



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

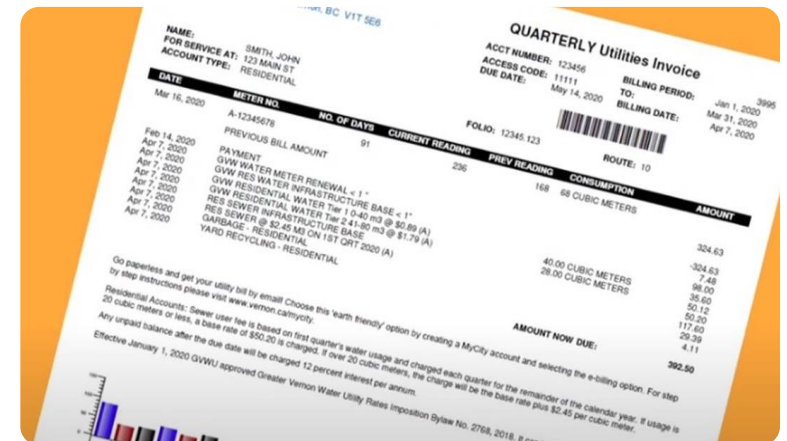
Reading and phonics meeting for Reception class parents.

Teach reading: change lives

9th October 2023

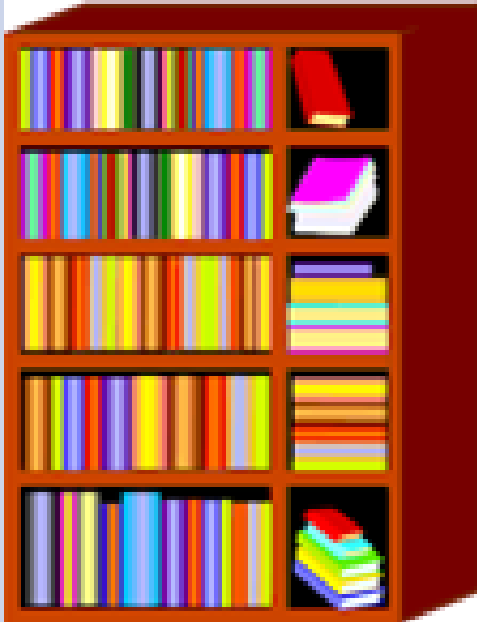
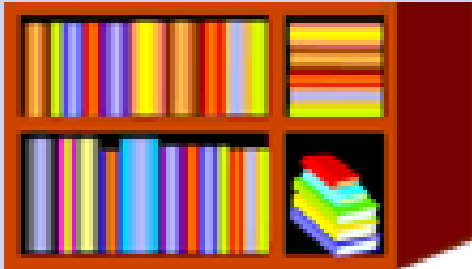
Parent workshop: Phonics and early reading

How many times have you already read today?



Best way to acquire new vocabulary is through reading:



Pupil A	Pupil B	Pupil C
Reads for 20 minutes each day	Reads for 5 minutes each day	Reads for 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year
1,800,000 words	282,000 words	8,000 words
		



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.**

”

Blending to read 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**

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

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 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.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnnn sound nnnnnn	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 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	 box	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.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string round

Teaching sequence



St .Peter's C.E Primary School, Farnworth

At St. Peter's we follow the Little Wandle Letters and Sounds Revised 2021 phonics programme:

Little Wandle Letters and Sounds Revised 2021 Programme progression Reception overview



This programme overview shows the progression of **GPCs (Grapheme phoneme correspondence)** 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. **(GPCs – Grapheme phoneme correspondence)**

EYFS Reception Phonics overview

Autumn 1 Expectations	Spring 1 Expectations	Summer 1 Expectations																																			
Phase 2 Graphemes Phase 2 Introduced (one at a time) • s a t p i n m d g o c k c k e u r h b f The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words. Phase 2 tricky words: <table><tr><td>is</td><td>I</td><td>the</td></tr></table>	is	I	the	Phase 3 graphemes Phase 2 Over the term, new digraphs & triagraphs are introduced (one at a time) ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Phase 3 tricky words: <table><tr><td>was</td><td>you</td><td>they</td><td>my</td></tr><tr><td>by</td><td>all</td><td>are</td><td>sure</td></tr><tr><td>pure</td><td></td><td></td><td></td></tr></table>	was	you	they	my	by	all	are	sure	pure				Phase 4 Introduce Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing -ed /t/ -ed /d/ /ed/ -es Phase 4 tricky words: <table><tr><td>said</td><td>so</td><td>have</td><td>like</td></tr><tr><td>some</td><td>come</td><td>love</td><td>do</td></tr><tr><td>were</td><td>here</td><td>little</td><td>says</td></tr><tr><td>there</td><td>when</td><td>what</td><td>one</td></tr><tr><td>out</td><td>today</td><td></td><td></td></tr></table>	said	so	have	like	some	come	love	do	were	here	little	says	there	when	what	one	out	today		
is	I	the																																			
was	you	they	my																																		
by	all	are	sure																																		
pure																																					
said	so	have	like																																		
some	come	love	do																																		
were	here	little	says																																		
there	when	what	one																																		
out	today																																				

