



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**



Teach reading: change lives

Parent workshop: Phonics and early reading

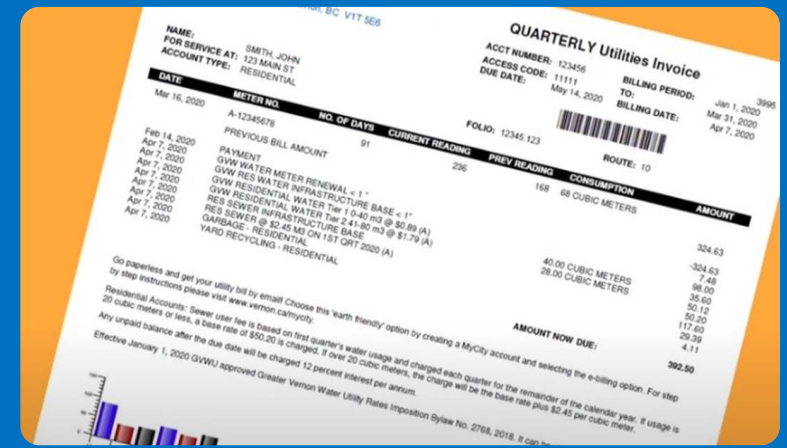


**A love of reading is the biggest indicator
of future academic success.**

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



How many times have you already read today?



