



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

Parent workshop: Phonics and early reading



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.



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Phonics is:

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

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Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

Blending to read words



Teaching order

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the s his out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 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.
 	 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.
 	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Draw the iguana's body, then draw a dot (on the leaf) at the top.
 	 eel	Open your lips a bit, put your tongue behind your teeth and	Draw the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 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.
 	 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.
 	 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.
 		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 - 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
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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 /lgh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /lgh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /lgh/ 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/ ow 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
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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**

Tricky words





Reading and spelling

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





Reading at home

The most important thing you can do is read with your child



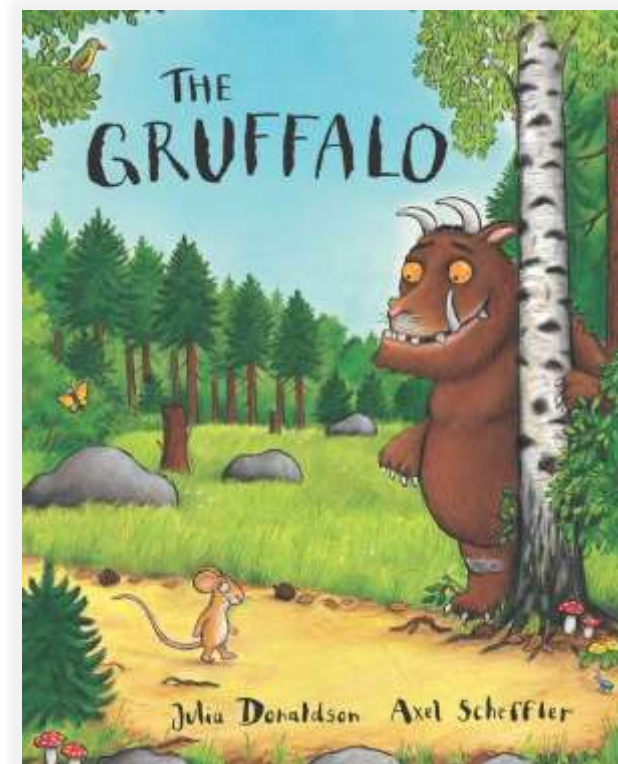
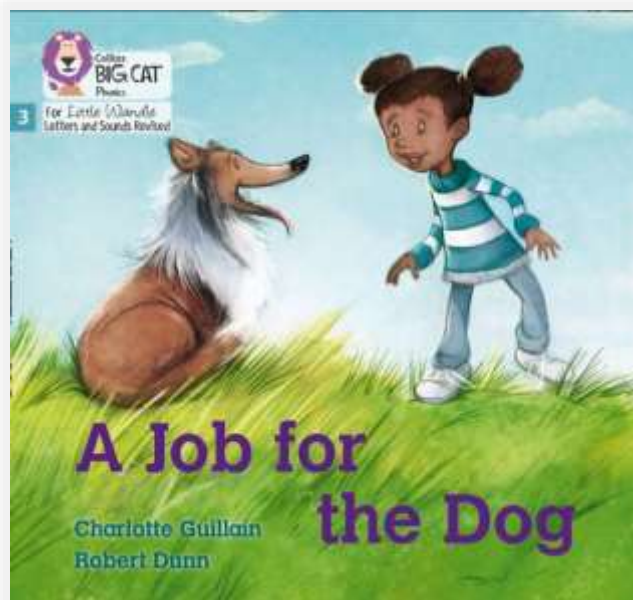
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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



