



**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

# **Teach reading: change lives**

**Parent workshop: Phonics and early reading**





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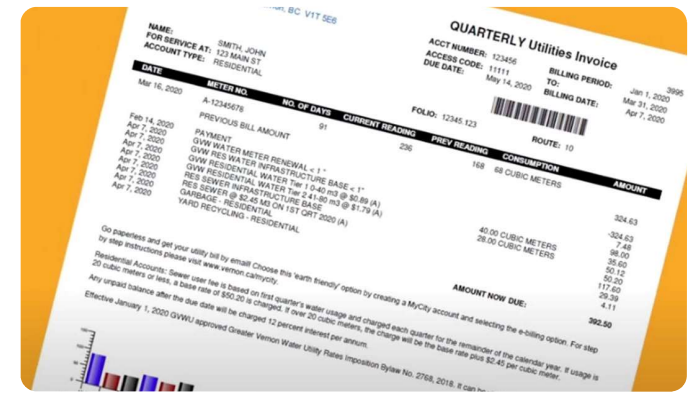
**A love of reading is the biggest indicator  
of future academic success.**

**OECD** (The Organisation for Economic Co-operation and Development)

”

# How many times have you already read today?

Reading is a vital skill.



# 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

Watch - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabHowWeTeach>



*Some children learn to blend really quickly, and others take a little longer. If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful!*



## Terminology – See the handout sheet

**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**

**Blend**

**Segment**

**Chunk it up**



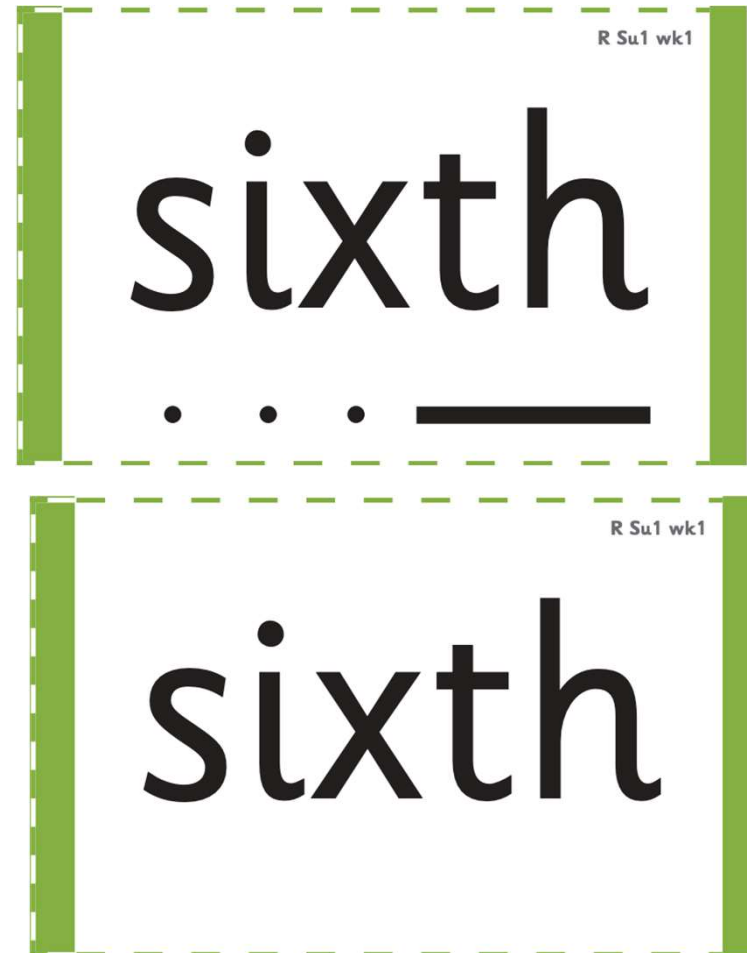
How do we read a new word?

- Digraph/ trigraph  
th

- Sound talk

s-i-x-th

- Read the word  
sixth



# Teaching order

We usually teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.