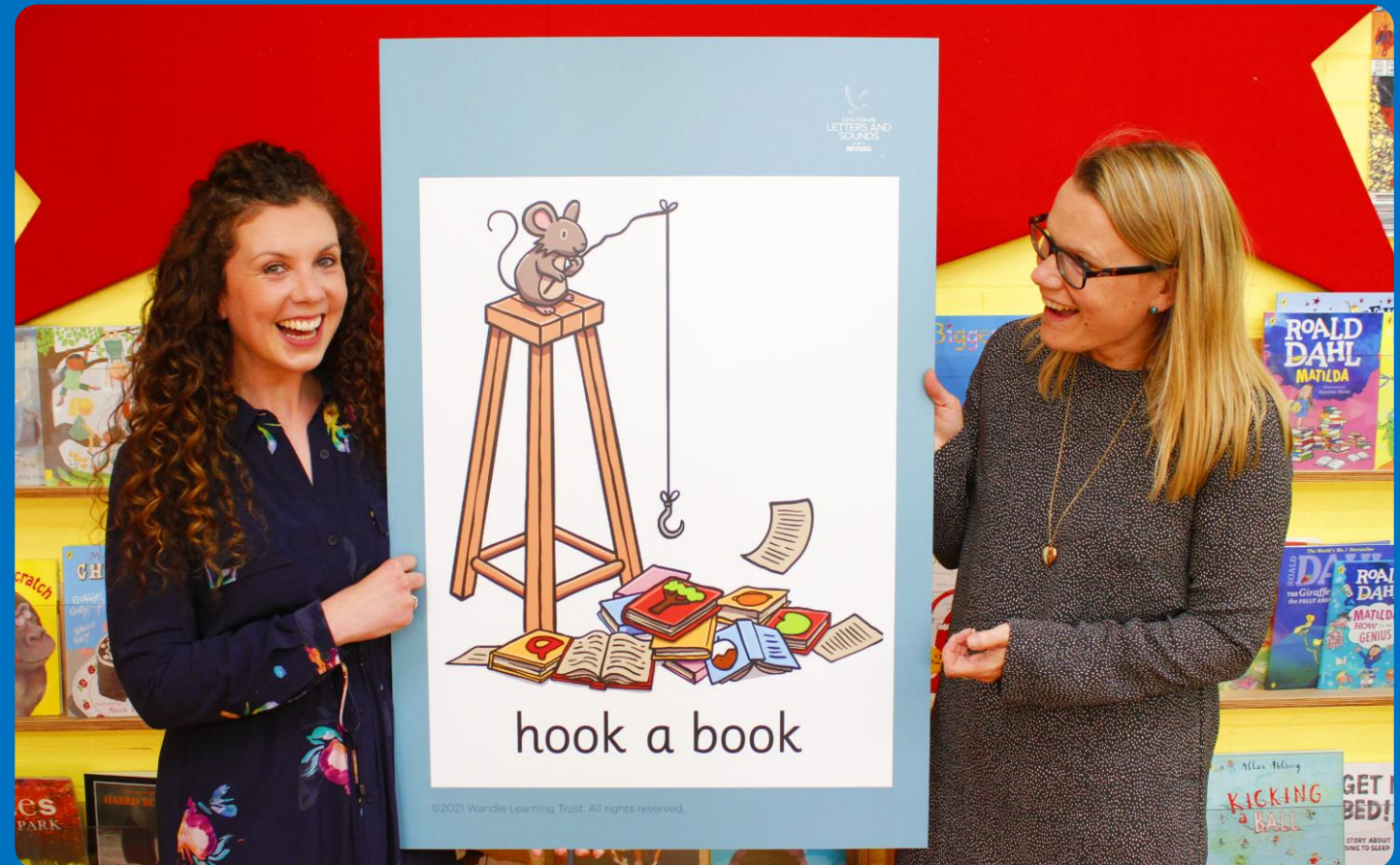


Phonics

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.**

”

Terminology



Phoneme

The smallest unit of sound that can be identified in words.

Split vowel digraph

Digraph representing a vowel sound where its two letters are split by a consonant (for example, 'a_e' in 'take')

Grapheme

A letter or group of letters used to represent a particular phoneme when writing. 'A sound written down'

Blend

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

Digraph

Two letters to represent one phoneme e.g. ai, ch

Segment

Identify each of the individual phonemes in a word. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful.

Trigraph









Three letters to represent one sound e.g. air, ear

Teaching order – we teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.











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 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 a a a	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 t t t	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 p p p	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 i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

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 j j j	All the way down the jellyfish. Dot on its head.
 v	 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.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x		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.

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 	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

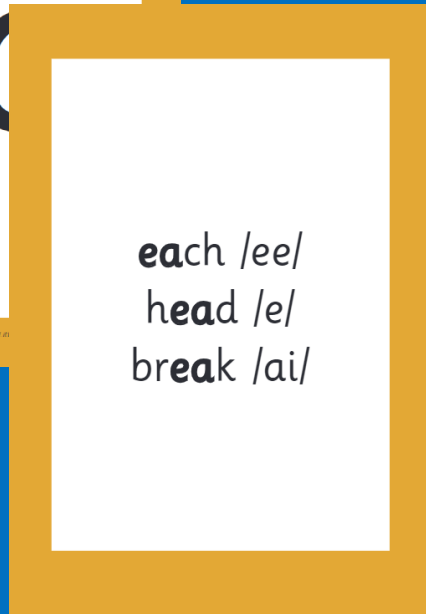
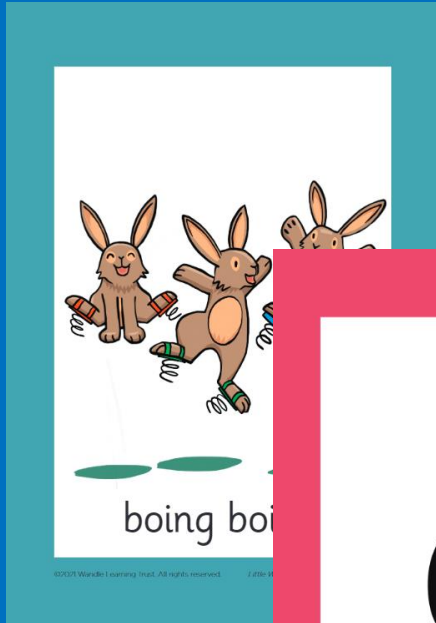
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /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
/oa/ u funny	any many again

How we make learning stick - 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 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.





