



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach Reading: Change Lives

Parent Workshop: Phonics and Early Reading



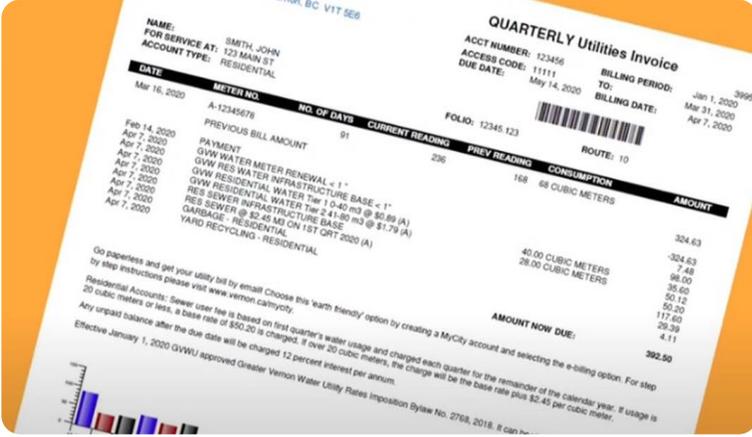
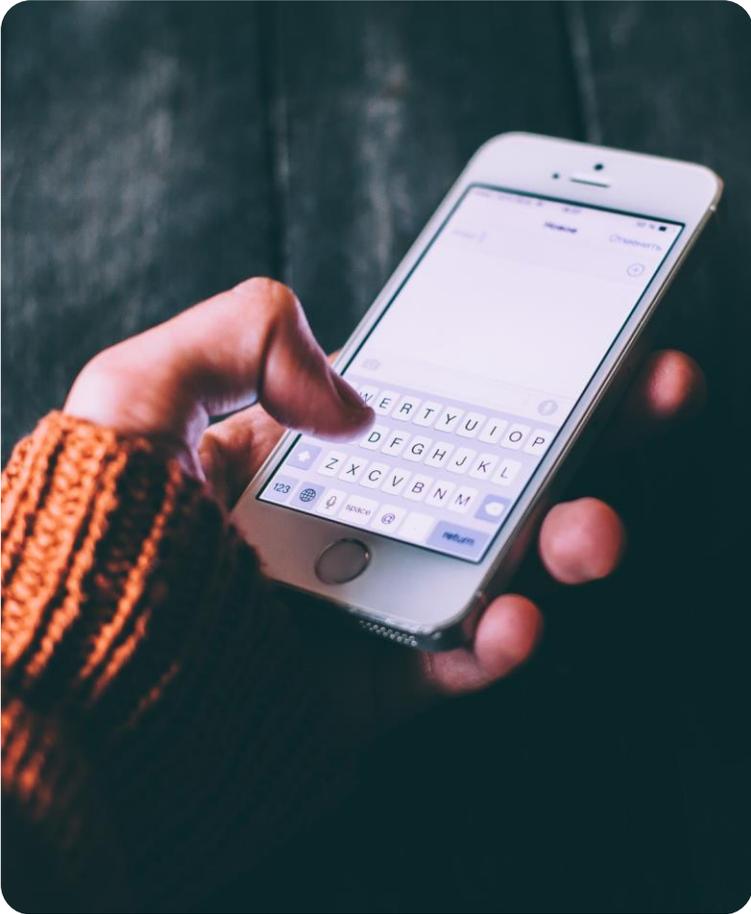


A love of reading is the biggest indicator of future academic success.

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



How many times have you already read today?





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.



Blending to read words



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

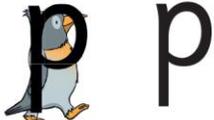
Segment

Teaching order



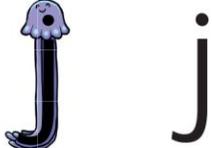
Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
	 tiger	Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say without	Down and round the yo-yo, then follow the string around

Gradually your child learns the entire alphabetic code



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"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	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"> words with double letters longer words 	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"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	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 Phase 5 /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

