



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

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





A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading

- Reading terminology
- Teaching progression
- Reading and spelling
- Reading in school
- Reading at home
- How you can support your child at home

Phonics

“

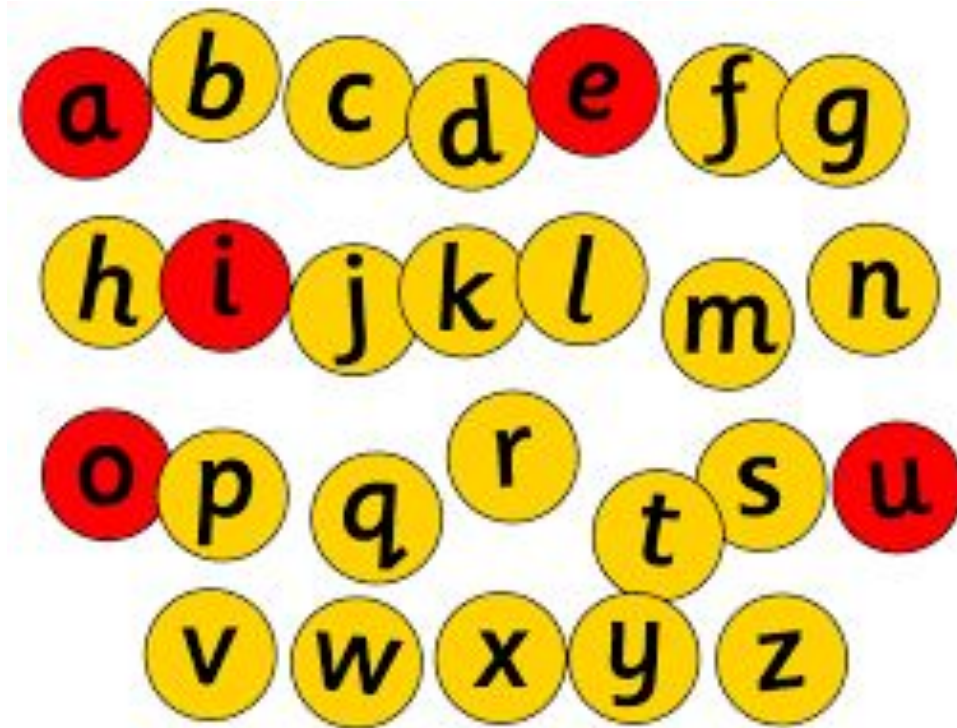
Phonics is:

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

”

Put yourself in your child's shoes!

26 letters of the alphabet...



44 sounds to learn!

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. Reading is a priority.



