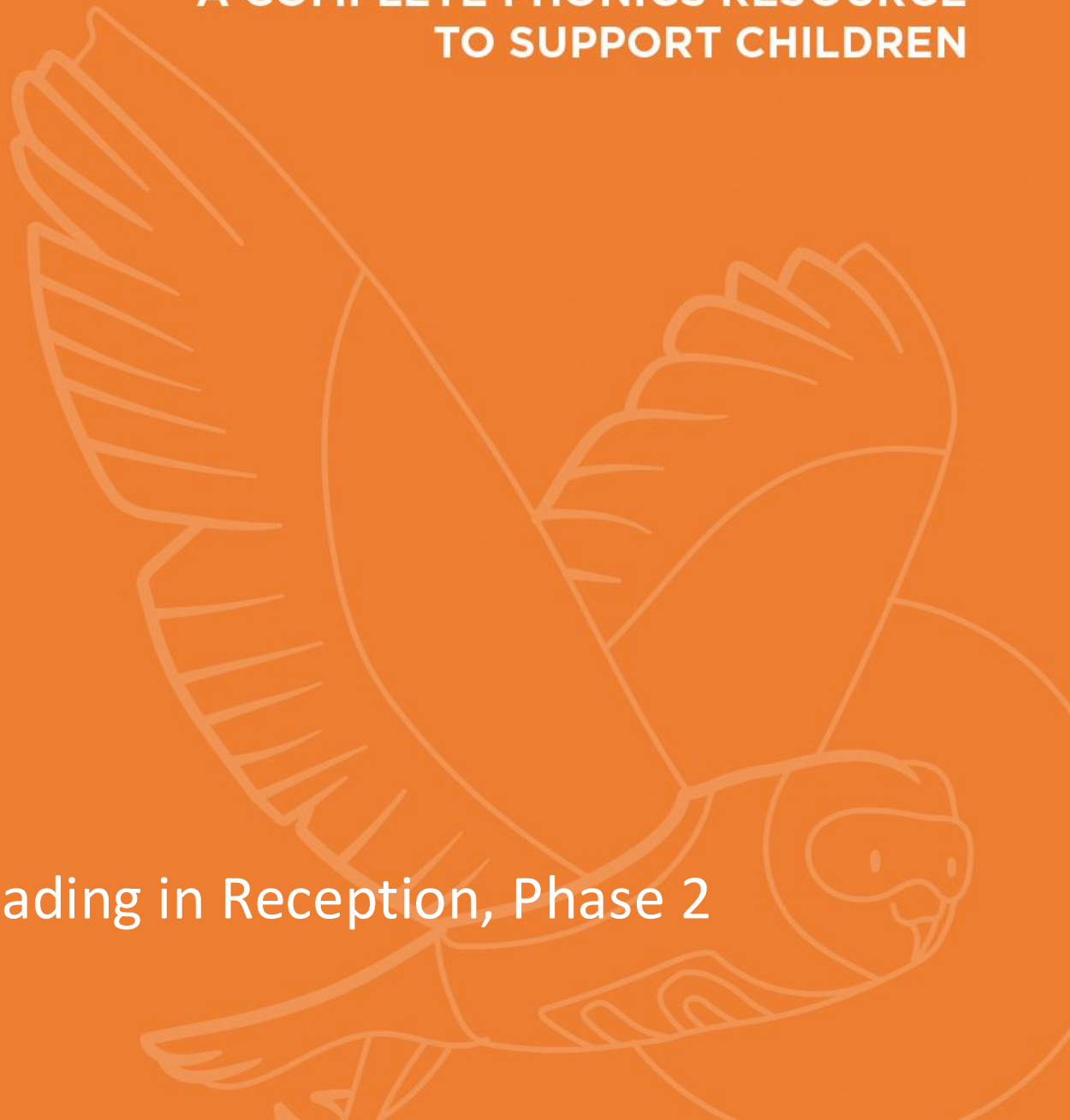




A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Teach reading: change lives

Parent workshop: Phonics and early reading in Reception, Phase 2  
(Autumn)



