

A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN



# Teach reading: change lives

Parent workshop: Phonics and early reading

Welcome to our 'Phonics Information Evening', we are so very pleased that you could all join us. This afternoon/evening we hope to share some useful information about how we teach phonics and reading in school, and how you can help support your child at home with early reading skills. One of the key curriculum goals for Reception and year 1 is for children to become capable and engaged readers. Learning to read is crucial because it is through reading that children are able to access other areas of learning and achieve their full potential.

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.*



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

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



Phonics teaching gives children the tools they need to become effective readers. However, choosing to read is also crucial in order for children to reap the benefits of being a reader in childhood. Many of us remember being read to, by a parent, grandparent, sibling or teacher. Those moments of shared imagining and warmth. Reading aloud with a child, sharing a book together is powerful, it is joyful, and it has a deep and lasting effect. When we read to children, we are saying that reading matters to us, that we value books and want to make time for them in the busy school day. Teachers across the federation are passionate about reading and teaching the skills needed to read with fluency, whilst also instilling a love for books.



# 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.



Last year, we proudly introduced the new phonics programme, which proved to be a resounding success with both teachers and students. The federation selected the 'Little Wandle Letters and Sounds Revised' programme for early reading and spelling instruction. In 2021, the government published a validated list of recommended schemes for schools. While it's not mandatory to choose from this list, we found reassurance in the fact that these programs were self-assessed and approved by the Department for Education. We are confident that 'Little Wandle's' rigorous and systematic approach delivers outstanding results. We eagerly anticipate witnessing the continued progress of our students this academic year.



## Phonics is:

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



**What is phonics?** *It sounds complicated but it really isn't!*

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



*Some children learn to blend really quickly, and others take a little longer. If your child is finding it difficult, we are happy to give ideas on ways to help at home – playing blending games at home is so helpful!*

Show parents this video from the website:

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

## Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

When teaching phonics lessons, the children will hear the correct terminology everyday. Here are some other words which you might hear your child saying at home:

A phoneme: The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning of the programme.

A 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', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.

A digraph: A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra '*two letters, one sound*'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.

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

*one sound*'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.

**A split vowel digraph:** A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example a-e in take). Despite having a consonant in between them, the two letters involved still count as one digraph, making one sound. At early stages, a split digraph is often highlighted with a short line joining the two halves of the digraph.

**Blend:** To combine individual phonemes into a whole word, working all the way through from left to right. Once the grapheme and phonemes involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice. Practice in oral blending is very helpful, both before and during the process of learning to read.

**Segment:** 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. Counting the phonemes is often helpful in reinforcing this process.

# Teaching order

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s		Skew your teeth and let the s hiss out <b>s s s s s s s s s s</b>	Under the snake's chin, slide down and round to tail.
 a		Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.
 t		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		Bring your lips together and push them open and say <b>p p p</b>	Down the penguin's back, up and round its head.
 i		Put your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>	Down the iguana's body, then draw a dot for the leaf at the top.
		Open your lips a bit, put your	Down the stick, up and over the

Phase 2 grapheme information sheet		Autumn 2	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j		Pucker your lips and show your teeth and your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 v		Put your teeth against your bottom lip and make a buzzing <b>v v v v v v v</b>	Down to the bottom of the volcano, and back up to the top.
 w		Pucker your lips and keep them small as you say <b>w w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x		Mouth open then push the air sound through as you close your mouth <b>x x x x x x</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

*We usually teach four new sounds a week and have a review lesson on a Friday. You have already had and will continue to get 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 jolly 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 k e u r h b j 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 → /z/ added at the end (bats sits) + words ending → /z/ (his) and with → /z/ added at the end (bogs)	put* pull* full* as and has his her go no to into the 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 oo oo oo or 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 → /z/ in the middle + words with → /z/ at the end + words with → /z/ and /z/ at the end	Review all taught so far
Summer 1 Phase 4	New tricky words

### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> fai/ ay play fowl ou claud fai/ ay toy fai/ ay earth	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
fai/ u bird figh/ ie pie fai/ igoul/ ue blue rescue fgoal/ u unicorn fai/ a go figh/ i tiger fai/ e paper feel/ e he fai/ e shake figh/ i-e time fai/ o-e home fai/ fgoal/ u-e rude cute feel/ e these fai/ fgoal/ ew chew new feel/ u shield fai/ ow clow	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
fai/ u flower	purple monkey orange

*We will work our way through the whole Little Wandle Programme until your child can read fluently. If your child has already learnt the sounds in Pre-School or another setting before entering reception, it is important to note that the teachers will follow the program and revise teaching all of the sounds. It is important that the children are pronouncing the pure sounds correctly in order to have a solid foundation to their reading journey. If at any point we notice a child has not retained a sound or is starting to fall behind, we will be giving keep up sessions throughout the week. These sessions are quick- a maximum of 10 minutes where the child can work with an adult 1:1 or in a group to revisit specific sounds. The children will be assessed at the end of a 3 week period where we hope to have filled any gaps in their learning. Please do not worry if your child mentions they are having extra sessions- it's just to ensure they are keeping up with the rest of the class. If we were worried about their progress- we would speak to your directly.*

## How we make learning stick



*There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognize 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



It iz tiem too gow hoam sed v  
kator pilla. But iy doat wont 2  
gow howm  
sed th butt or flie. Iy wot to  
staiy heyr.



