



**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?

A photograph of a 'Quarterly Utilities Invoice' from Greater Vernon Water Utility. The invoice is white with black text and a barcode. It includes the following information:  
**NAME:** SMITH, JOHN  
**FOR SERVICE AT:** 123 MAIN ST  
**ACCOUNT TYPE:** RESIDENTIAL  
**ACCT NUMBER:** 123456  
**ACCESS CODE:** 11111  
**DUE DATE:** May 14, 2020  
**BILLING PERIOD:** Jan 1, 2020 to Mar 31, 2020  
**BILLING DATE:** Apr 7, 2020  
**FOLIO:** 12345 123  
**ROUTE:** 10  
**METER NO.:** A-12345678  
**NO. OF DAYS:** 91  
**CURRENT READING:** 236  
**PREV READING:** 168  
**CONSUMPTION:** 68 CUBIC METERS  
**AMOUNT:** 324.63  
**AMOUNT NOW DUE:** 392.50  
The invoice also includes a table of charges and a note about the billing cycle.



# 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**

# Blending to read words





# Teaching order

## Phase 2 grapheme information sheet

## Autumn 1

| Grapheme and mnemonic                                                                 | Picture card                                                                                   | Pronunciation phrase                                                                | Formation phrase                                                            |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  s   | <br>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   | <br>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   | <br>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 | <br>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 | <br>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.           |
|                                                                                       |                                                                                                | 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   | <br>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  | <br>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 | <br>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 |             | 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. |

# 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<br><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<br><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<br><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 |
|------------------|------------------|
|------------------|------------------|

#### Year 1

| Autumn 1                                                                                               | Review tricky words Phases 2–4                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Review Phase 3 and 4<br><b>Phase 5</b><br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/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<br>/igh/ ie pie<br>/ool/ /yool/ ue blue rescue<br>/yool/ u unicorn<br>/oa/ o go<br>/igh/ i tiger<br>/ai/ a paper<br>/eel/ e he<br>/ai/ a-e shake<br>/igh/ i-e time<br>/oa/ o-e home<br>/ool/ /yool/ u-e rude cute<br>/eel/ e-e these<br>/ool/ /yool/ ew chew new<br>/eel/ ie shield<br>/or/ aw claw | their people oh your<br>Mr Mrs Ms ask*<br>could would should our<br>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 |
|----------------------------|------------------|
|----------------------------|------------------|

# 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



**How we teach 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...**

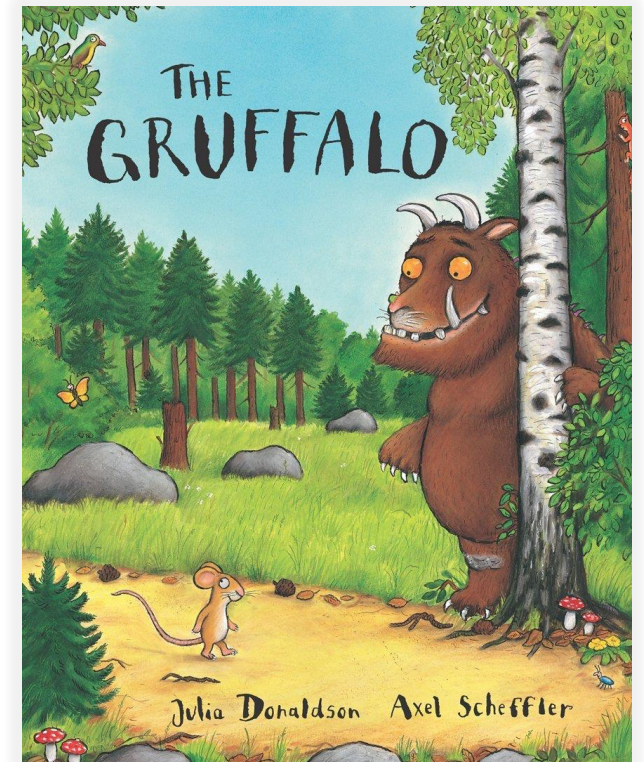
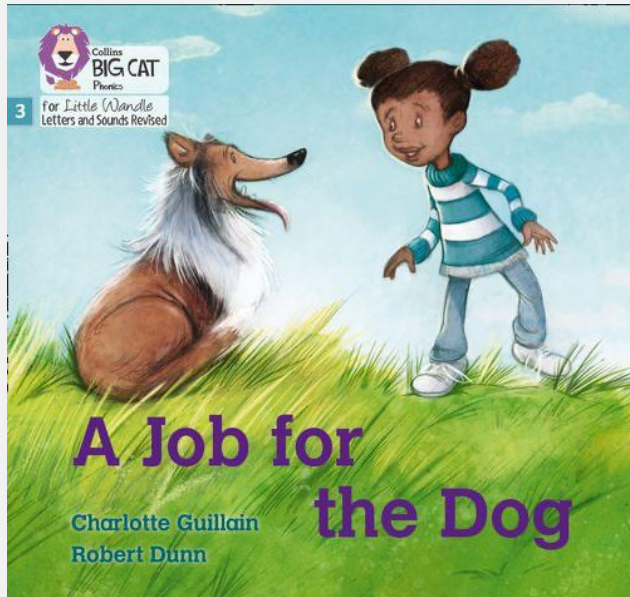
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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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