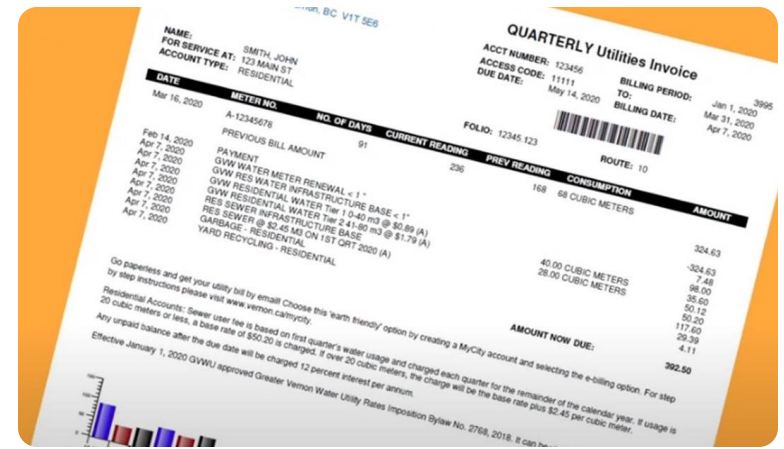
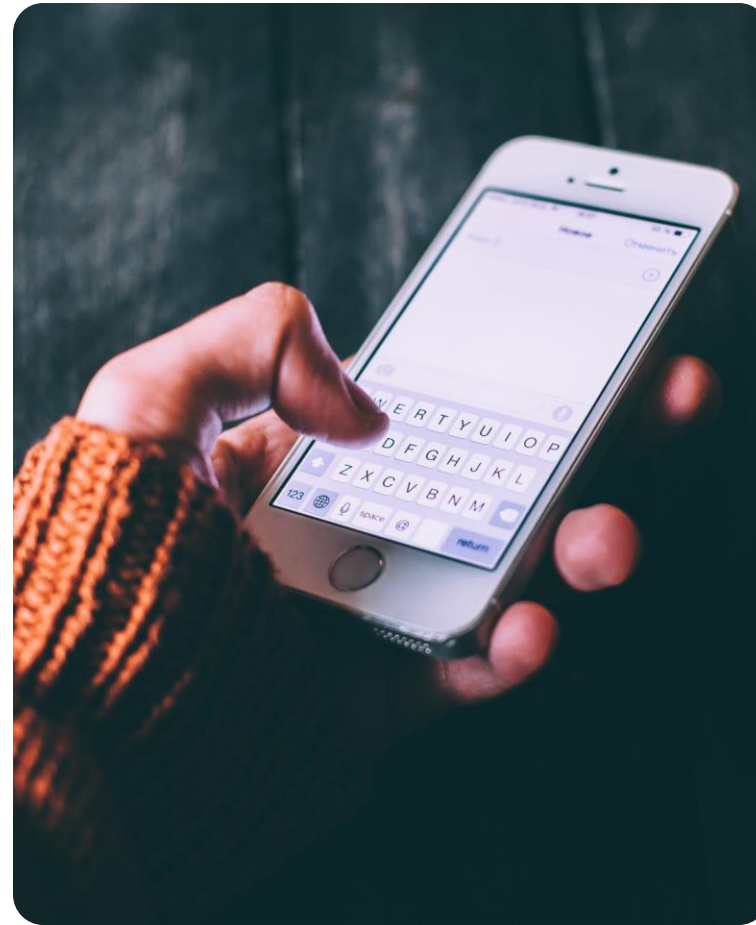


**A love of reading is the biggest indicator  
of future academic success.**

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**

**Grapheme**

**Digraph**

**Trigraph**

**Blend**

**Segment**

# This term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.





# We teach Phase 2 in this order

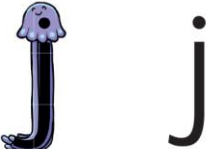








## Phase 2 grapheme information sheet

### Autumn 1





Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out <b>ssssss 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>a a a</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>t t t</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>p p p</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>i i i</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 <b>nnnnn</b>	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>j j j</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 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>w w w</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 y without	Down and round the yo-yo, then follow the string sound