Reading and spelling

Reading and spelling –
this is an example of
what 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.

ea

each /ee/
h**ea**d /e/
br**ea**k /ai/

And all the different ways to write
the phoneme sh:



shell

chef

special

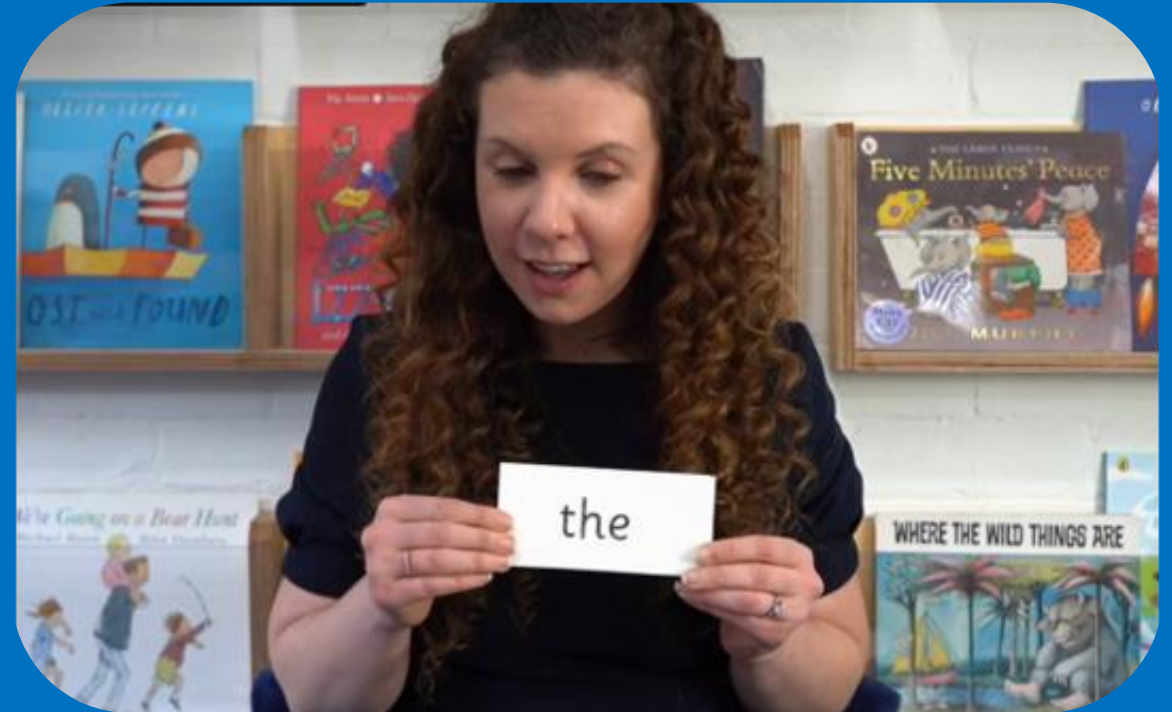
caption

mansion

passion

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. And phase 5 tricky words in Y1.