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
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	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

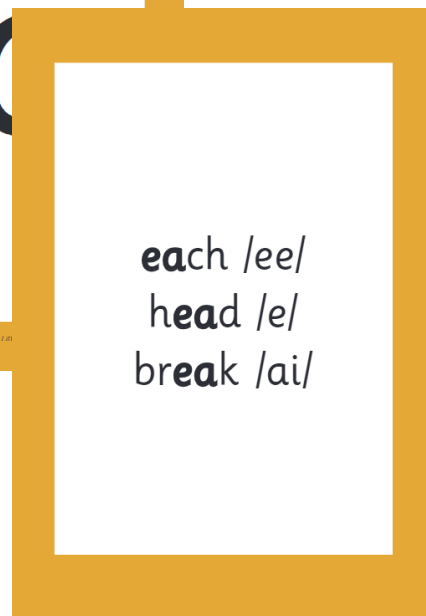
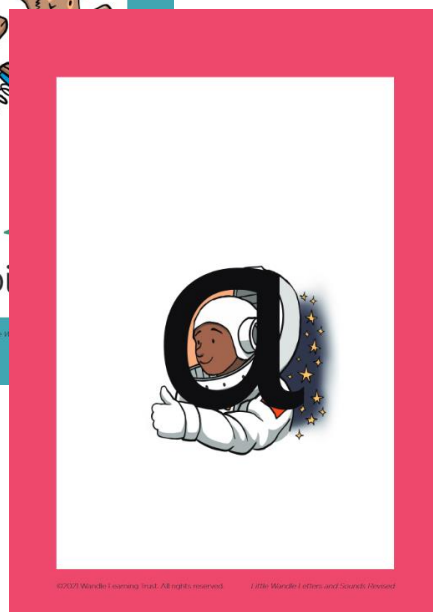
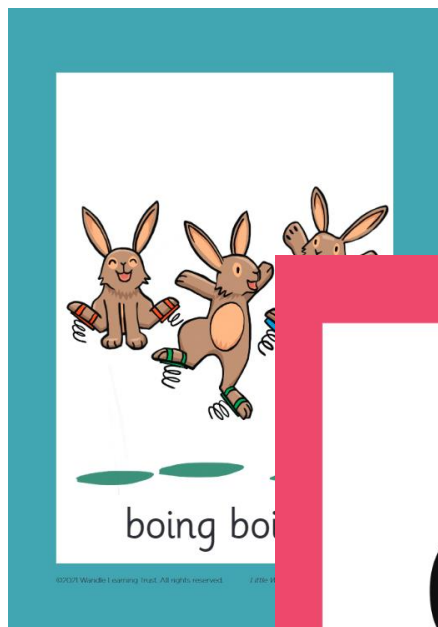
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

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
/eel/ y funny /e/ ea head /w/ 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

How we make learning stick



Tricky words



- Flashcards:
- Children take home a pack of flashcards on red and green cards.
- Words that we ‘**sound talk and blend**’ are written on a green card.
- Words that have a ‘**tricky part**’ in them are written on a red card, tricky words
- Words will be tested regularly in school.
- Parents encouraged to practise these flash cards at home.

Flash card words

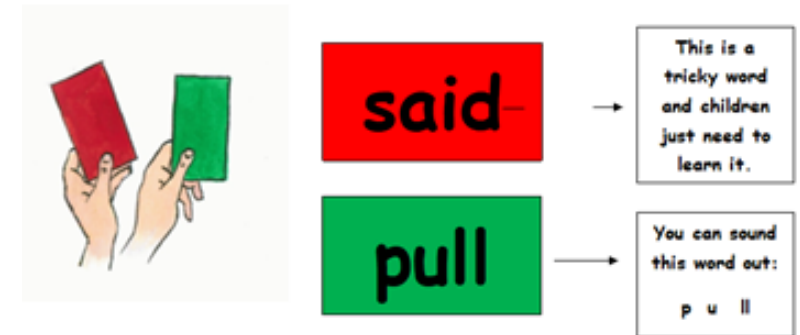
Your child might come home with a pack of flashcards on red and green cards. Here is some information about those words:

All words that we **talk and blend** are written on a **green** card.