Terminology



Phoneme

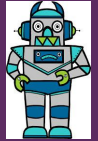
Grapheme

Digraph

Trigraph

Split vowel digraph

Oral Blending



Blend

Segment

Tricky Word









Pure Sounds

Teaching order & Pronunciation



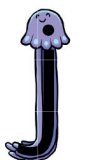








Phase 2 grapheme information sheet

Autumn 1

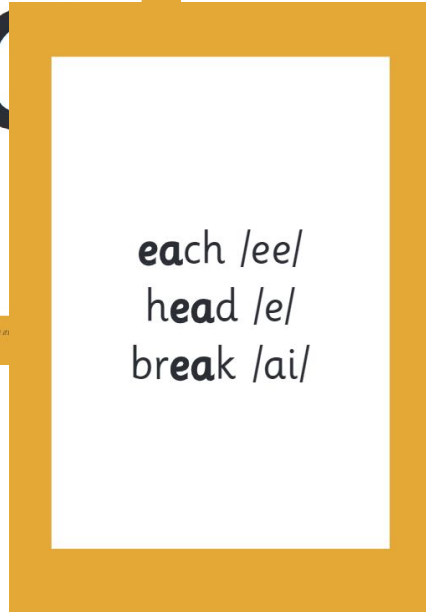
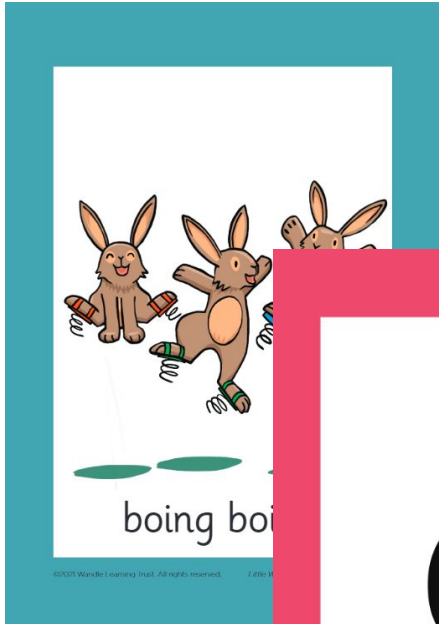
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's 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 nnnnn sound nnnnn	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 x without	Down and round the yo-yo, then follow the string sound

How we make learning stick







Lesson Structure



Weekly grid Reception phase 2

Autumn 1 week 5

Lesson focus	Revisit and review	Teach and practise						Practise and apply		
		GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words Independent reading	Tricky words	Spelling
h helicopter	st p d g o c k c k u e r	Open your mouth and breathe out sharply h h h	hat hammer house helicopter	h helicopter 	Down, up and over the helicopter.	Review: r-a-n d-u-ck t-e-n New: h-a-t h-u-g h-o-t	ran duck ten red hat Independent: dog cup	New: the* Review: I is	dog	Can you touch your ... ? l-e-g a-r-m h-e-a-d c-h-i-n f-o-o-t
b bear	st p d g o c k c k u e r h	Put your lips together and say b as you open them b b b	ball bus bird bear	b bear 	Down bear's back, up and round his big tummy.	Review: h-i-t s-a-d g-o-t New: b-i-g b-e-d r-u-b	hit sad got hug big Independent: ten pet	New: the* Review: I is	ten	Blend from the box l-o-ck n-e-ck g-l-u-e e-gg
f flamingo	g o c k c k u e r h b	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound ffff	fish frog flower flamingo	f flamingo 	Down the flamingo's neck, all the way to its foot, then across its wings.	Review: b-i-g m-u-ck c-a-p New: f-a-t f-i-t f-i-n	big muck cap bat fit Independent: red get	New: the* Review: I is	red	Can you do the actions? r-e-a-ch up high stand on one l-e-g m-a-r-ch like the Grand Old Duke of York h-o-p
l lollipop	g o c k c k u e r h b f	Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press llll llll	leaf lips lemon lollipop	l lollipop 	All the way down the lollipop.	Review: f-a-t r-u-b h-o-t New: l-o-g l-u-ck l-i-p	fat rub hot pick log Independent: mum nod	New: the* Review: I is	mum	What's that noise? What sound does a s-n-a-i-k (snake) make? a f-r-o-g make? a d-u-ck make? a c-a-t make?
Review	g o c k c k u r h b f l	Graphemes to display: h b f l		Match initial sound of object to grapheme: hammer house ball bear frog flamingo lollipop lemon		Review: h-u-g b-i-g f-a-t l-u-ck Independent: duck kid Play Change it: cat can man map mop hop hot hat cat	hug big fat luck bed Independent: duck kid Play Change it: cat can man map mop hop hot hat cat	Review: the* I is	kid	Blend from the box h-a-t b-u-s f-i-sh l-e-a-f