As teachers- we are also trained to read incorrect spelling too! Here the child has used their phonic knowledge to write the sentences. We want to provide them with the tools and confidence to write words independently without feeling overwhelmed or incapable. This work isn't wrong- it's all part of the process.

# Spelling



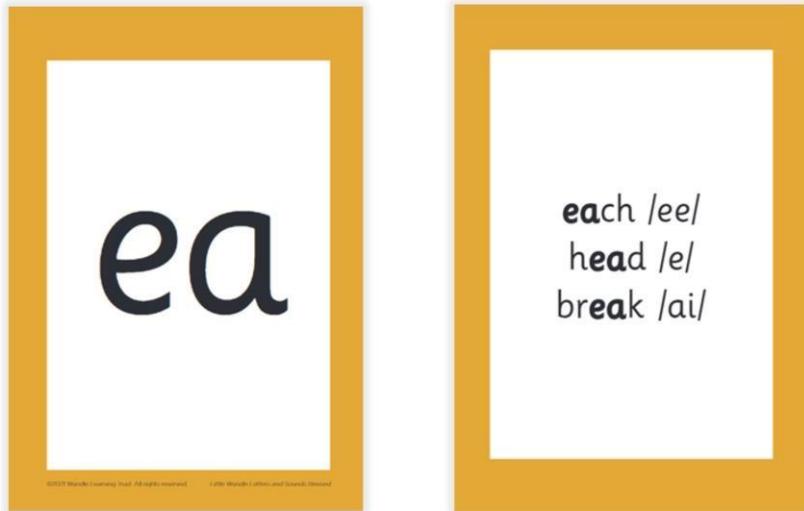
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Model the process on a flipchart for the parents to see.

e.g. shed

## 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.*

Use the backs and fronts of Phase 5 cards to show 'ea' and 'ow'.

And all the different ways to write  
the phoneme sh:



shell  
chef  
special

caption  
mansion  
passion

We will also teach the children how a phoneme can appear differently in words. Here the sound 'sh' is used in...

Show parents this video from the website:

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



## How we teach Phase 5

Show parents this video on the website:



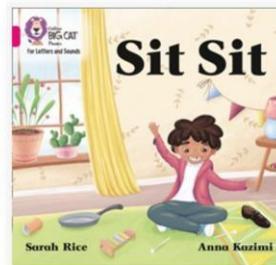
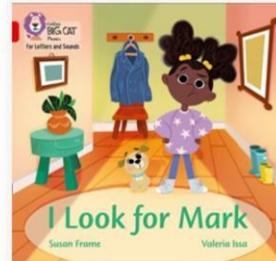
## How we teach tricky words

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

## 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.



*The children read the same book three times in a week. The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice or our David Attenborough voice – and the third time we look at comprehension. We read the books three times at school because we want to develop the fluency. The more they see words the more they begin to read them automatically without having to sound them out.*

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 six weeks to check 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 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

# 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.

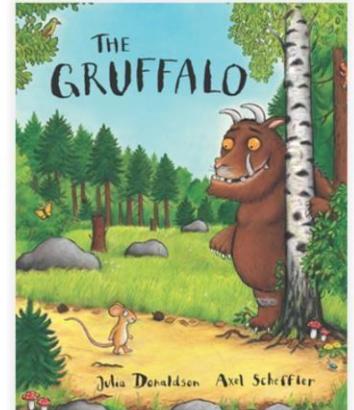
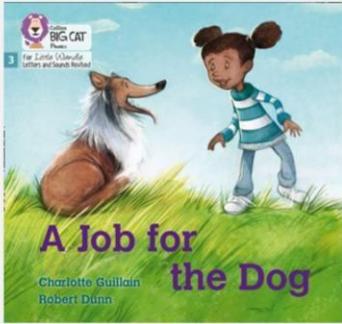
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



*Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J*

*Celebrate child's success at school, make time for reading at home! It's also important that the children know that we can read books more than once! There are so many different things we can learn when revisiting a book.*

## Books going home

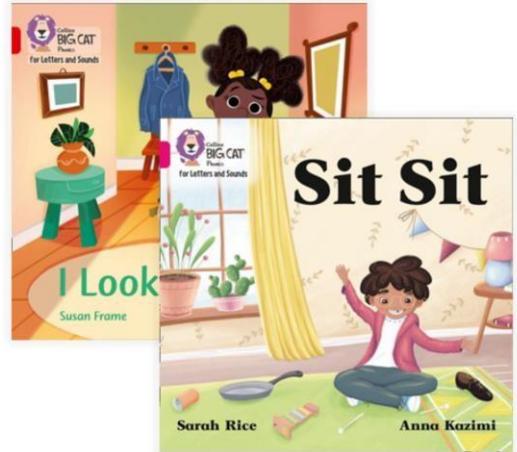


*As well as the 'decodable' book that your child will bring home they will also bring home a book for sharing with you (library book). This book will be beyond their level and we should not be expecting the children to read this independently. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.*

# 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**

*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 just ask us.*

## 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.



Show reading video



[For parents | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)



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

Carl Sagan





## Quiz 😊

What is a phoneme?

Two letters that make a sound.

The smallest unit of sound in a word.

How many phonemes does the word 'sound' have?

4

3

What is a trigraph?

Three letters that make one sound.

A word that is difficult to sound out.

What is the digraph in the word 'shop'?

op

sh



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**Thank you for coming**