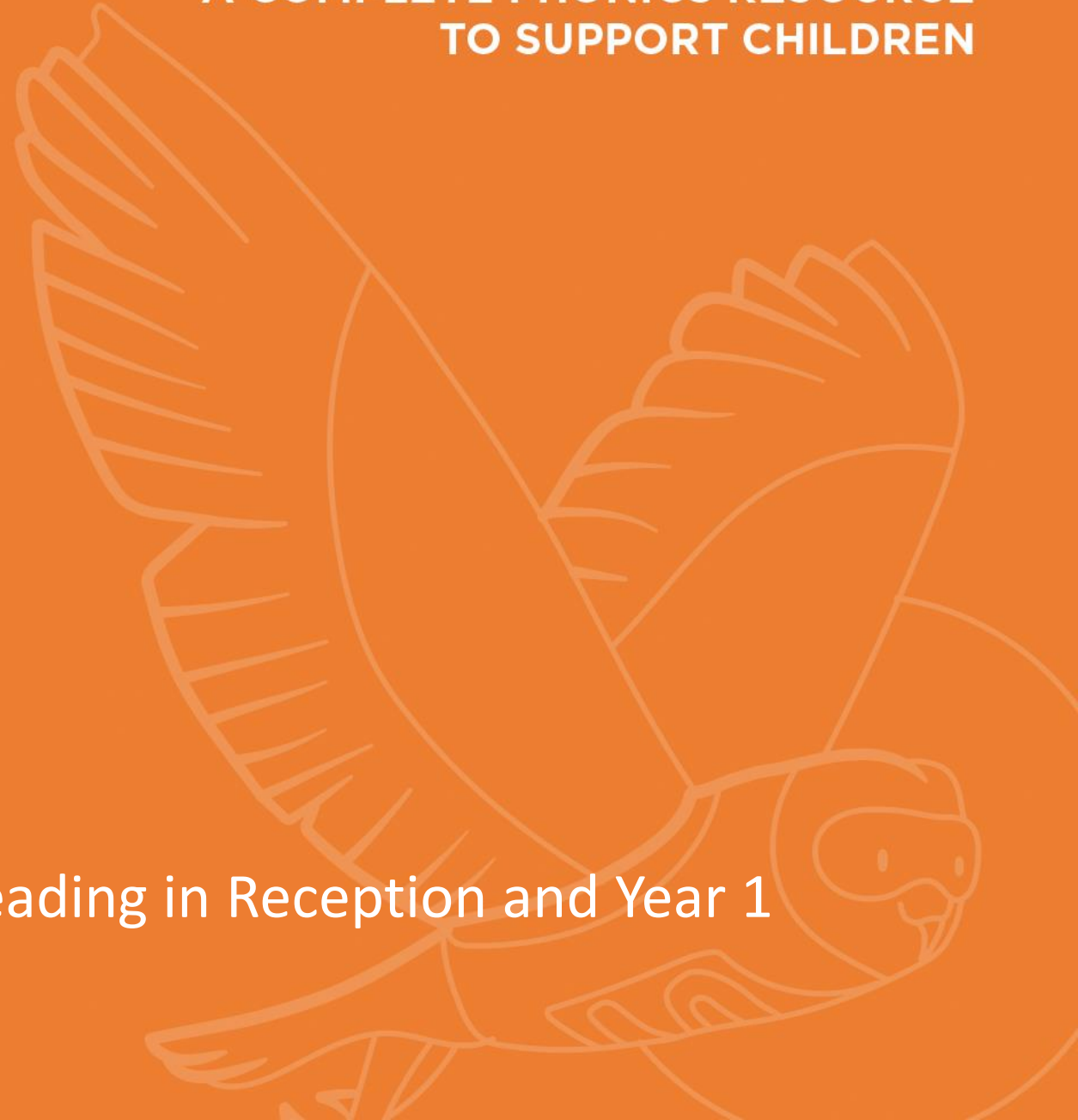




**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

# **Teach reading: change lives**

**Parent workshop: Phonics and early reading in Reception and Year 1**





**A love of reading is the biggest indicator  
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)





# Phonics

# Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.