Weekly grid Year 1 phase 5

Autumn 1 week 4

Lesson focus	Revisit and review			Teach and practise				Practise and apply	
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling
Phase 5 /ai/ ay play	ai ear air er oo oo ee igh	chain waiter child/dren spark scoop crowds	said says	/ai/ ay	d-ay p-l-ay s-p-r-ay	day say play spray may cray/on	spray Drops of water that fly through the air – Mum used a cleaning spray in the bathroom. may A word used to ask permission – May I go to the toilet? Or to show possibility – We may be late for school. May is also one of the months of the year. crayon A stick of wax that you can use for drawing – I'll use crayons to draw a rainbow.	May I play with the crayon?	day play + said
/ow/ ou cloud	ow ear air er oo oo ai ee igh ay	play say chair string thunder quicker	said says you do	/ow/ ou	c-t-ou-d a-b-ou-t p-r-ou-d	cloud sound about [out] proud found	cloud There are lots of dark clouds in the sky – it may rain. sound A noise that you hear – I don't want you to make a sound as you queue for lunch. found When you have seen something you were looking for – I found my missing sock!	The thunder booms in the clouds.	cloud sound + you
/oi/ oy toy	oi air er oo oo ai ee igh ay ou	day crayon out found train smear	said says you do like little	/oi/ oy	b-oy t-oy a-nn-oy	boy joy toy enjoy annoy destroy	joy Happiness – Being a teacher gives me so much joy. annoy To make someone angry – I annoyed Mum when I trod mud through the house. destroy To damage something so it can't be used any more – She destroyed my sandcastle when she jumped on it.	The boy smears crayons on the carpet.	boy joy + like
/eel/ ea each	ee er oo oo oo ai ee igh ay ou oy	spray found boy annoy cartoon floating	said says you do like little push* put* pull* full*	/eel/ ea	s-ea r-ea-d t-r-ea-t	sea read heap treat least each	sea The salt water that covers most of the Earth – I love jumping over waves in the sea! heap A pile of something – Dad told me off because I'd left my washing in a heap on the floor. least Smallest amount of something – You have to brush your teeth for at least two minutes.	I like to treat myself and read cartoons.	read treat + push
Review	er oo oo ai ee igh ay ou oy ee ea	Sort the oy/ay words: play enjoy joy spray annoy stay	said says you do like little push* put* pull* full*	n/a	n/a	Match the words to the pictures: crayon cloud toy sea children boy	Quick review: crowds groans each read proud found least children thunder	Write: I like to play in the sea.	found children

Gradually your child learns the entire alphabetic code:



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"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	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"> • 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 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVC • 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

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far

Gradually your child learns the entire alphabetic code:



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

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 /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ 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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /ool/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /ool/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /il/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



Reading and spelling

Reading and spelling (pronunciation)

ea

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each /ee/
h**ea**d /e/
br**ea**k /ai/

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

Spelling



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.
- Eg. Ch ee se
(3 digraphs)



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.
- 95% fluency



Would you pick a book you couldn't read?

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	pe <u>ck</u>
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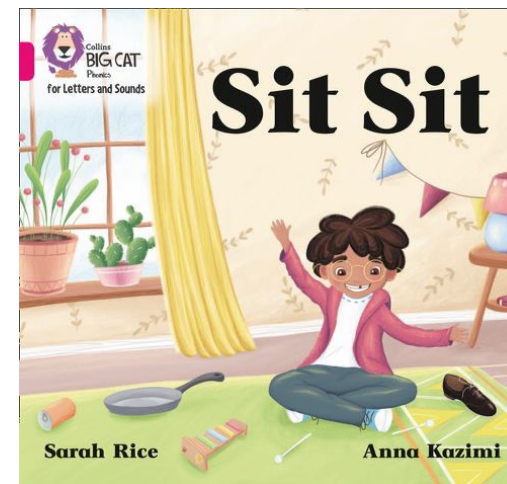


How do we teach reading in books?

Reading practice sessions are timetabled three times a week

1. Decoding
2. Prosody
3. Comprehension

Reading practice sessions are taught by a trained teacher/teaching assistant in small groups.