# Let's say the Phase 2 sounds

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				



Phase 2 sounds taught in  
Reception Autumn 1



Phase 2 sounds taught in  
Reception Autumn 2

# We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.

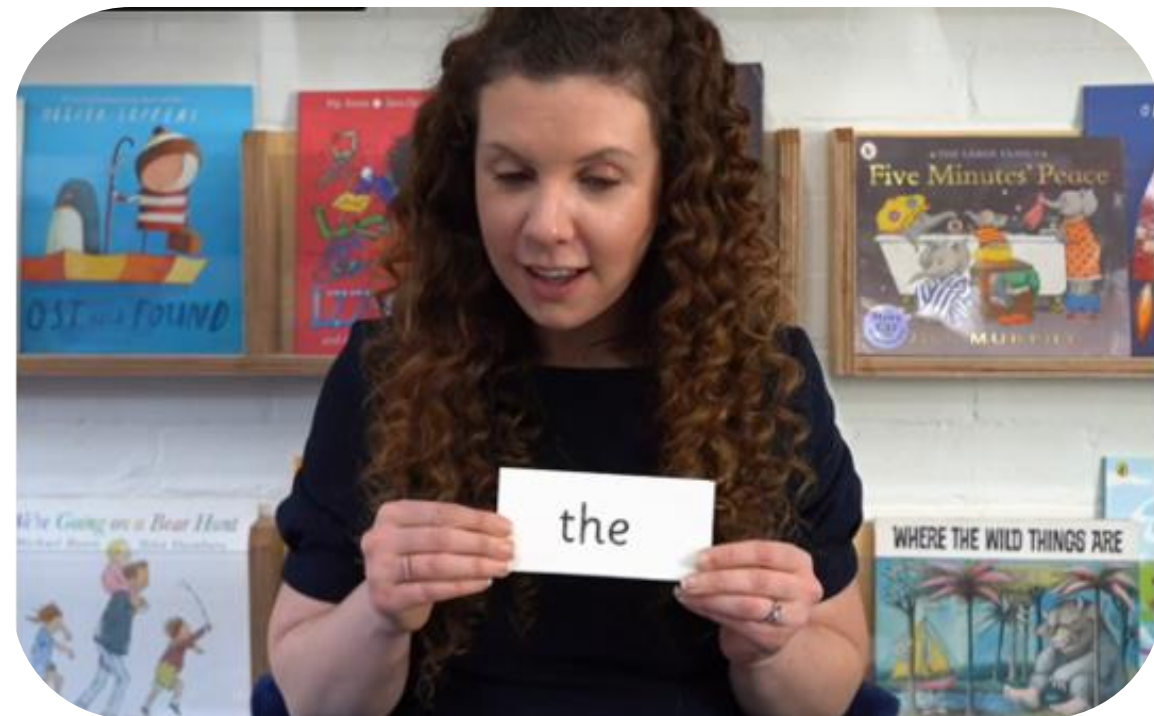


# Blending to read words



# 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.





# Reading tricky words



# Our progression



## 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> </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 /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

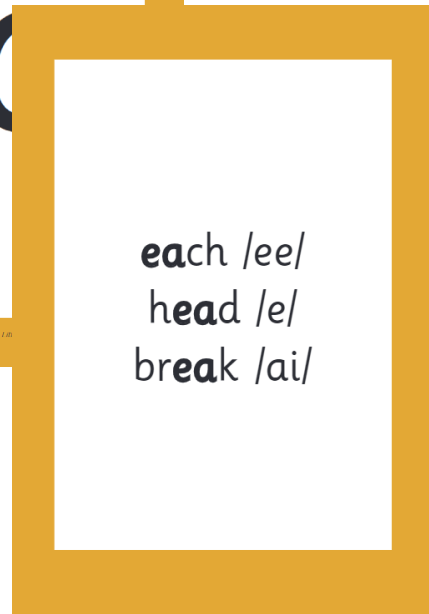
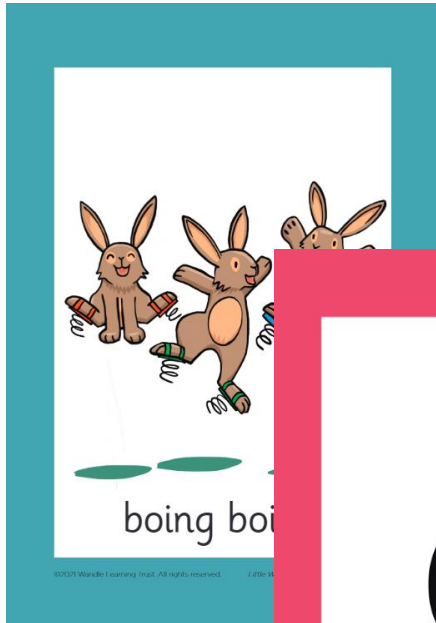
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ yool ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oal/ 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
/eel/ y funny /e/ ea head /w/ wh wheel /oal/ oe ou toe shoulder /igh/ y fly /oal/ ow snow	any many again who whole where two school call different thought through friend work