Tricky words



Spelling



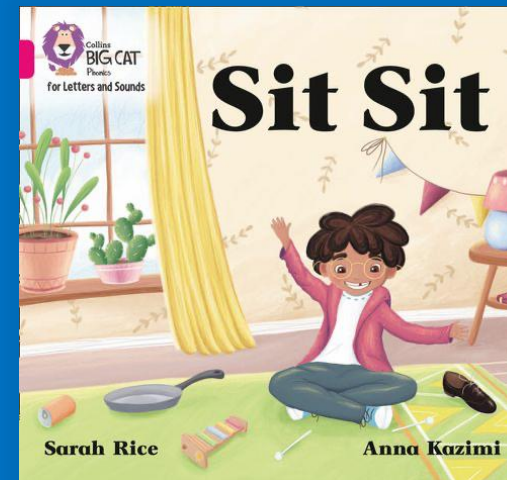
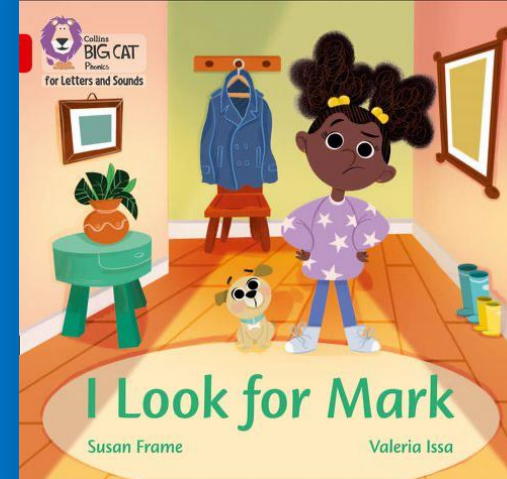
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we teach reading in books?

Reading practice sessions are:

- timetabled every week
- taught by a trained teacher/teaching assistant
- taught in small groups.



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

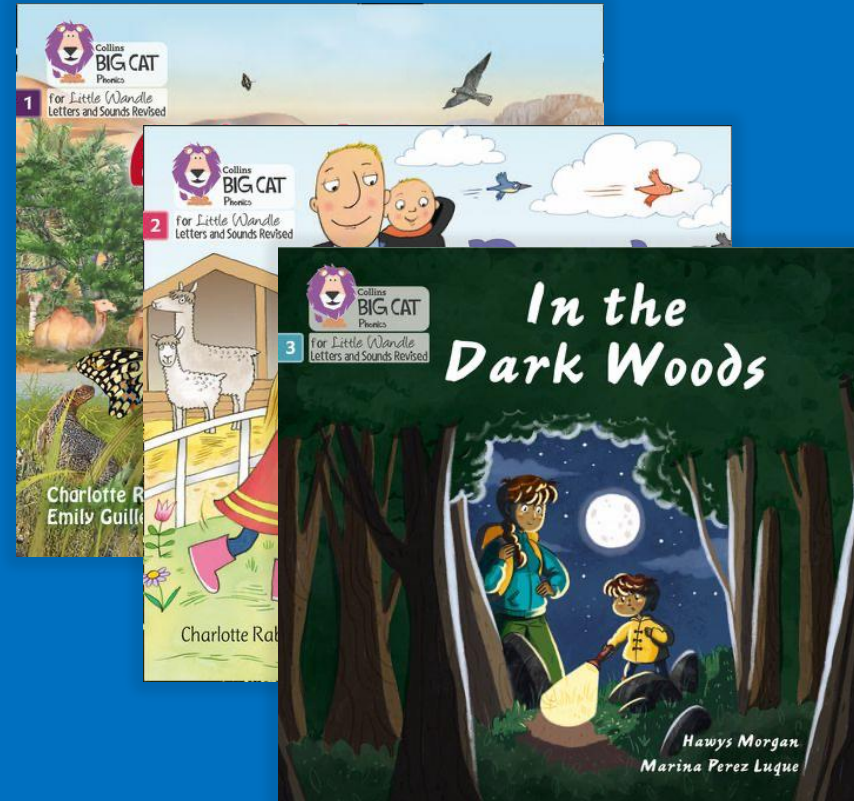


Little Wandle Letters and Sounds Revised Reception Child assessment

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



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 have read the book a few times.





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.

