each week's resources. The notes at the bottom of the weekly grid advise which resources are required for **Sort it out**.

Best bets posters and guides

The Best bets posters and guides are intended to be used in the review days. Refer to the Best bets guide for notes and additional information about spelling patterns. You can print off and display the Best bets posters.

/ai/

Beginning	Middle	End
a acorn	a-e cake	ay play
a-e ape	ai rain	eigh weigh
ai aim	a amazing	ey they
eigh eight	eigh weight	
	ea great	
	aigh straight	

- At the top of each column, you will find the most common graphemes for /ai/ at the beginning, middle and end of words.
- 'a-e' and 'ai' are by far the most common ways to spell /ai/. They both usually appear in the middle of a word.
- 'a' is the third most common way to spell /ai/. It is usually in the middle of a word.

Weekly spellings

Repeated practice of spelling helps children move their new learning into their long-term memory. Weekly spelling handouts are provided for each week of the Phase 5 review to support this additional practice outside of the spelling lessons or at home.

Phase 5 review week 1

Spellings

bright	show	straight	alone
please	great	family	time

Tricky words

people	eye	whole

Assessment

For support about assessment, see 'Assessment guidance for Phase 5 review' (Assessment tab).


Resources for the Bridge to spelling
























You will need to download the resources for each week of the Bridge to spelling.

Teaching support: weekly grids

The weekly grids provide all of the guidance you need to teach each lesson in the Bridge to spelling. The lesson content builds cumulatively, so it is important that you follow these in order.

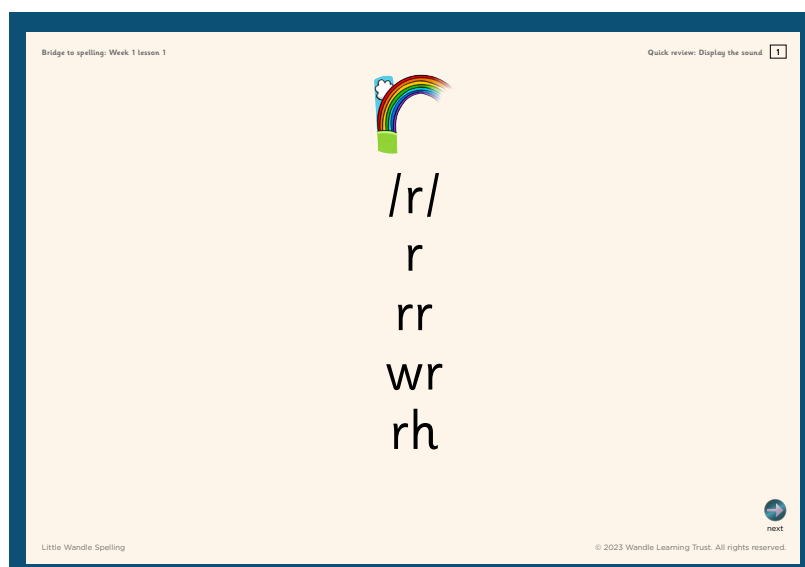
Weekly grid Bridge to spelling week 1

This icon  indicates which whiteboard screen to display.

Unit focus: What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?				
Lesson	Quick review	Teach and practise	Practise and apply	Review
1	<p>Complete the code <i>lr rh</i></p> <ul style="list-style-type: none">  Display the sound: /r/  Display the previously taught graphemes for /r/. Say: <i>These are the graphemes we know for the sound /r/. Today we are learning a new grapheme for /r/.</i>  Display the new grapheme. <p>lg/ gu gue gh</p> <ul style="list-style-type: none">  Display the sound: /g/  Display the previously taught graphemes for /g/. Say: <i>These are the graphemes we know for the sound /g/. Today we are learning new graphemes for /g/.</i>  Display the new graphemes. <p> Display the words: red lorry wrist rhino goat wiggle guitar league ghost</p> <p>Say: <i>Let's read the words fluently.</i></p>	<p> Display the word: rhino</p> <ul style="list-style-type: none"> Say: <i>The sounds are: r-igh-n-oa.</i> Say: [Point to rh] <i>These two letters make one sound: r. This is a digraph, 'two letters, one sound'.</i> Say: [Point to i] <i>This grapheme says igh. [Continue for the rest of the word]</i>  Say: <i>Let's add the sound buttons. A dot for 'one letter, one sound', a dash for the digraph 'two letters, one sound'.</i> <p> Display the word: league</p> <ul style="list-style-type: none"> Say: <i>The sounds are: l-ee-g.</i> Say: [Point to ea] <i>This is a digraph, 'two letters, one sound'.</i> Say: [Point to gue] <i>These three letters make one sound. This is a trigraph. 'Three letters, one sound'.</i>  Say: <i>Let's add the sound buttons. A dot for 'one letter, one sound', a dash for the digraph 'two letters, one sound', a dash for the trigraph 'three letters, one sound'.</i> <p> Add sound buttons</p> <ul style="list-style-type: none"> Ask the children to add sound buttons to the words on the handout.  Display the words with sound buttons. Check and correct. 	<p> Spelling</p> <p>Ask the children to spell the words: ghost wrist league goat</p> <p>For each word:</p> <ul style="list-style-type: none"> Say the word.  Segment and count the sounds on your fingers.  Display the word. Say the word and how many sounds you need to spell it. Point to each grapheme.  Hide the word. Ask the children to spell the word.  Display the word. Ask the children to check and correct their spelling. <p>Repeat for the other words.  17 to  25</p>	<p>Show me</p> <ul style="list-style-type: none"> Ask the children to write all the graphemes they know for the sound /r/.  Say: <i>1, 2, 3, show me!</i>  Display the graphemes. Check and correct. <p>Repeat for /g/.  27</p>

Display screens

The display screens are designed to be displayed and used alongside the weekly grids. The screens are numbered and the screen numbers appear on the weekly grid. This ensures that as you go through the teaching sequence in the weekly grid, you know when to display each screen.