**Phonics is:**

**making connections between the sounds  
of our spoken words and the letters that  
are used to write them down.**



# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Blend**

**Segment**

**Adjacent consonant**

**Split digraph**

# Our progression



## Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> </ul>	said so have like some come love do were here little says there when what one out today

### Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	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

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/url/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work



# Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills we do this through rhythm and rhyme, alliteration, discriminating sounds and oral blending.



# In EYFS we are currently teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



# We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



# Let's say the Phase 2 sounds

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				



Phase 2 sounds taught in  
Reception Autumn 1



Phase 2 sounds taught in  
Reception Autumn 2

# Blending to read words



# Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



# Reading tricky words



# EYFS Spring Term - Phase 3



Last term we taught your child to blend and read words with Phase 2 graphemes.



In Phase 3 children learn:

- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking').



# Let's say the Phase 3 sounds



 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



Phase 3 sounds taught in Reception Spring 1





# Summer Term – Phase 4

- Phase 4 focuses on consolidating and practising the letter sounds learnt so far and does not introduce any new sounds.
- During Phase 4, children will continue to practise the letter sounds (phonemes) they learnt in Phase 2 and Phase 3. They will practise instant recall of these sounds as well as blending them together to read words. Alongside this, children will practise writing sounds correctly and segmenting words into sounds in order to spell them correctly.

# Year 1 - Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.



**How we teach Phase 5**

# Let's say the Phase 5 sounds



## Grow the code grapheme mat Phase 2, 3 and 5

S	s	p	n	m	d	g	c	r	h
s	ss	tt	pp	nn	mm	dd	gg	ck	rr
c			kn	mb			ck	wr	
se			gn				cc		
ce							ch		
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	jj	vv	wh			zz	
	ph	al	dge	ve				s	
			ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch				ea		y	a	o-e
ture	ti							ou	ou
	ssi								
	si								
	ci								

## Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or			ear	ear		
oor							
al							
oar							
ore							

\*depending on regional accent



How to say Phase 5 sounds

## How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

### Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
s	Show your teeth and let the s hiss out <b>ssssss ssssss</b>	c se ce st sc
n	Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	kn gn
m	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	mb
c	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	ch
r	Show me your teeth to make a <b>rrrr</b> sound <b>rrrr</b>	wr
f	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ffff ffff</b>	ph
l	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>llll llll</b>	le al



# In Practice ...

- Whole Class Daily Phonics lessons
- Reading Practice Sessions – 3 x per week
- Daily Keep Up
- Assessment



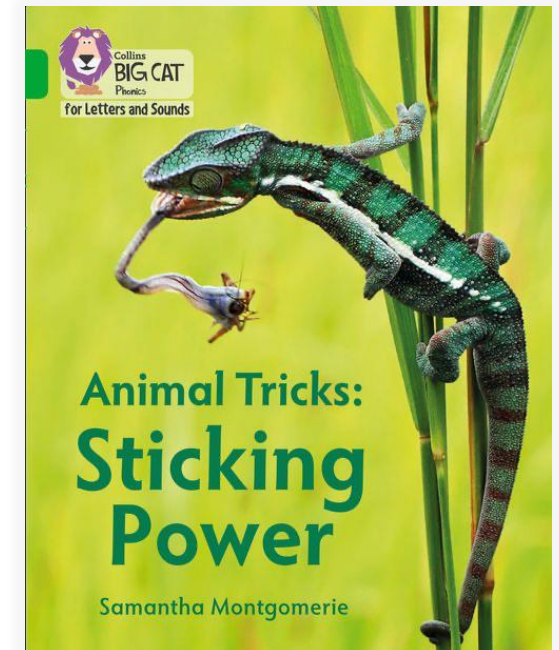
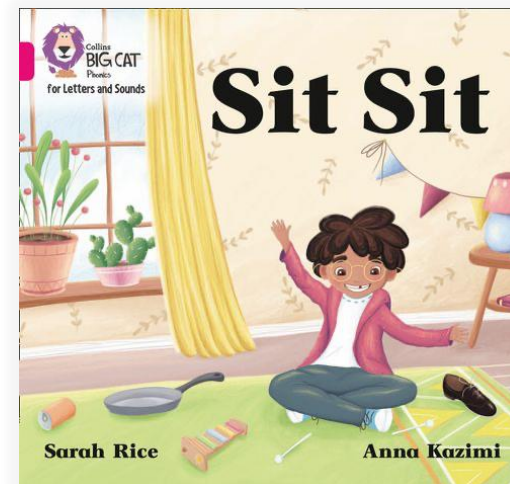
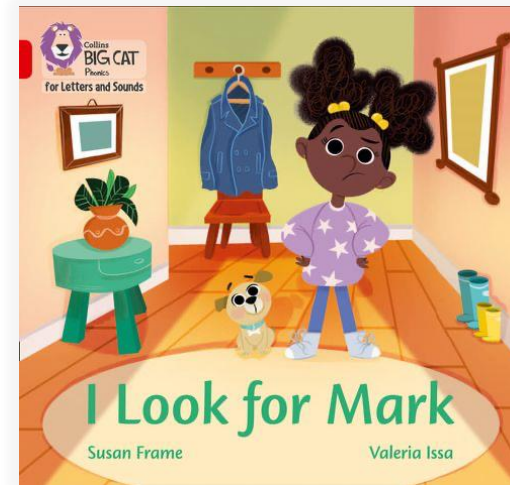