Words that have a **tricky part** in them are written on a **red** card. (tricky word)

The word will be tested regularly in school.

Please practise these flash cards at home with your child.





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.

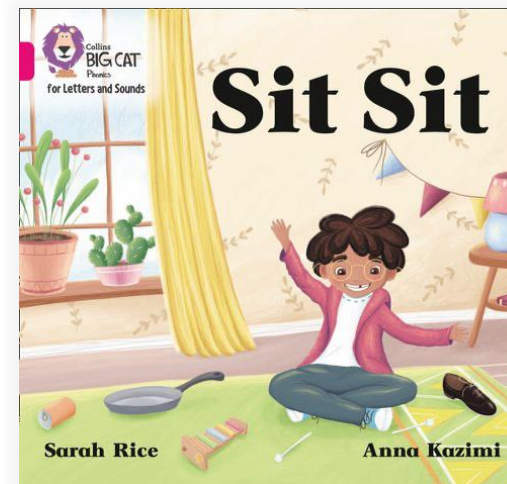


Our reading pathway ...



- Phonics begin – Little Wandle scheme
- **Phonics homework** – letters/ phonemes from the week
- **Keep up - phonics flashcards** , continue to read and learn at home and in reading time
- **Keep up - Oral blending picture prompt pack** – home learning (point to the d-o-g)
- Flash cards with CVC words – to develop independent blending.
- This is also shared through Little Wandle phonics weekly homework sheet.

How do we teach reading in books?



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



Our reading pathway ...



- **Once blending independently** and secure – Little Wandle phonics books go home
- **Wordless stories** - to build comprehension skills
- **Simple captions book** – to model how to read simple caption, teacher voice.
- Model: ‘Sound talk and blend’
- Read and blend words
- Reread the caption altogether without segmenting (use our ‘**teacher voice**’)

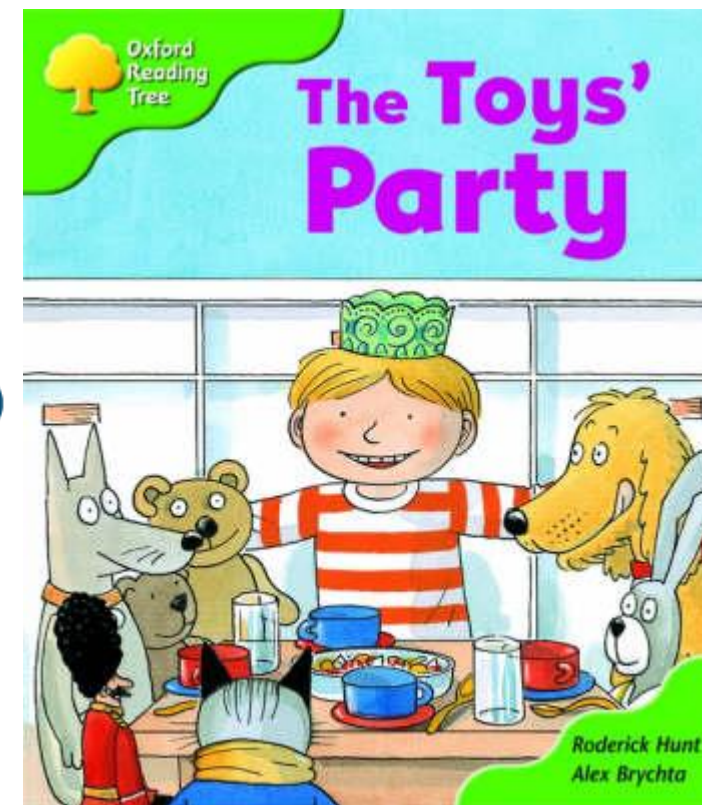
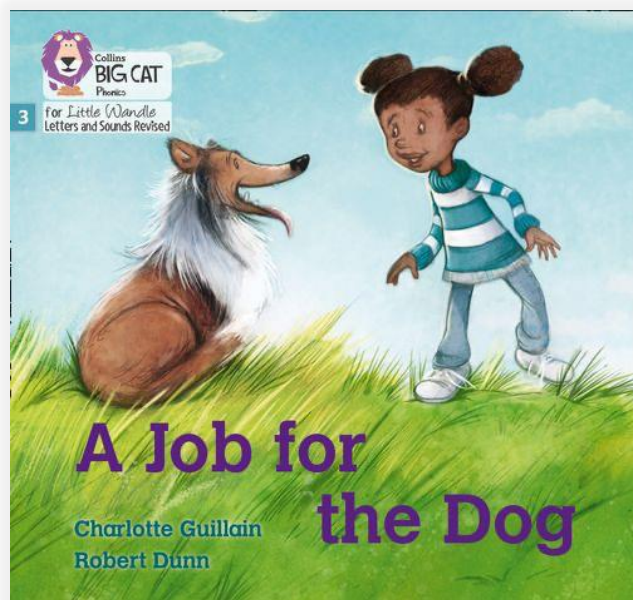
Reading a book at the right level