Lesson handouts

Handouts for children to use for activities such as adding sound buttons are provided for you to download each week. The weekly grid includes a handout icon to indicate when to give the handout to children and provides guidance about how handouts should be used.

Lesson 1		
red	lorry	wrist
rhino	goat	wiggle
guitar	league	ghost

Complete the code chart

You will need the Complete the code chart to introduce the lesson focus and to refer to in some lessons.

'Complete the code' chart and mats

The large 'Complete the code' charts for display in the classroom can be bought from Collins. A smaller 'Complete the code' mat can be downloaded for children to use.

The charts show the graphemes for each sound from the most to least common. (This means graphemes are in a different order from the 'Grow the code' chart.)

Complete the code mat

/s/	/t/	/p/	/n/	/m/	/d/	/g/	/k/	/r/	/h/
s	t	p	n	m	d	g	k	r	h
ss	tt	pp	nn	mm	dd	gg	ck	rr	
c	ce		kn	mb		gu	ch	wr	
se	st		gn	mn		gh	cc	rrh	
sc							que	rh	

*The 'c' has a slight schwa at the end 'tch'. GPCs in order of frequency.

Complete the code mat

/ch/	/sh/	/th/	/ng/	/nk/	/a/	/ea/	/i/	/o/	/u/
ch	sh	th	ng	nk	a	ea	i	o	u
tch	ti	the					y	a	o
ture'	ch							o	ou
	ssi							u	o-e
	ci								
	si								
	s								

Depending on regional accent. GPCs in order of frequency.

Complete the code mat

/ai/	/ee/	/igh/	/oa/	/oo/	/u/	/oo/	/ar/
a-e	y	igh	ow	oo	u	oo	ar
ai	ea	i-e	o	u	u-e	u'	a'
ay	ee	i	o-e	ue	ew	oul	al
a	e	y	oa	ew	ue		
eigh	ie	ie	oe	u-e	ou		
ea	i		ou	ui			
ey	i-e						
ei	e-e						
aigh							

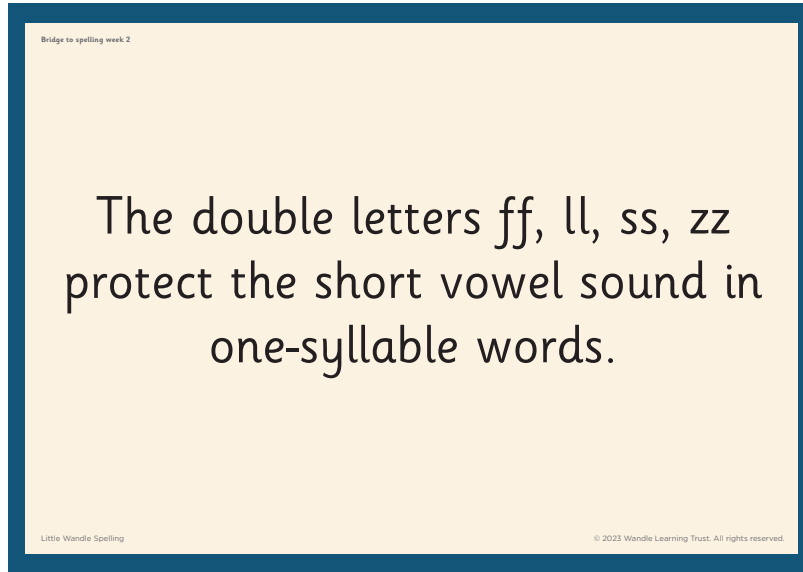
/or/	/ur/	/ow/	/oi/	/ear/	/air/	/sh/	/er/
or	ur	ow	oi	ear	air	su	er
a	w		oy	er	are	ge	a
au	ir			er	ere		or
ore	or			ere	ar		our
oor	ear						re
al							r
oar							
our							
ar							
augh							
aur							

Graphemes for schwa at the end of words.

The order of the GPCs in the chart was based on research using the *Age of Acquisition* corpus by Kuperman et al (2012) as well as *Phonics: a large phoneme and grapheme count* revised by Edward Fry (2004).

Spelling posters

Spelling conventions are provided as posters you can print off and display.



Weekly spellings

Repeated practice of spelling helps children move their new learning into their long-term memory. Weekly spelling handouts are provided for each week of the Bridge to spelling to support this additional practice outside of the spelling lessons or at home.

Bridge to spelling week 1			
Spellings			
wrist	little	school	thumb
lorry	wheel	wiggle	thunder

Assessment

For support about assessment for the Bridge to spelling, see 'Assessment guidance for Bridge to spelling' (Assessment tab).