# Reading Practice

# How do we practise reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- Each session has a different focus
- Session 1 Decoding
- Session 2 Prosody
- Session 3 Comprehension



# How do we find the right book for your child?

## Little Wandle Letters and Sounds Revised Reception Child assessment

### Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat    man    hug    red    peck



# Reading a book at the right level



## This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read some of the words by silent blending (in their head), so their reading becomes automatic
- stop and sound out some words by the time they bring the book home – but they should be able to do this on their own.





# Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.





# Spelling









# Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

## Phase 2 grapheme information sheet

## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say <b>p p p</b>	Down the penguin's back, up and around its head.



# How do we teach spelling?



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# This term we are preparing for the Phonics Screening Check

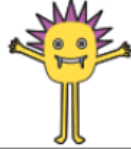





## What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.

Section 1

sut	
yad	
dop	
uct	

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Section 1

shop
yell
peel
check

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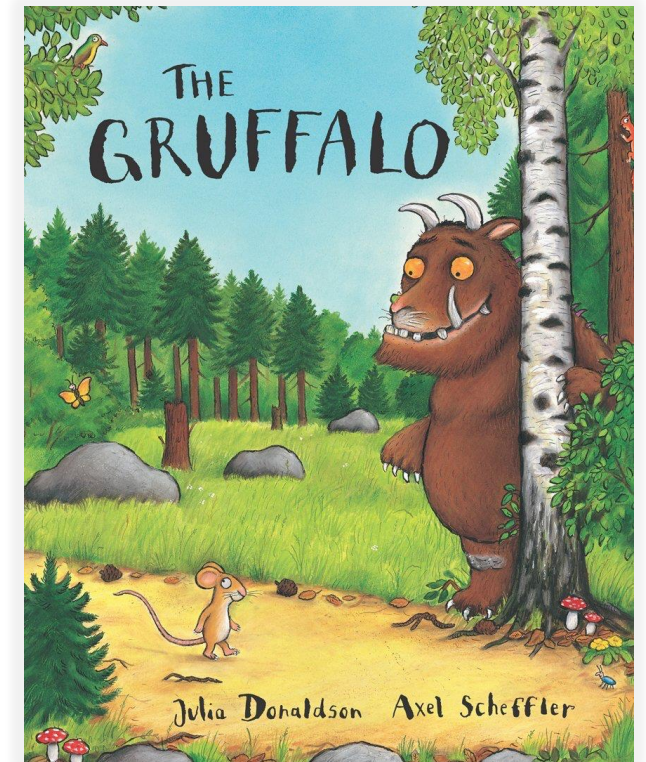
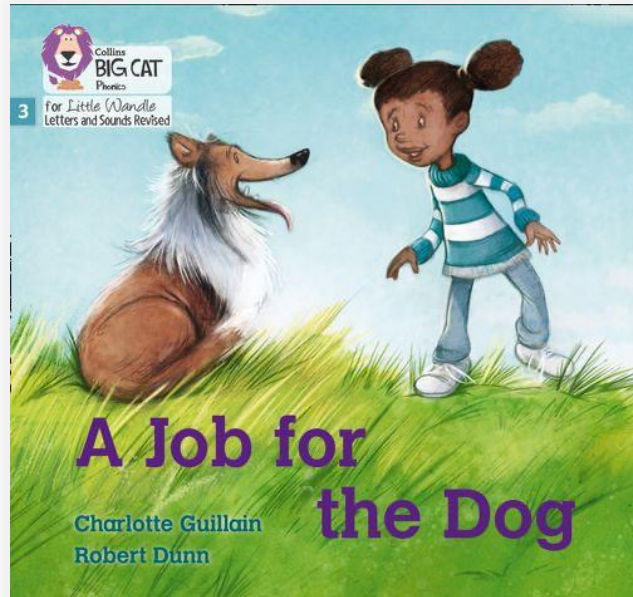
# Rapid Catch Up – Year 2