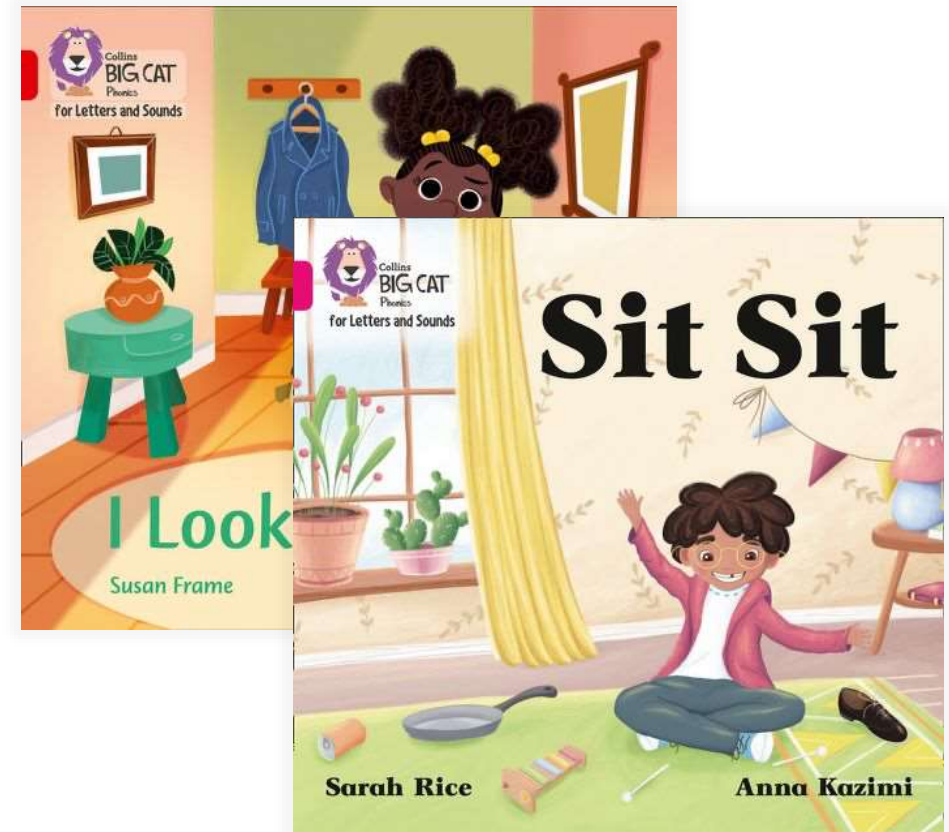
Reading

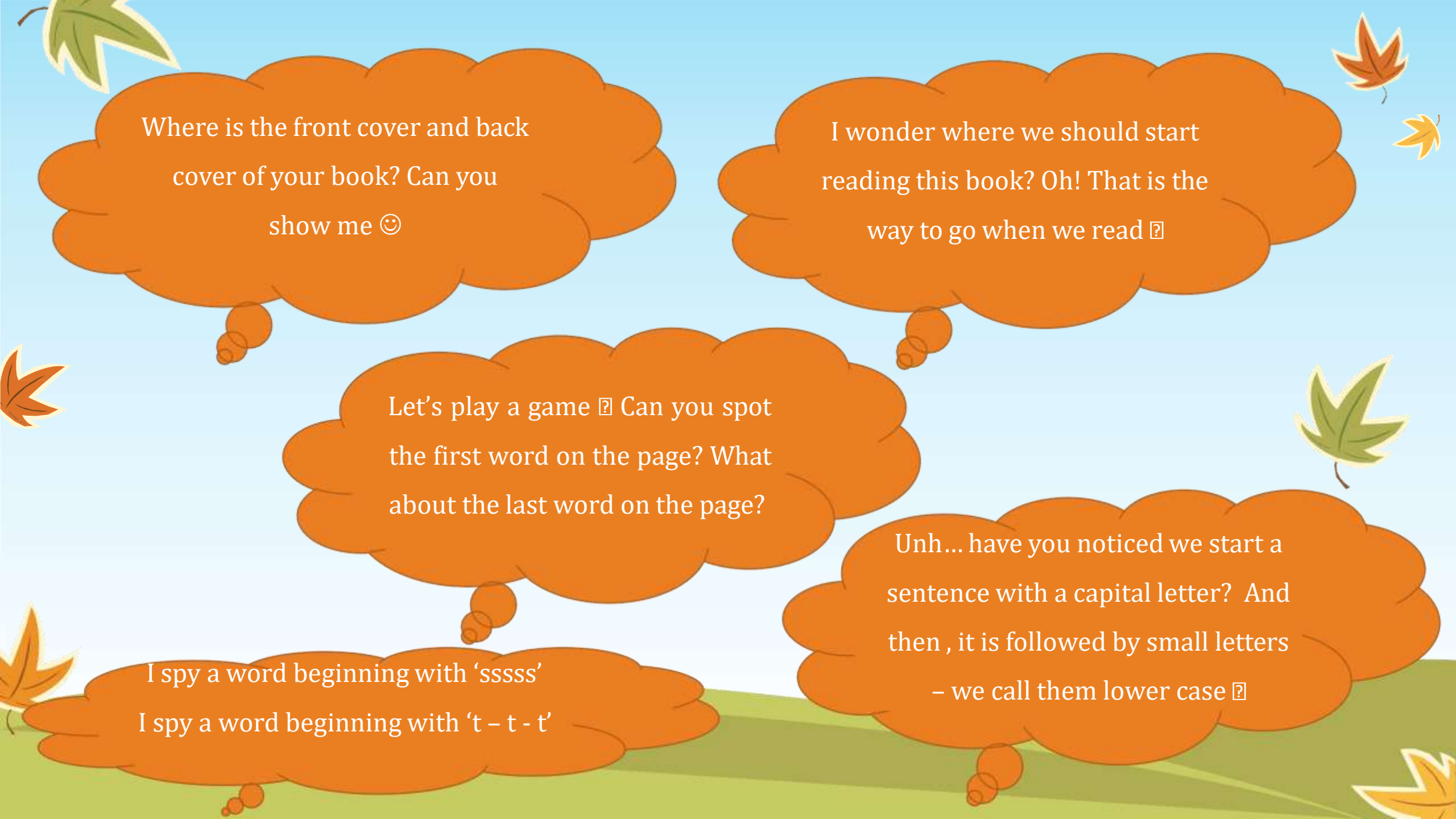


- Your child will start off by getting 1 book every week. Please read this book every day.
- We plan to give you a new book every Wednesday. We will read with your child at school during the week so please keep the book in their book bag everyday.
- All children will start with wordless books as we start to learn our phonics at school. Please look at the book everyday. Picture books are the start of your child's reading skills. Talk about feelings, expressions, predictions about what might happen.
- We will be assessing your children around half term and see how they are getting on with learning their phonics and blending. When your child is ready we will give them a reading book with words linked to the phonics that they know.
- Your child needs to be able to read the book with fluency and expression by the end of the week.
- We will be checking the reading records everyday at school. If you have read at home, write a date and comment and we will award your child with a MM point.

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.





Where is the front cover and back cover of your book? Can you show me ☺

I wonder where we should start reading this book? Oh! That is the way to go when we read ☺

Let's play a game ☺ Can you spot the first word on the page? What about the last word on the page?

I spy a word beginning with 'sssss'
I spy a word beginning with 't - t - t'

Unh... have you noticed we start a sentence with a capital letter? And then , it is followed by small letters – we call them lower case ☺

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.





Helpful links...

- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- <https://home.oxfordowl.co.uk/reading/reading-age-4-5-reception/>
- <https://www.phonicsplay.co.uk/resources>
- <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-2>
- <https://www.bbc.co.uk/bitesize/topics/zf2yf4j/articles/z4ycrj6>
- <https://www.bbc.co.uk/iplayer/episodes/b01cz0p1/alphablocks>



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

Carl Sagan

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