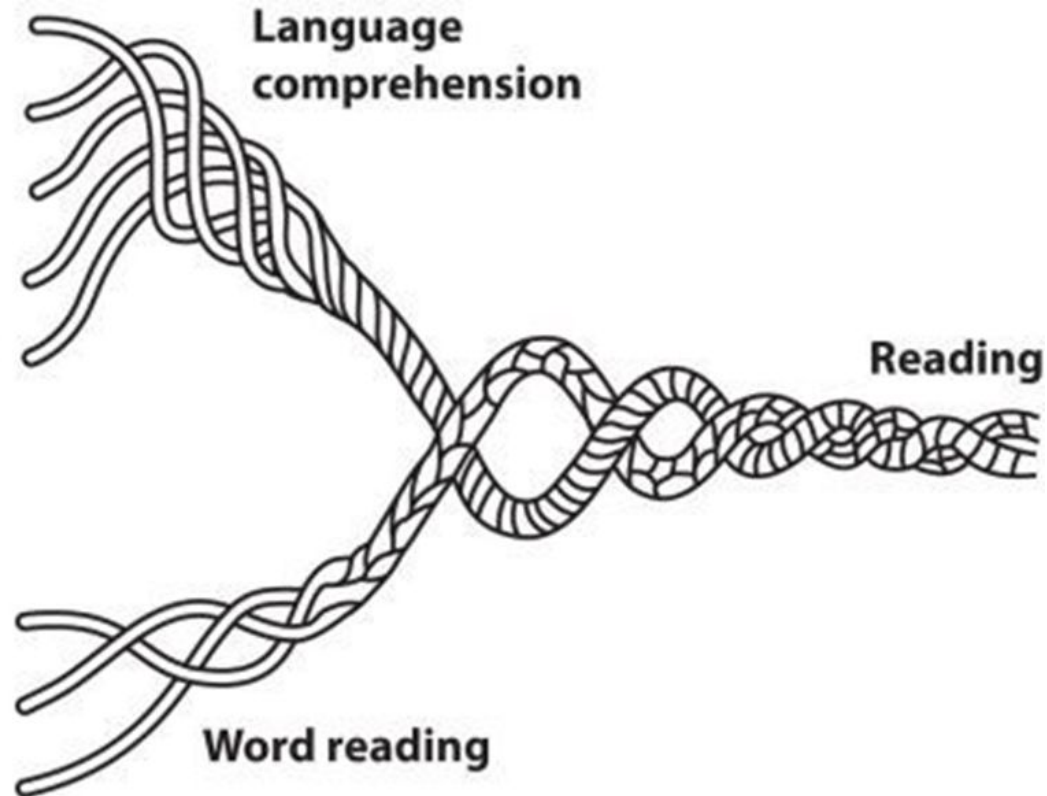


Skilled reading depends on both word reading and language comprehension, as the 'Reading Rope' diagram by psychologist and literacy expert Hollis Scarborough illustrates:



- Activating word meanings
- Understanding sentences
- Making inferences
- Comprehension monitoring
- Understanding text structure

- Letter-sound knowledge
- Accurate word decoding
- Automaticity in decoding





Reading at home

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



Reading a book and chatting has a positive impact on children's ability to...

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

Read little and often and everywhere!

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



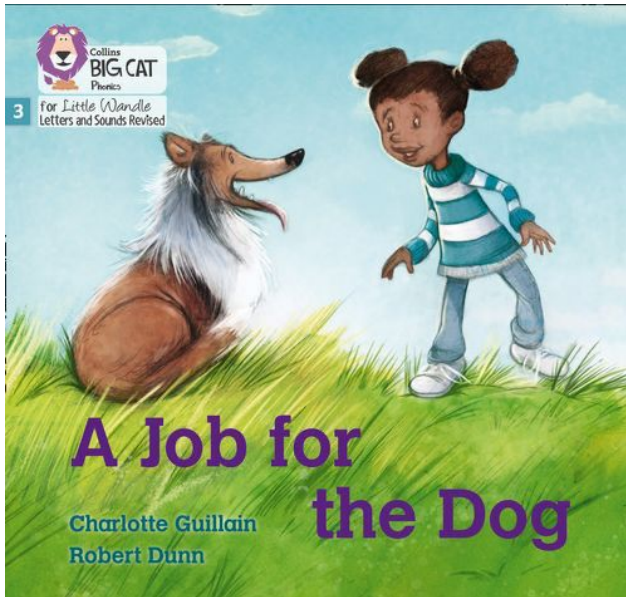
If you and your
kids read just
one book a day
together, they
will have enjoyed