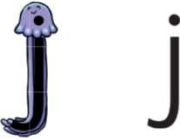
## Phase 2 grapheme information sheet

### Autumn 1

| Grapheme and mnemonic                                                                 | Picture card                                                                                   | Pronunciation phrase                                                                                 | Formation phrase                                                            |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  s   | <br>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   | <br>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   | <br>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 | <br>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 | <br>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 <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   | <br>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  | <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</b>                                         | From the top of the wave to the bottom, up the wave, down the wave, then up again.                              |
|  x | <br>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 round                                                          |

# Gradually your child learns the entire alphabetic code:

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



## 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>/ee/ 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>/ee/ e-e these<br>/ool/ /yool/ ew chew new<br>/or/ aw claw | their people oh your<br>Mr Mrs Ms ask*<br>could would should our<br>house mouse water want |

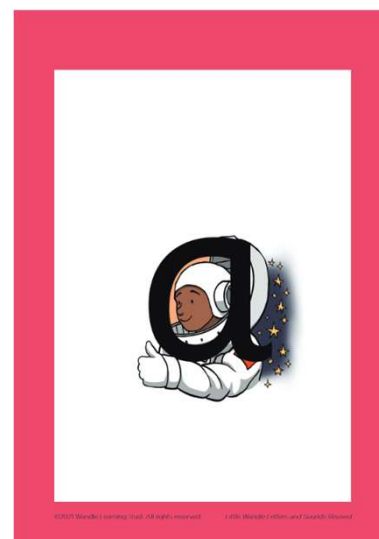
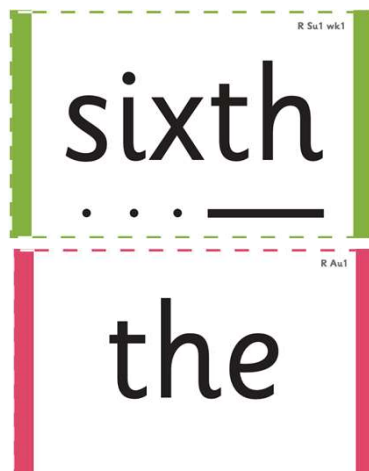
\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

| Spring 1 Phase 5 graphemes | New tricky words |
|----------------------------|------------------|
|----------------------------|------------------|

# How we make learning stick



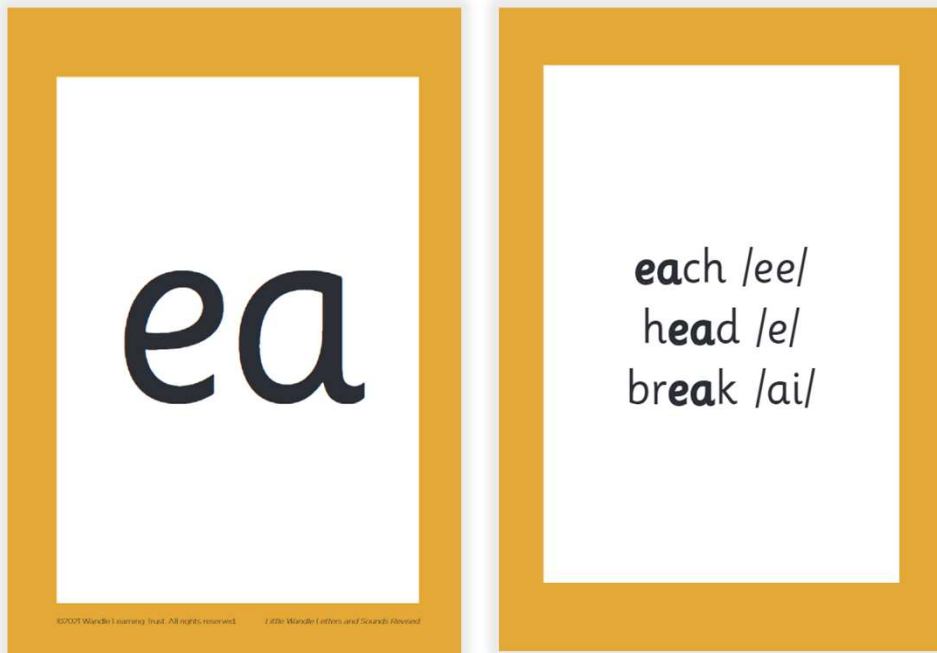
There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the 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 practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.





# 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.

So ea can make an ee or e or ai sound.



And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion

# Tricky words

**Watch** <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabHowWeTeach>



# Spelling

- Say the word.

snow

- Segment the sounds.

Using out fingers we say  
s-n-ow

- Count the sounds.