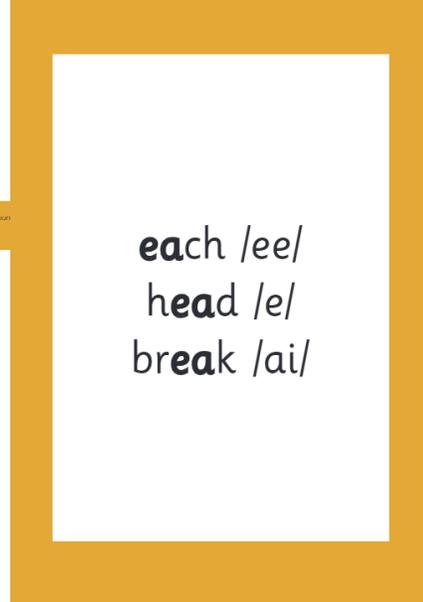
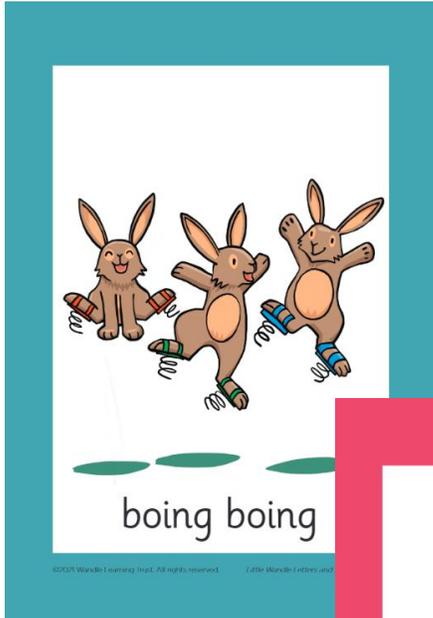
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yoo/ ue blue rescue /yoo/ 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/ /yoo/ u-e rude cute /eel/ e-e these /ool/ /yoo/ ew chew new /eel/ ie shield /or/ ow 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

How we make learning stick?





Reading and Spelling

Reading and Spelling



ea

each /ee/
head /e/
break /ai/

Different ways to write the phoneme sh:



shell

chef

special

caption

mansion

passion

Tricky words



Spelling



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

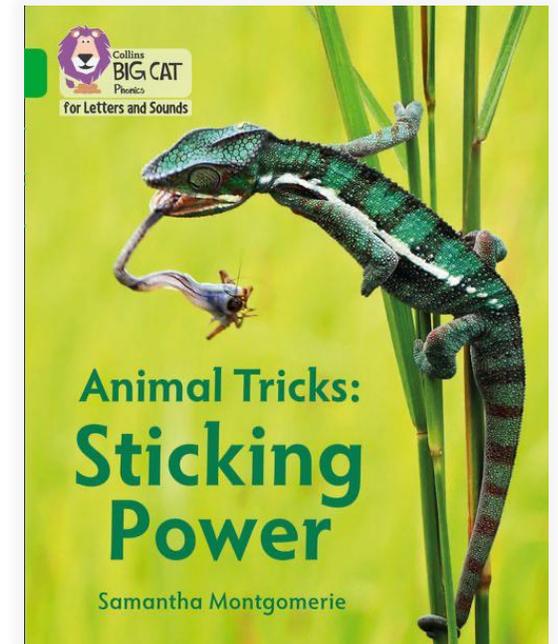
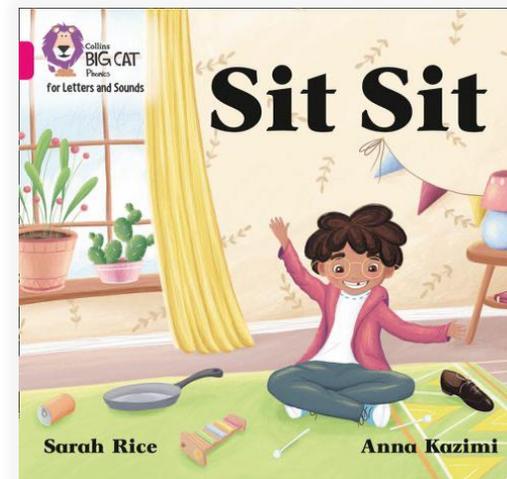
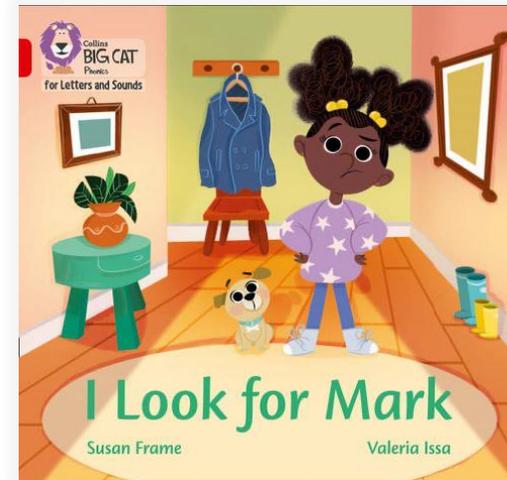