# How we make learning stick





# Reading and spelling



# Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

## 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 ssssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</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>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say <b>p p p</b>	Down the penguin's back, up and around its head.





# How do we teach spelling?



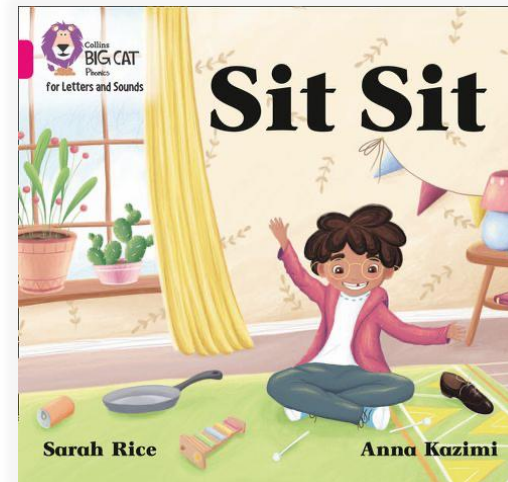
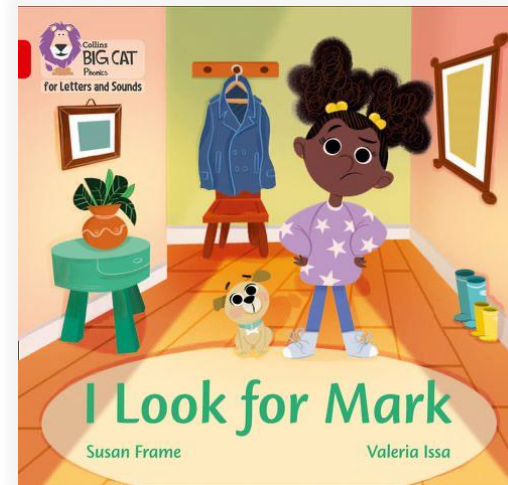
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# How do we practise reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.