# Reading at home

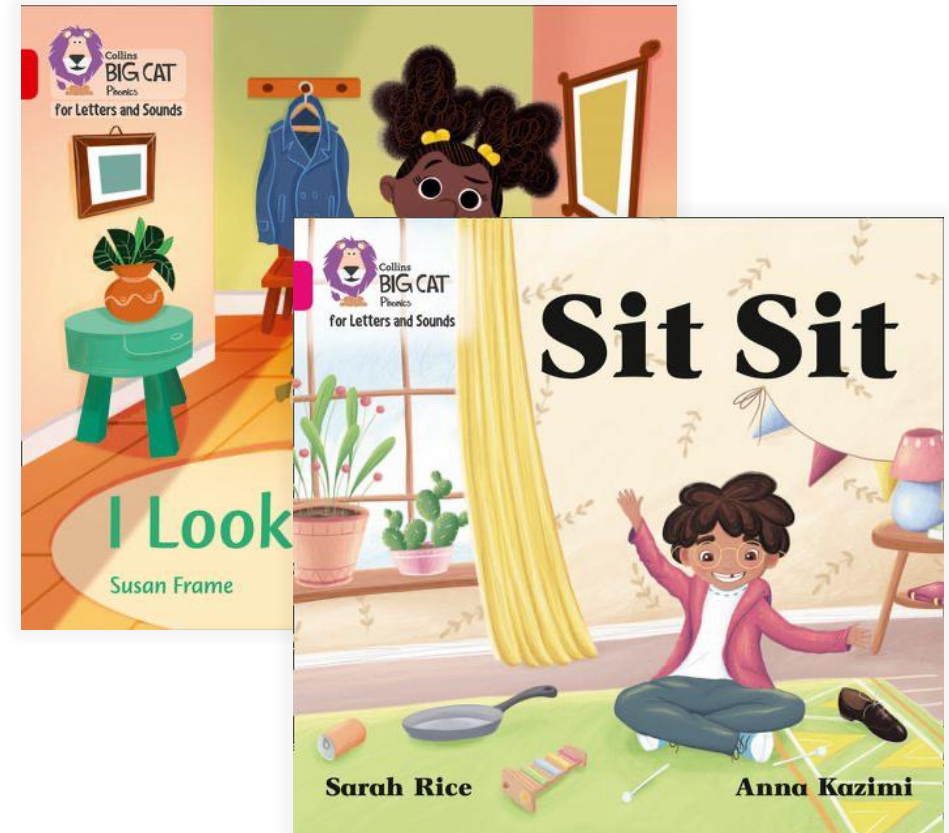
# Books going home





# Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



# Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



# Read to your child



## The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - Introduce new and exciting language.
  - Encourage your child to use new vocabulary.
  - Make up sentences together.
  - Find different words to use.
  - Describe things you see.



# Supporting your child with phonics



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**

# The most important thing you can do is read with your child

**Reading a book and chatting had a positive impact a year later on children's ability to...**

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.





**One of the greatest gifts adults can  
give is to read to children**

Carl Sagan





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