1,825

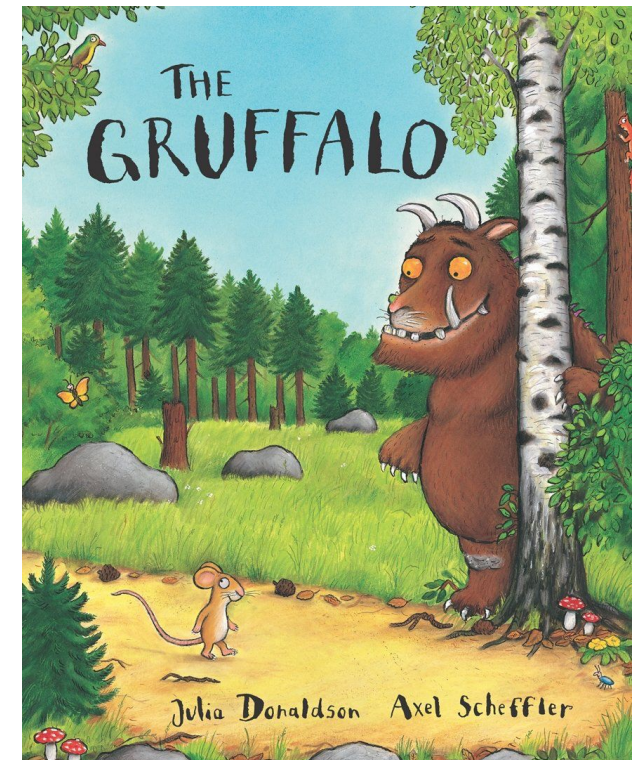
books by their
5th birthdays.

