

		<p>All letters to be introduced in print throughout FS.</p>		<p>Term) *continuously check the progress of children's handwriting (pencil grip, letter formation and directionality)</p>	<p>practise these.</p>	
<p style="text-align: center;"><u>Spelling</u></p> <p>Foundations for Phonics linked to Little Wandle Progression</p> <ul style="list-style-type: none"> Hears and says initial sounds in words Hears and says final sounds in words Can orally blend words Can segment words 	<p>Hears and identifies initial sounds in words - Hears and identifies final sounds in words - Orally blends and segments the sounds heard in words</p>	<p style="text-align: center;"><u>Spelling</u></p> <p>Little Wandle – Phase 2 single sounds and consonant digraphs</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Identify and write initial sounds in words Identify and write final sounds in words To identify and write medial sounds in words To segment a word for writing To write/build CVC words – handwriting should not be a barrier to children who are spelling – give magnetic letters or grapheme cards to children who are not confident writers. 	<p>writes initial sounds - writes final sounds - writes CVC words</p>	<p style="text-align: center;"><u>Spelling</u></p> <p>Little Wandle – Phase 3 digraphs and trigraphs</p> <ul style="list-style-type: none"> Write captions Spell some tricky words correctly Spell words by identifying the sounds and then writing the sound with letters 	<p style="text-align: center;"><u>Spelling</u></p> <p>Little Wandle – Phase 4 consonant blends</p> <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. C, K or CK – when to use – children will learn when to use c, k or ck in words. <p>*only ask children to write sentences that they have sufficient knowledge of letter-sound correspondence. Dictate sentences to ensure that they contain only the taught sound-letter correspondences.</p>	<p>writes captions - spell some tricky words - spell words by identifying sounds</p> <p>writes short sentences including digraphs - To spell some tricky words</p>