# How do we find the right book for your child?

## 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

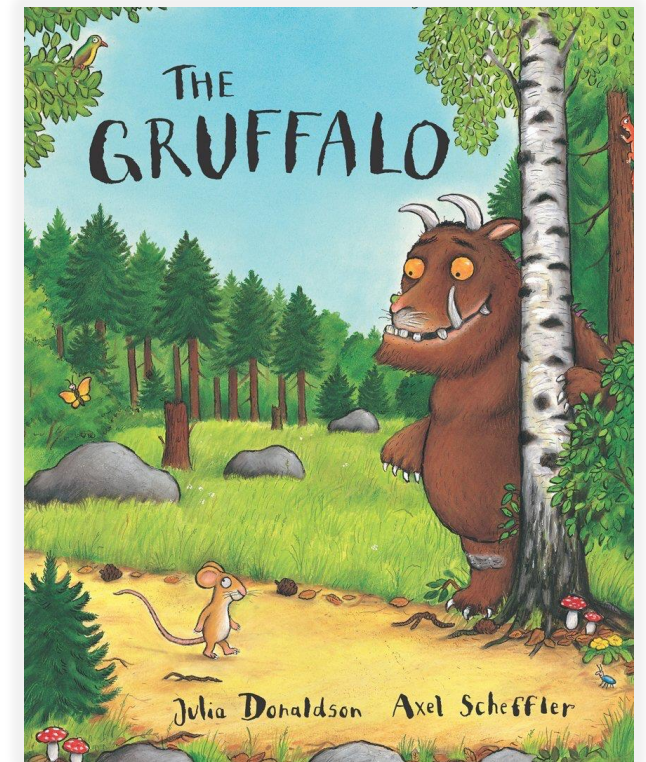
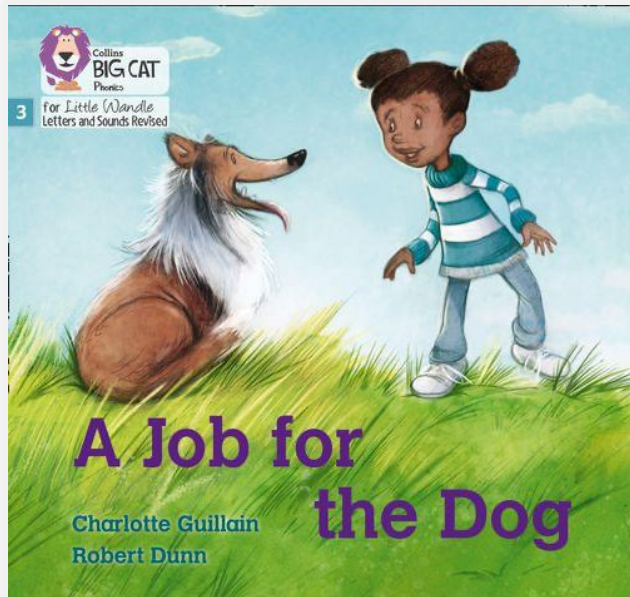




