



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading



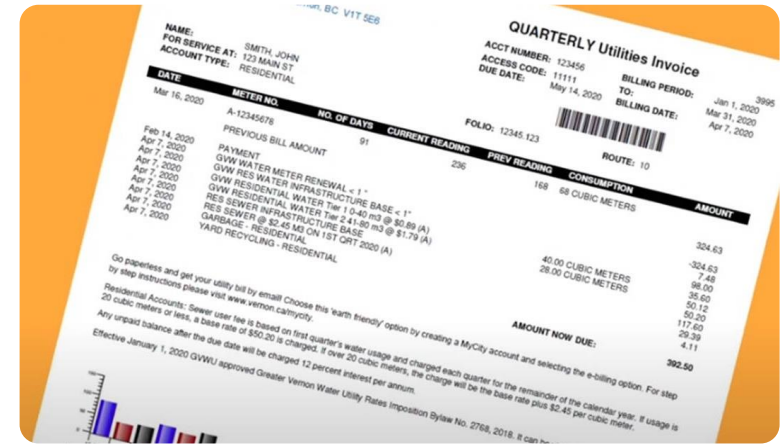
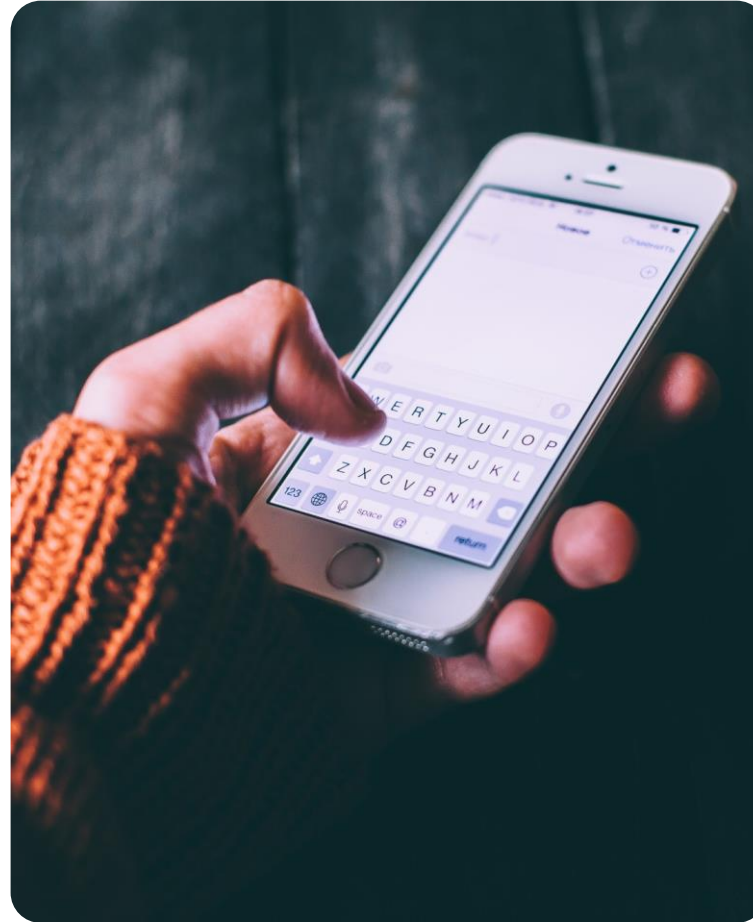


**A love of reading is the biggest indicator
of future academic success.**

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



How many times have you already read today?



Just think about how many times you have already read things today. It really is a vital skill.



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

The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound'.

Grapheme

A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down'.

Digraph

A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'.

Trigraph

A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'.

Terminology

Split vowel digraph

Blend

Segment

A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a_e' in 'take').

take

To combine individual phonemes into a whole word, working all the way through from left to right.

To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first.



