



# Teach reading: change lives

Parent workshop: Phonics and early reading.





# Phonics

# Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds* as our phonics 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





For support with the pronunciation of the phonemes taught, please refer to the videos below.



Phase 2 sounds taught in Reception  
Autumn 1



Phase 2 sounds taught in Reception  
Autumn 2



Phase 3 sounds taught in Reception  
Spring 1

## Phonics on a Page

Please click on the document below to see our Phonics Summary.

Phonics [↗](#)

## Reading Practice Sessions

Children in Reception, Year 1 and 2, read fully decodable books with an adult 3 times per week during our 'Reading Practice' sessions. These are then sent home, in the form of an ebook, for children to build their reading fluency and showcase their developing skills and phonetic knowledge to their parents/carers. These 3 reading practice sessions each have a different focus; decoding, prosody and comprehension. Our reading books in Reception, Y1 and Y2: Little Wandle Letters and Sounds Revised Big Cat books.

# Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment















We have a phonics glossary of key terms on the phonics page of the school website.












# 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 <b>ssssss</b>	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 <b>aaa</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>ttt</b>	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 <b>ppp</b>	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 <b>iii</b>	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 <b>nnnnn</b> sound	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 <b>jjj</b>	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv</b>	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 <b>www</b>	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 <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (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.
		Smile, tongue to the top of your mouth, say <b>y</b> without	Down and round the yo-yo, then follow the string sound

*We usually teach four new sounds a week and have a review lesson on a Friday. You can find a list of the sounds that we are learning on your child's class page of the school website. 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 <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> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</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 /ou/ 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

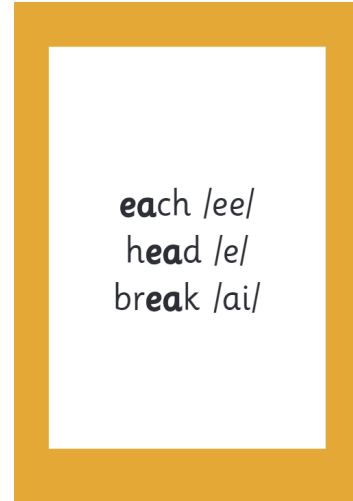
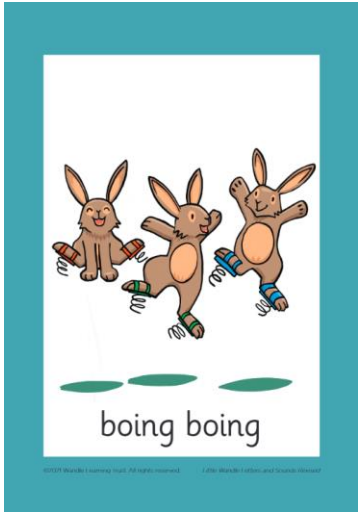
\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /el/ ea head /wl/ 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

This document is on the phonics page of the school website.

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

# How we make learning stick



*Each new sound the children are introduced to are accompanied by 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.*

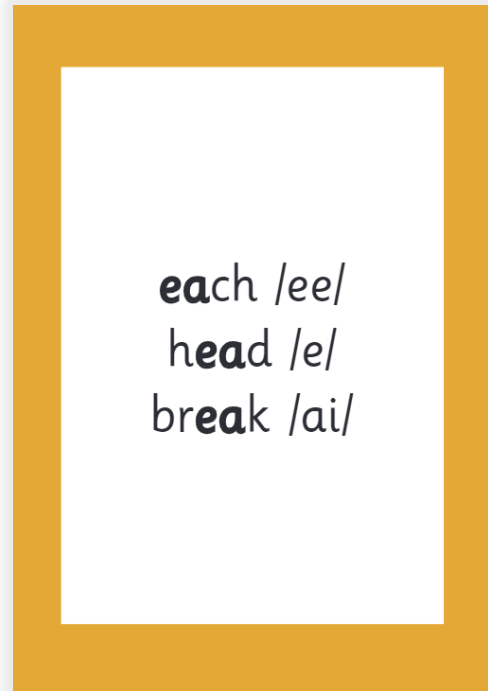
*Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practice what they have learned.*

*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 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



This video is on the phonics page of the school website.