# Reading at home



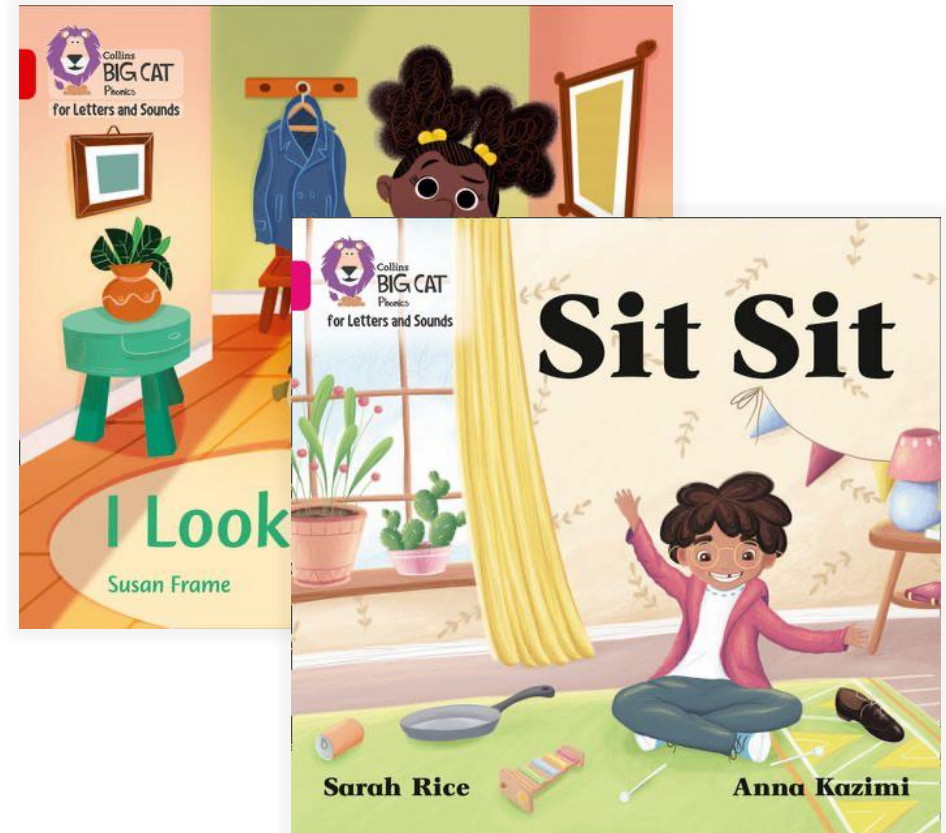
# Books going home





# Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



# 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.
  - Describe things you see.



# 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.





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

Carl Sagan





## For Primary schools

**I am a primary pupil**

Log in

**I am a primary teacher**

Log in

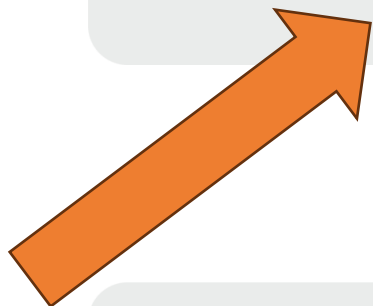
## For Secondary schools

**I am a secondary student**

Log in

**I am a secondary teacher**

Log in







# Collins hub

Username or Email \*

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Password \*

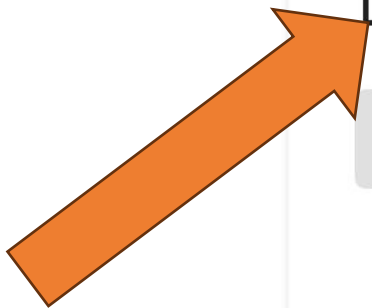


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[Forgotten Your Password?](#)