Teaching order










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 ssssss	Under the snake's chin, slide down and round its tail.
 a	 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.
 t	 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.
 p	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 i	 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.
 n		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
 j	 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.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 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.
 x	 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 y without	Down and round the yo-yo, then follow the string sound



We teach 4 new sounds a week and have a review lesson on a Friday. Please visit your child's Class Page on the school website to find a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.

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 * 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 * 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 * 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 * 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 /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ 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
/ee/ 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

We will work our way through the whole Little Wandle Programme until your child can read fluently.

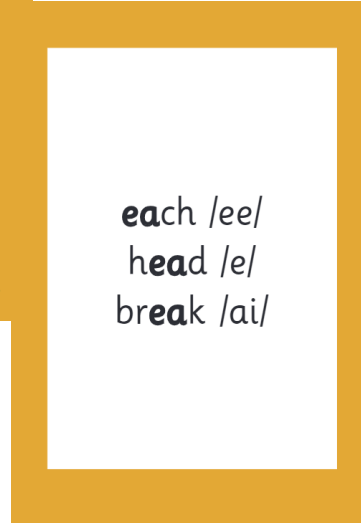
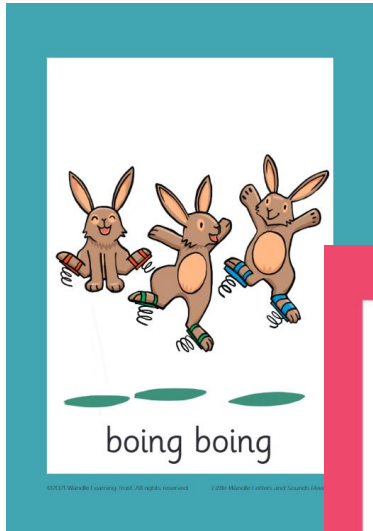
Blending to read words



Some children learn to blend really quickly, and others take a little longer. If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful!



How we make learning stick

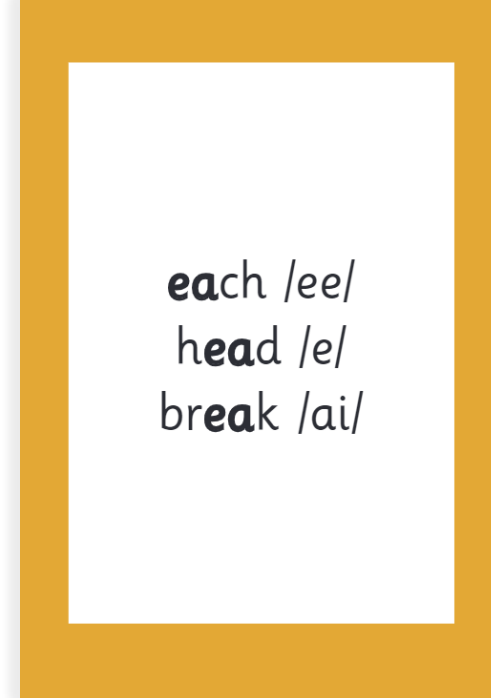


Each sound that we teach to begin with has either a mnemonic to help the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.



Reading and spelling

Reading and spelling



This is an example of what the children learn in Year 1.

Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.

And all the 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.

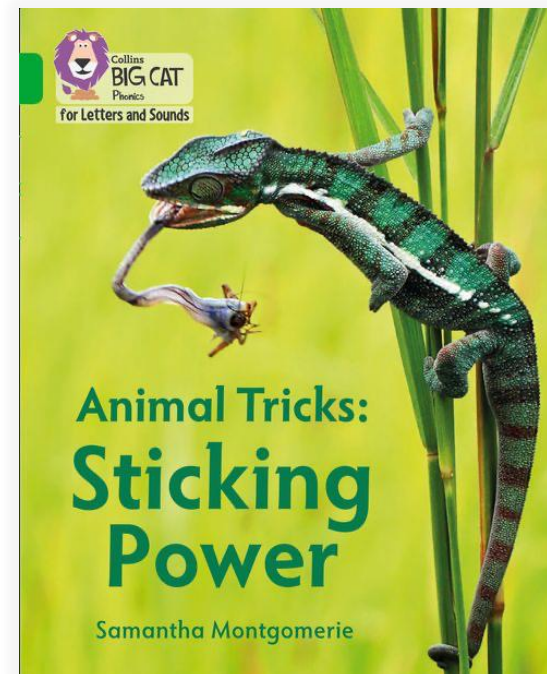


How do we teach reading in books?