## Phase 5 tricky words: Year 1

### Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table shows the tricky words that your child will learn in Phase 5 in Year 1 and explains why each word is tricky. Tricky words taught in Reception that remain tricky in Year 1 are also shown. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Taught in Year 1 Autumn term		
Tricky word	Tricky part	Why is it tricky?
their	eir	The 'eir' makes the sound <b>air</b> . This is a rare spelling for this sound.
people	eo le	The 'eo' makes the sound <b>ee*</b> . Your child has not yet learned the digraph 'le'. *This is a rare spelling for this sound.
oh	oh	The 'oh' makes the sound <b>oa</b> . This is a rare spelling for this sound.
your	our	Your child has not yet learned the trigraph 'our'. Here, it makes the sound <b>or</b> .
Mr Mrs Miss	whole word	These are abbreviations in common use as words.
ask*	a	The 'a' makes the sound <b>ar</b> . Learning so far: For 'a', your child has learned the sound <b>a</b> as in 'cat'.
could would should	oul	Your child has not yet learned the trigraph 'oul', which makes the sound <b>oo</b> (as in 'book').
our	our	The trigraph 'our' makes the sound <b>ow</b> followed by the schwa sound. This is a rare spelling for this sound.
house mouse	se	Your child has not yet learned the digraph 'se'. Here, it makes the sound <b>s</b> .
water	a	The 'a' makes the sound <b>or</b> . Learning so far: For 'a', your child has learned the sound <b>a</b> as in 'cat'.
want	a	The 'a' makes the sound <b>o</b> . Learning so far: For 'a', your child has learned the sound <b>a</b> as in 'cat'.

\*Depending on regional pronunciations, not all children will be taught the word 'ask' as a tricky word.

The tricky word website link is on the phonics page of the school website.

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oh	oh	The 'oh' makes the sound <b>oa</b> . <i>This is a rare spelling for this sound.</i>
your	our	Your child has not yet learned the trigraph 'our'. Here, it makes the sound <b>or</b> .
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# Spelling

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



Say: shop

Segment: sh-o-p

Count: shop

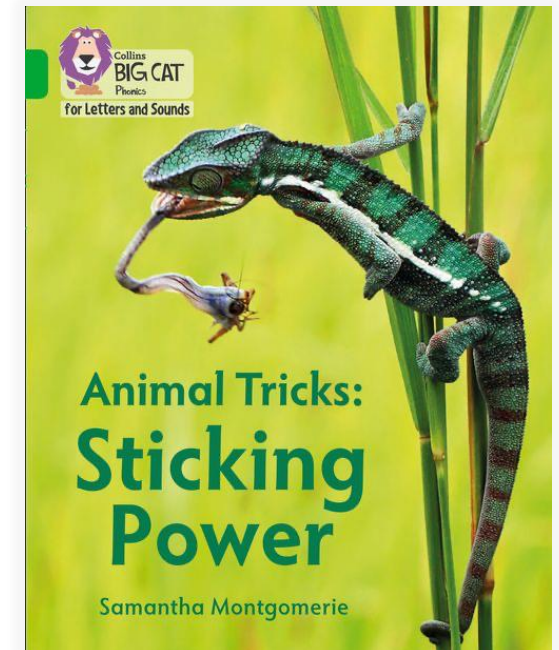
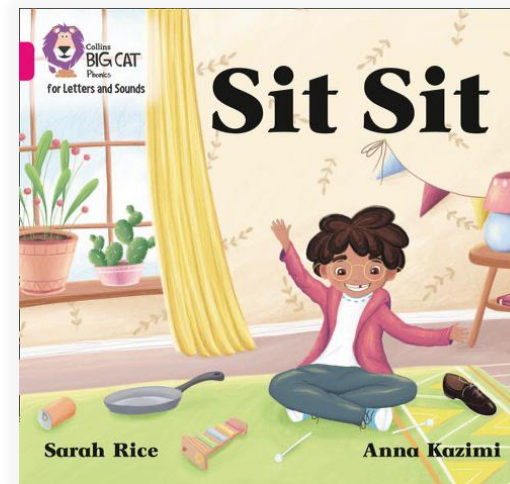
Write it: sh . . o . . p . .



# How do we teach reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught in small groups.
- We teach decoding, prosody and comprehension each week.
- After the third read, the book is sent home via an eBook.



# 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.







# Year 1 Phonic Screening Check

Parent workshop February 2023









# Year 1 Phonics Screening Check



## Key information:

- The test contains 40 words.
- Each child will sit one to one and read each word aloud to a teacher.
- The test will take approximately 10 minutes per child.
- The list of words children read is a combination of 20 real words and 20 pseudo words.
- Alien words are shown with a picture of an alien. Alien words are included as they will be new to all children; they do not favor children with a good vocabulary or visual memory.

Section 2

brend	
throst	
stret	
spraw	

Section 2

label
vanish
blossom
thankful

Parent link for the Phonics Screening Check on the Year 1 class page.