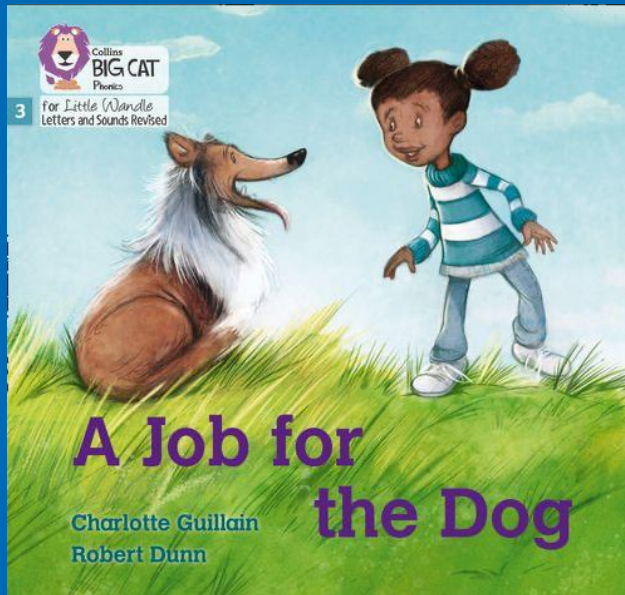
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



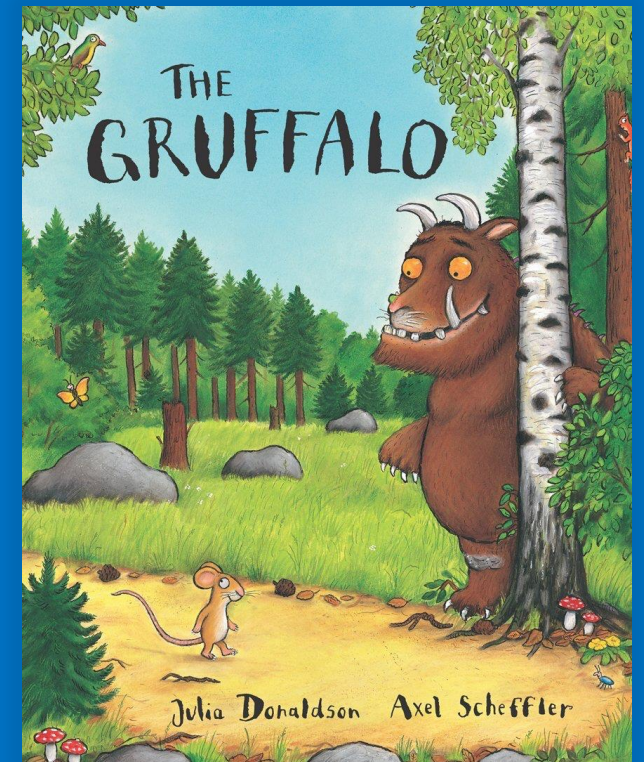
Books going home



PRACTICE READING BOOK



BEDTIME STORY



Read to your child

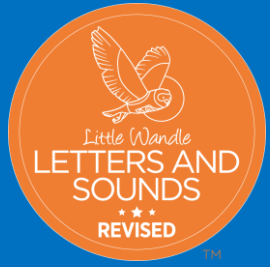


The shared book is for **YOU** to read:

- 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



It is really important that you pronounce the sounds correctly at home if you are supporting your child.