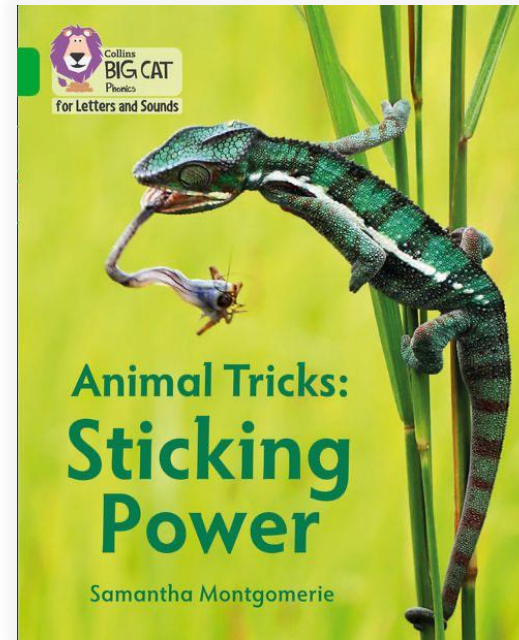


Reading practice sessions are:

- timetabled 3 times a week
- taught by a trained teacher/teaching assistant
- taught in small groups



Structure of reading sessions in school – 3 per week



- **Session 1 - Decoding (sounding out) the words**
- **Session 2- We work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice**
- **Session 3- Comprehension**

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



We assess your child every 6 weeks to check their progress. Any child who needs extra support has daily keep-up sessions planned for them.

Reading a book at the right level



This means that your child should:

- Know all the sounds and tricky words in their eBook 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 read their eBook at home – but they should be able to do this on their own.





Reading at home

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.

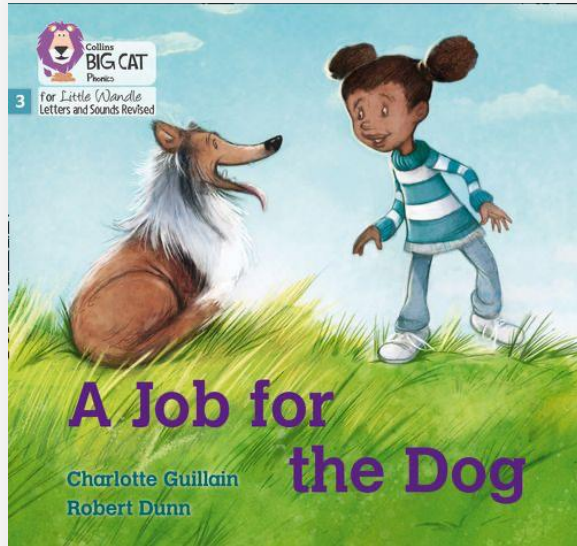


Celebrate their successes in school!