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.



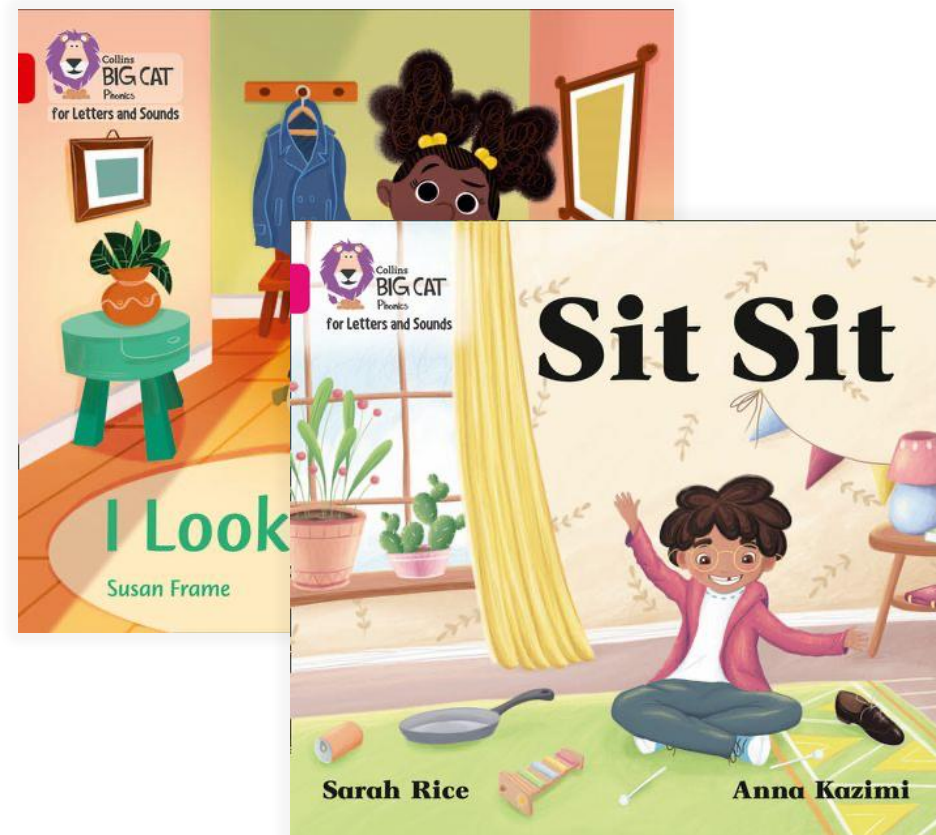
Books going home



- • Additional
- ORT phonics books are available to support. These can be sent home to support gaps in 'letters' and this allows the chn to practise blending these letters in words. gaps and blending
- • Once the children are reading more confidently and fluently, reading phase 2 set 5 books confidently/ Phase 3 set 1, the chn will also take another book home from our ORT stages. This is to develop their comprehension, expression and fluency in reading.

Listening to your child read their phonics book

- Your child should be able to read their book with minimal help.
- If they can't read a word read encourage them to use their phonics to blend the sounds. If they still struggle, 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
 - Find different words to use
 - Describe things you see.



“

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

Carl Sagan

”





Children age 3 – 4 years (nursery) will be learning to :

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary

Children in Reception will be learning to :

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.



By the end of YR children should be able to :

Literacy

ELG: Comprehension

Children at the **expected level** of development will:

- Demonstrate **understanding of what has been read to them** by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- **Use and understand recently introduced vocabulary** during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the **expected level** of development will:

- Say a **sound for each letter** in the alphabet and at **least 10 digraphs**;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

10 ways to become a better reader...

1. Read 2. READ

3. Read 4. read

5. READ 6. Read

7. Read

8. read

9. Read



10. READ