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



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

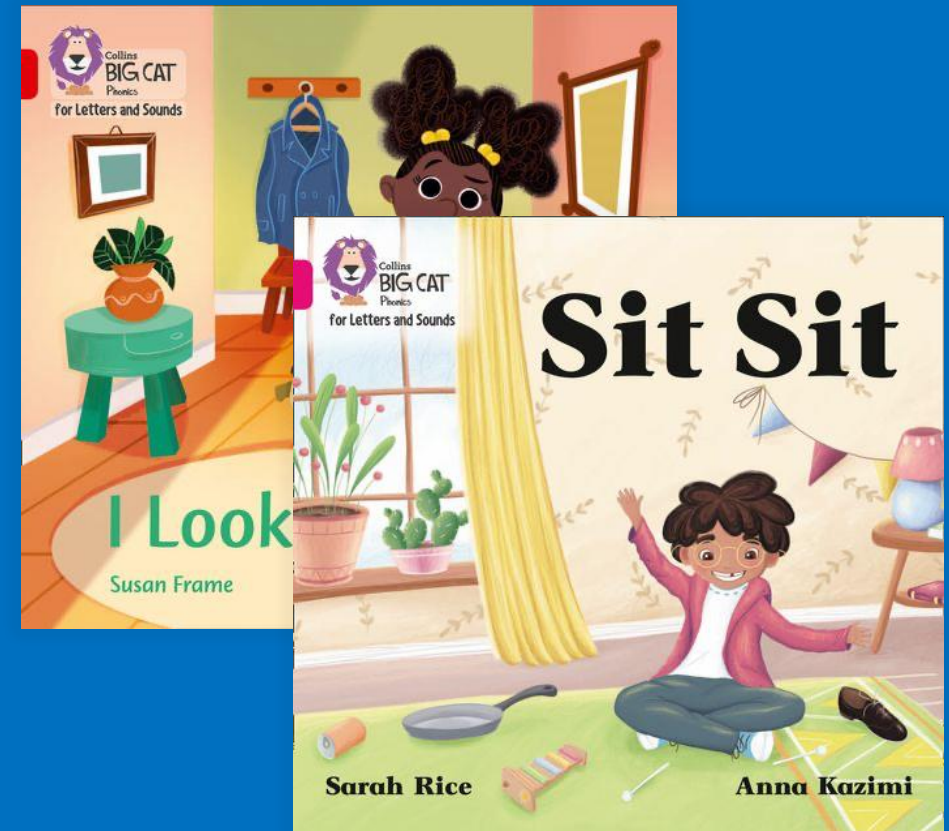


**Phase 3 sounds taught in
Reception Spring 1**

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.



Click on the video below to watch the sounds taught in Y1. Phase 5 sounds focuses on the alternative spellings.



Phase 5 sounds taught in Y1

Grow the code grapheme chart

Phase 2, 3 and 5

s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c ck cc ch	r rr wr	h hh	b bb	f ff ph	l ll le al	j jj dge ge	v vv ve
w wh	x	y	z zz s se ze	qu	ch tch ture	sh ch ti ssi ci	th ng nk			a a	e e ea	i i y	o o a	u u o-e ou
ai ay a-e eigh aigh ey ea	ee ea e-e y ey	igh ie i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo oo u* oul	ar a* al*	or aw au aur oar al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si	