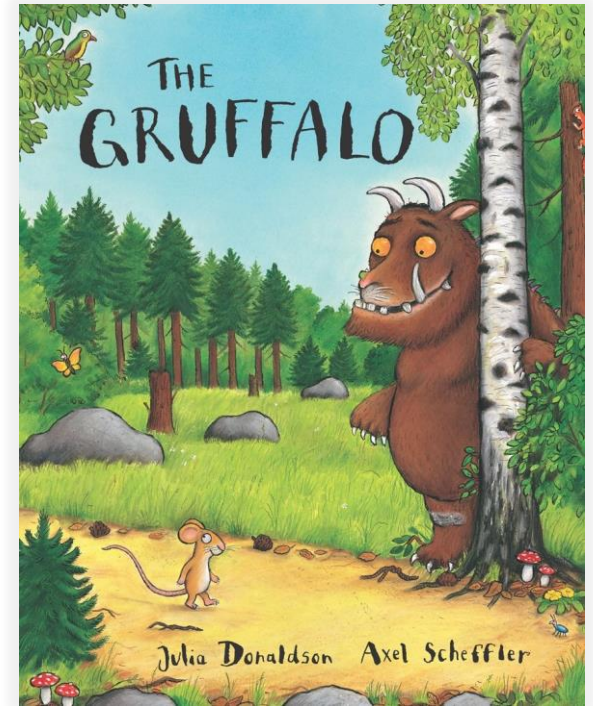
Books going home



eBook



Library book



Alongside the 'learning to read' ebook that your child will access at home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. **Please read with your child as often as you can – at least once a day if possible.**

Accessing the eBook portal



How to guide to follow with your child's login on.



Full Name – **Jessica Hall**

Class – **Reception**

Username – **ukspetejessicahall**

Password - **Reading1**

[Collins Big Cat eBook libraries](#)

[Parent Guide](#)

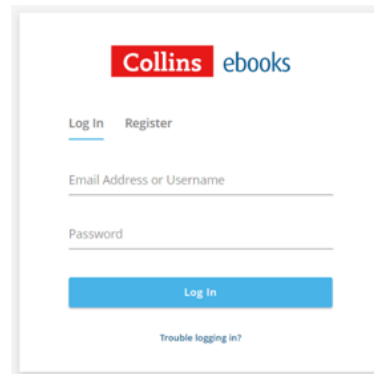
PLEASE NOTE - The eBook platform is not recommended for use on Kindles. All Apple and Android devices must run on the following OS:

Platform	OS (support)
Android	9 and above
iOS	12 and above

[Logging in](#)

To access your child's Big Cat eBooks, go to: <https://ebooks.collinsopenpage.com/> (see right).

Enter the username and password located at the top of this page.

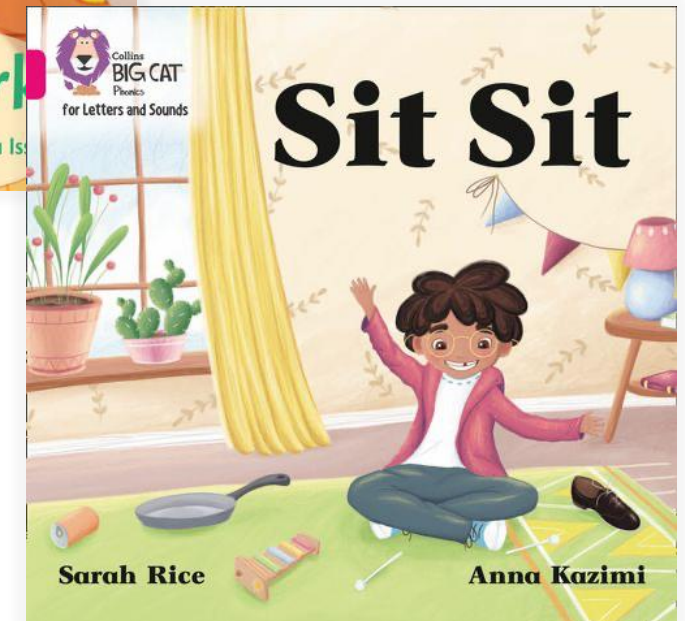


If you have any concerns regarding access to a device for your child to use eBooks, please come and speak to us as soon as possible.

Listening to your child read their phonics eBook



- 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



It is really important that you pronounce the sounds correctly at home if you are supporting your child. These videos are on the website for you to refer to and if you are unsure, please ask your child's teacher.



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



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



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

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

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



Do you have
any
Questions?