3 sounds

- Write them down.

snow



# How do we teach reading in books?

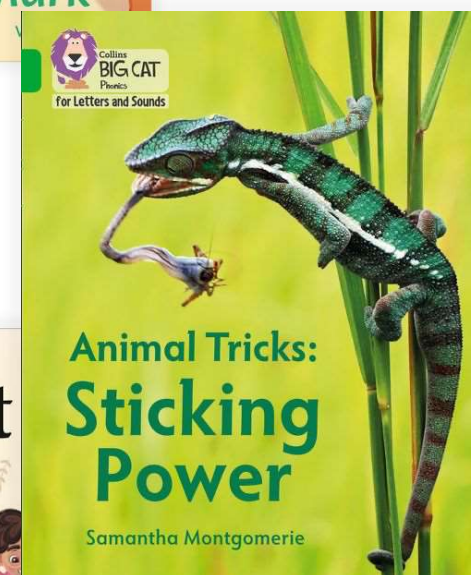
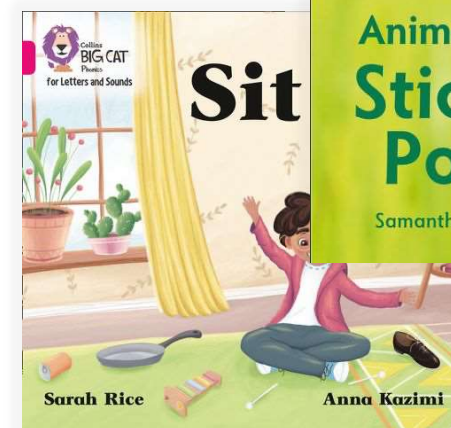
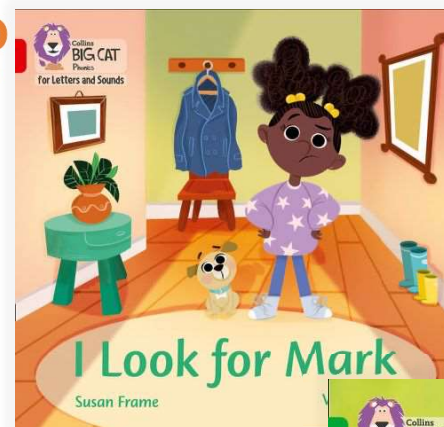
## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.

The children read the same book three times in a week.

The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice or our David Attenborough voice – and the third time we look at comprehension.

We read the books three times at school because we want to develop the fluency. The more they see words the more they begin to read them automatically without having to sound them out.