*Representing the 'spelled' sound
© 2010 The Phonics Foundation



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

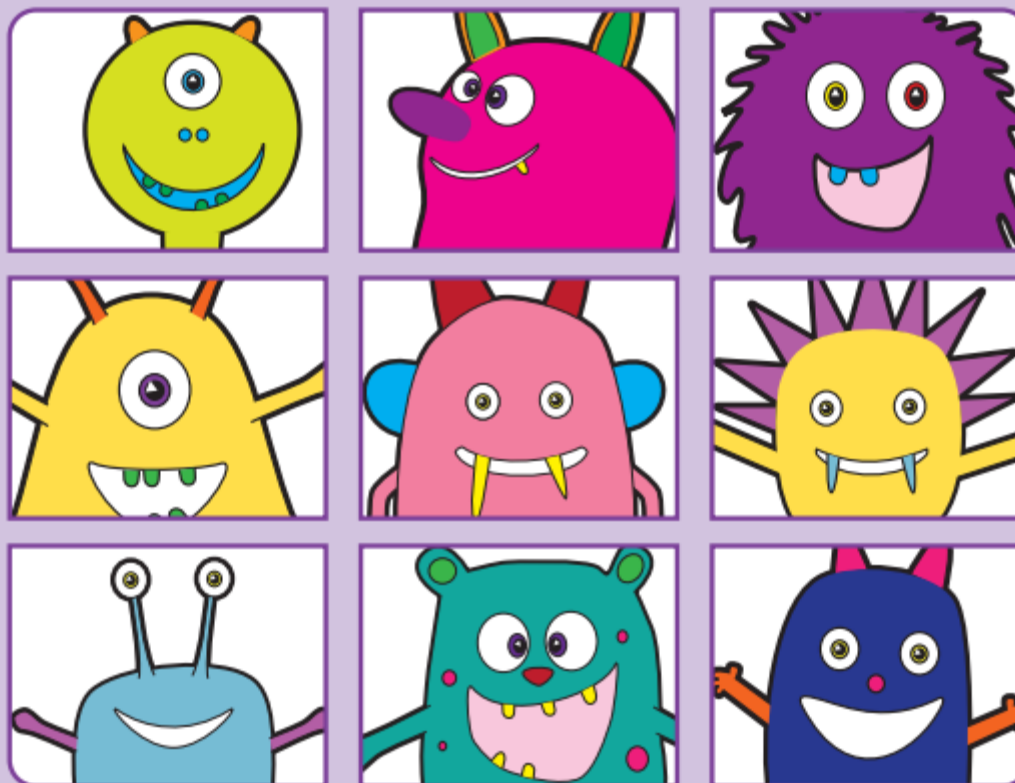
Carl Sagan



Key stage 1

Phonics screening check

Pupils' materials





Year 1 Phonic Screening

- Schools will administer the Year 1 Phonics Screening Check the week beginning Monday 10th June 2024.
- Every child in year 1 must complete the test.

What does the test look like?

- The check consists of 40 words which consist of 20 'real' words and 20 'nonsense words.'
- Your child will be asked to read these words with their class teacher
- By the time the children complete the test in June, they will have already completed a number of practice tests in Y1.
- There is no time limit on completing the test.

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1			
Word	Correct	Incorrect	Comment
bem			
dax			
kig			
eld			
besh			
quab			
barp			
chell			
grux			
smung			
nesk			
foint			
thud			
hang			
coin			
shell			
twig			
flick			
vest			
horns			

Section 2			
Word	Correct	Incorrect	Comment
vair			
cloat			
tirt			
whike			
plunt			
flards			
spran			
splew			
globe			
teams			
bowl			
chase			
print			
clouds			
spree			
stroke			
visit			
fabric			
trapeze			
concrete			

Total correct

Alien words



Section 1

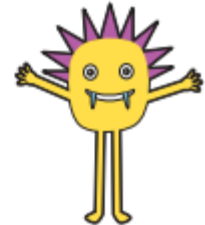
grux



smung



nesk



foint



Section 1

besb



quab



barp



chell



Real words



Section 2

globe

teams

bowl

chase

Section 1

thud

hang

coin

shell

What will my child's score mean?

- Your child will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard.
- In 2023, the "pass threshold" was 32, which means children had to read at least 32 words out of 40 correctly. The threshold mark is communicated to schools at the end of June, after the test has been taken, so that teachers can mark the Check.
- You will be told how your child did, but schools' results will not be published. If your child's score falls below the standard, they will be given extra phonics help and can retake the Phonics screening check in Year 2 (June 2025).



How can I help my child prepare?



- You can help your child prepare for their Phonics Screening Check by going over the phonics they have learnt in Reception and Year 1.
- Read new books and stories with them where they will be introduced to new words that they will have to sound out.
- Provide plenty of opportunities for word reading practice of both Phase 5 real and alien words: children should add their own sound buttons to the word cards and then decide if they are real or alien.



What if my child is behind?

To ensure your child is on track, we aim for them to be able to read at least 20 words on a practice phonic screening by Christmas. If they score below 20, we will speak to you about how we can provide extra support at school and how you can help your child at home.

Useful Websites and Apps

- BBC Bitesize
- Reading Eggs- your child has a login
- [Mr Thorne-](#) good for enunciation
- [Phonicsplay](#)- online games
- [Alphablocks](#) – short videos practising segmenting and blending skills