How do we teach reading in books?



Reading practice sessions are:

- Timetabled three times a week.
- Taught by a trained teacher/teaching assistant.
- Taught in small groups.



We use assessment to match your child the right level of book:



**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 many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





Reading at Home

Supporting your child with reading



Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child will bring home:

- A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.
- A sharing book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

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



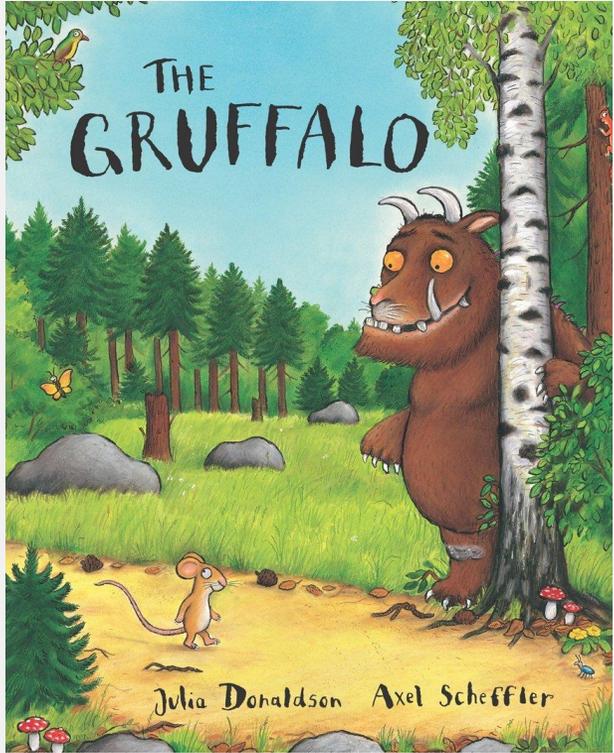
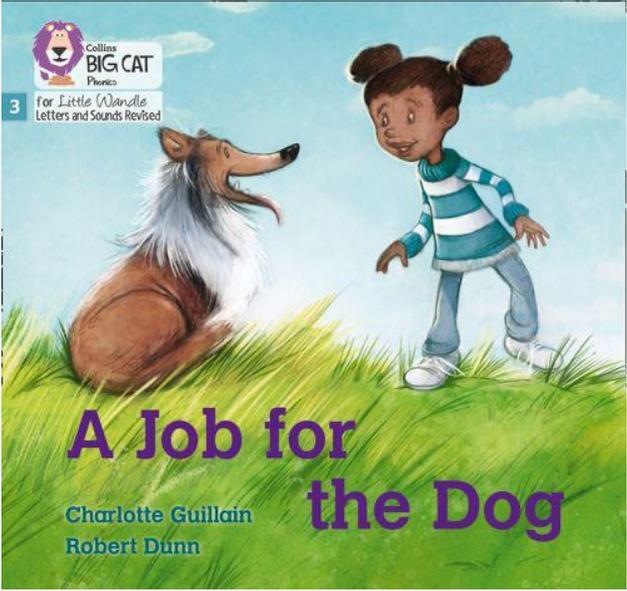
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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.



Books going Home



Reading practice book



- This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.
- Please ensure you take great care of the books we send home. These new books are beautiful, but we cannot afford to replace them. If they become lost or damaged you may be asked to reimburse the school so that we can replace it.

Listening to your child read their phonics book



- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Supporting your child with phonics



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



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



**Phase 3 sounds taught in
Reception Spring 1**

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.





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

Carl Sagan