# We use assessment to match your child the right level of book

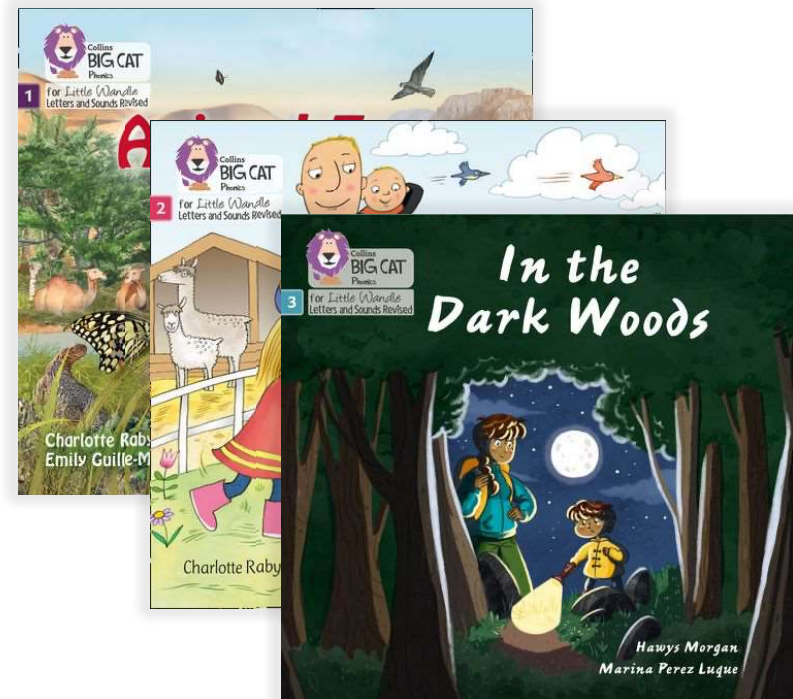


## Little Wandle Letters and Sounds Revised Reception Child assessment

### 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.







# 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.

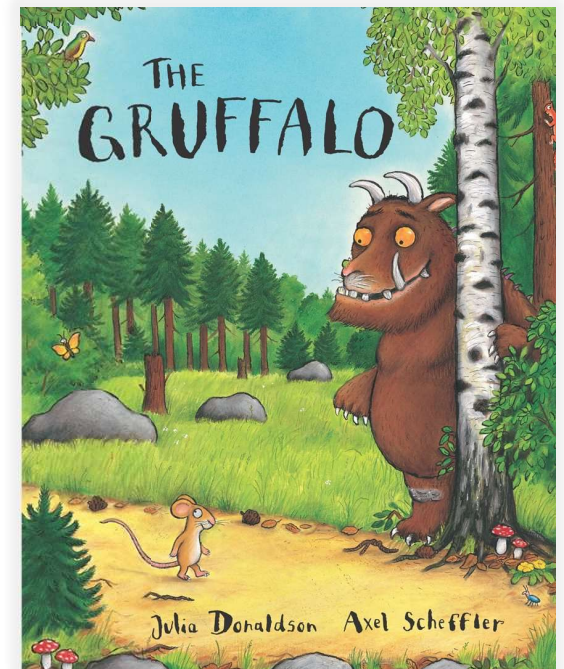
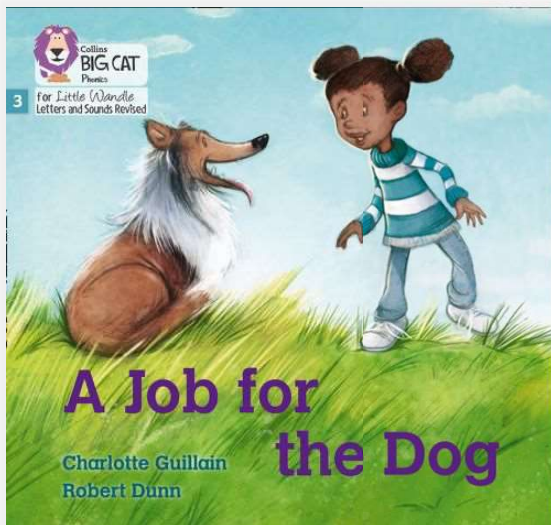
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



*Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J*

# Books going home

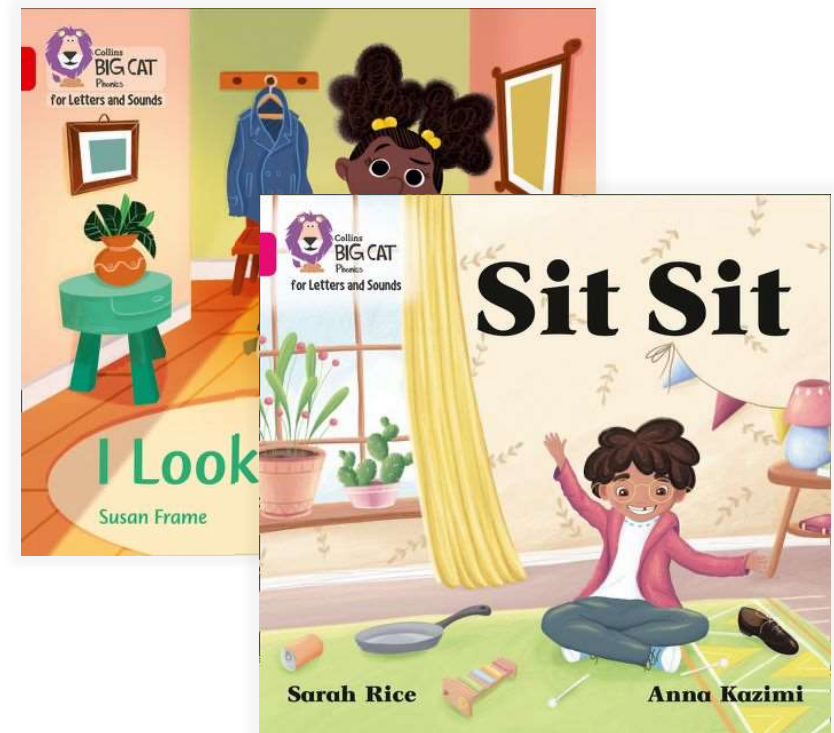
As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.



# 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.





# Supporting your child with phonics

*It is really important that you pronounce the sounds correctly at home if you are supporting your child. These videos are on the website for you to refer to and if you are unsure, please ask your child's teacher.*

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**

# 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

”