Remember Me

SIGN IN





## ← Dashboard

🔍 Search

2 results

2. Band/Phase

All



7. Fiction/Non-fiction

All

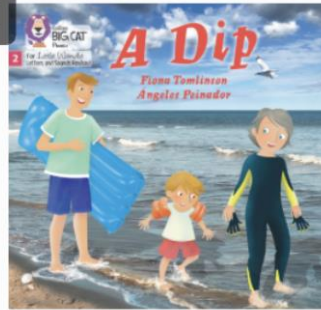


8. Text Type

All

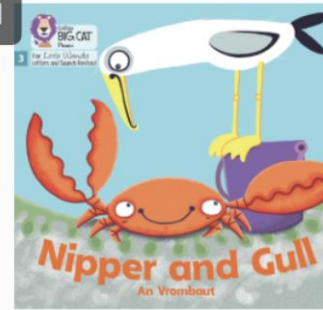


Shared



**A Dip: Phase 2**

Shared



**Nipper and Gull: Phase 3**



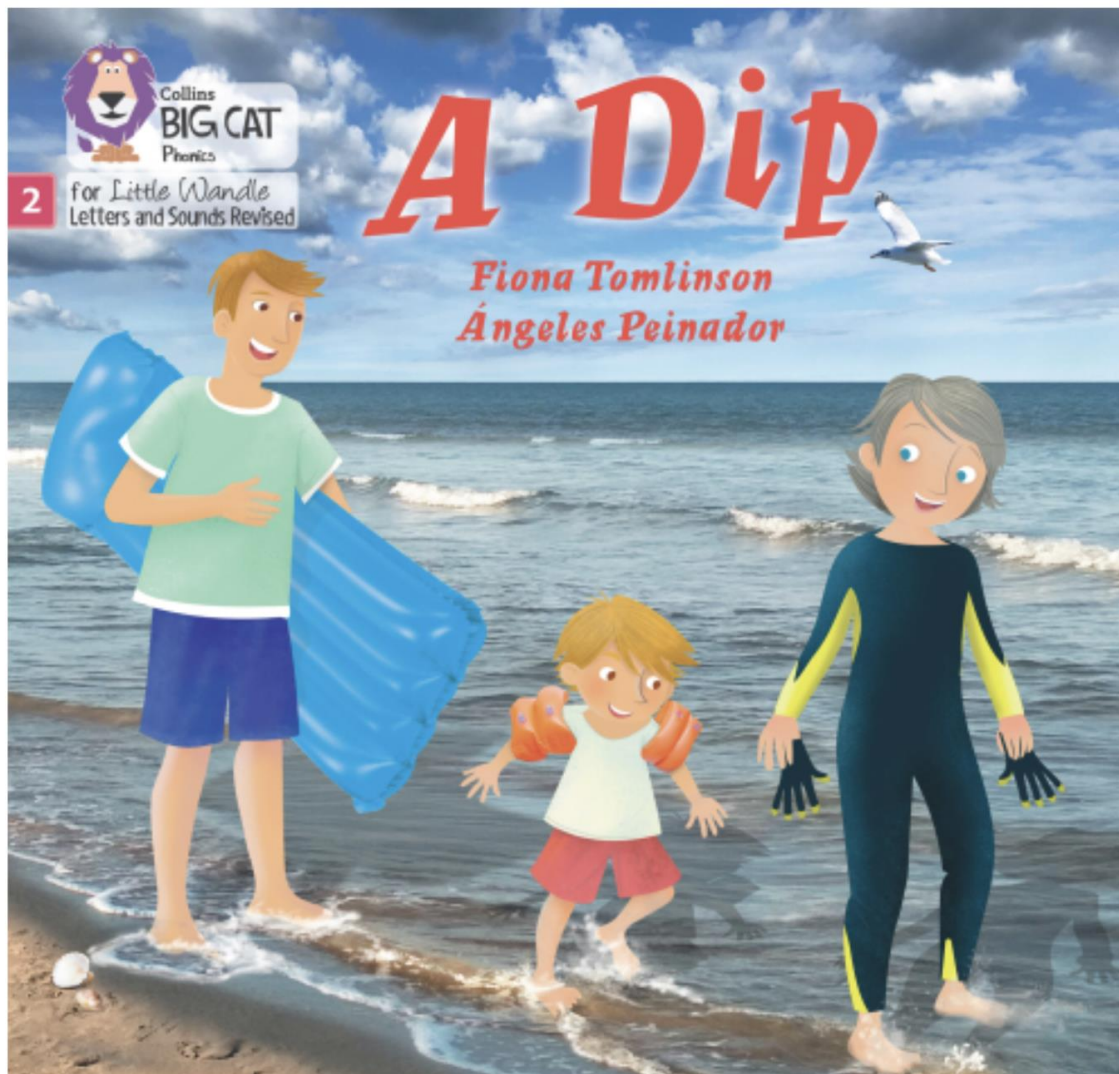
← Library



Tutor



Click ▶ to hear the text read aloud.



◀ Cover of 19 ▶



## Before reading

### Practising phonics: Phase 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandleL&Srevised](http://collins.co.uk/BigCatLittleWandleL&Srevised)

### Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs and words. Encourage them to read the words fluently.

### Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)

### Read the GPCs

s t p n m  
d a i

### Read the words

Tim pats Nan

### Vocabulary

Ask the children to read these words.  
Check understanding.

dips pads

### Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.



Tim pats it.



Dad dips in it.





## **Review: After reading**

Use your assessment from hearing the children read to choose any GPCs or words that need additional practice.

### **Read 1: Decoding**

- Turn to pages 2 and 3. Ask the children to find the words that contain the /t/ sound, and to blend, then read the words to check their own answers. (*p/a/t/s – pats; i/t – it; T/i/m – Tim*)
- Turn to page 7. Ask the children to find the words that contain the /d/ sound. (*D/a/d – Dad; d/i/p/s – dips*)
- Turn to page 13. Ask the children to find and blend the two words with the /n/ sound. (*N/a/n – Nan; i/n – in*)
- Look at the “I spy sounds” pages (14–15). Ask the children if they can see something on the beach beginning with the /d/ sound. (e.g. *doll, dress, dominoes*) Ask the children to find other things that begin with the /d/ sound anywhere in the picture. (e.g. *dinosaur, Dad, dog, duck, drink, donuts*)

### **Read 2: Prosody**

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.

### **Read 3: Comprehension**

- For every question ask the children how they know the answer. Ask:
  - Does Tim get wet? How? (e.g. *yes, he sits in the water*)
  - What is the weather like? How do you know? (e.g. *it's sunny and warm; Dad and Tim are in shorts and they are sitting in the sea*)
  - How does everyone feel at the end of the story? (e.g. *happy, wet*)