Highlights

Books going home



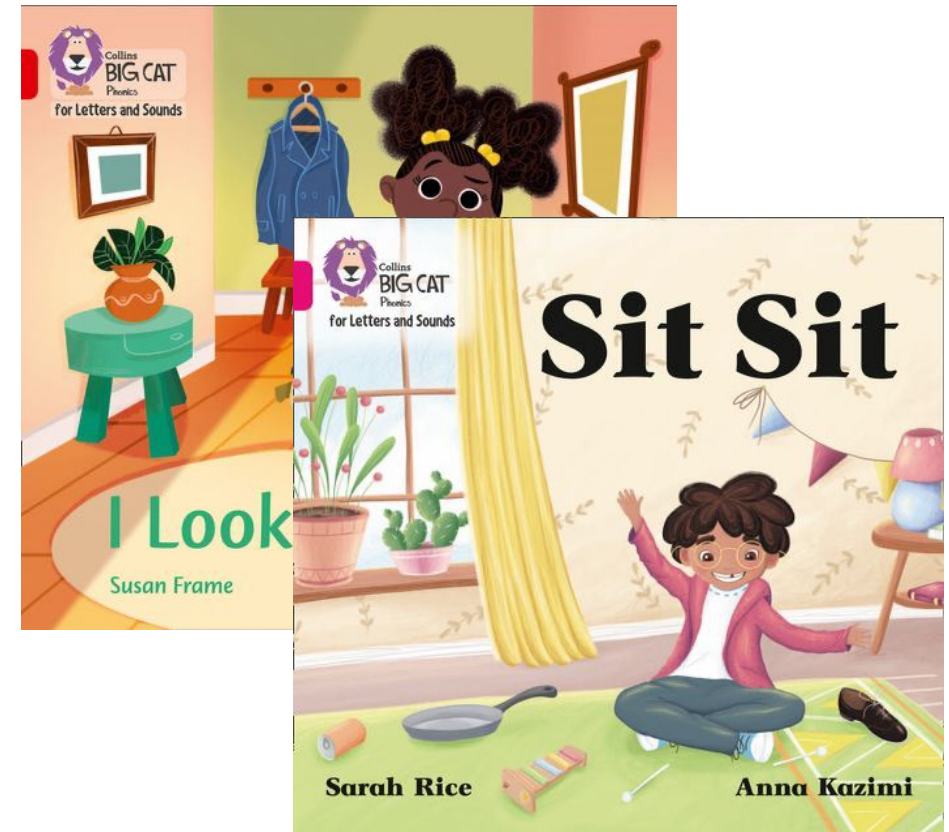
Reading Practice Book



Sharing Book

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.
- Books **MUST** be returned weekly as they are needed for the next group.
- We politely ask that any books that are lost or damaged will need to be paid for.
- E Books




Reading Culture

- Library
- Charity shops
- Audio books
- Create a love of reading
- Establish positive reading routines



Home Learning

Little Wandle - Letters and Sounds Reception Phonics Home Learning	
Phase 2 - Autumn 1 Week 5 Focus - Phonemes ck / e / u / r	

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we have been focusing on this week in school -			
	Pronunciation Phrase - ck Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c Digraph (ck) - two letters, one sound		Pronunciation Phrase - e Open your mouth wide and say e e e
	Pronunciation Phrase - u Open your mouth wide and say u u u		Pronunciation Phrase - r Show me your teeth to make a rrrrr sound rrrrr

We have been orally blending words. Can you hear the phonemes in these words? Can you listen and then repeat the word?

s - o - ck p - a - ck p - e - t
m - u - d r - e - d d - u - ck

We have been practising these tricky words. Can you spot the tricky part of the word?

I is

Little Wandle - Letters and Sounds Phonics Home Learning

Phase 5
Focus - le /l/ al /l/ c /s/ ve /v/



Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

le	/l/ apple	al	/l/ metal
c	/s/ ice	ve	/v/ give

We have been reading and writing words. Can you see this week's focus phonemes?

apple	equal	have	space
sparkle	ice	final	live
leave	puddle	mice	petal

We have been reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

I can see a giant, white beetle swimming in the puddle.

They can carry the huge metal elephant up the stairs.

The mice are eating nice apples.

The space puzzle is hard to solve.

We have been practising tricky words. Can you spot the tricky part of the word?

Mr Mrs Ms school call different

We have been spelling words. Can you write these words? Can you use the correct phonemes?

bubble total face give



Learning Journals

Sutton-in-Craven CP School

Learning Journal
EYFS, Y1 & 2

Name



Reading Record

Date	Book	Comment

Reception Phase 2 and 3 Graphemes

Grapheme mat

Phase 2 and 3

s	t	p	n	m	d	g	c	r
ss	tt	pp	nn	mm	dd	gg	ck	rr
c			kn	mb			ck	
ce			gn				cc	
st								
sc								
h	b	f	l	j	v	w	x	y
bb	ff	ll			vv			
z	qu	ch	sh	th	ng	nk		
zz								
s								
a	e	i	o	u				
ai	ee	igh	oa	oo	oo	ar		
or	ur	er	ow	oi	ear	air		

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Year 1

Grow the code grapheme mat

Phase 2, 3 and 5

s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	ck	rr	
c			kn	mb			ck	wr	
ce			gn				cc	ch	
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	g	vv	wh			zz	
	ph	le	dge	ve				s	
		al	ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch				ea	y	a	o-e	ou
ture	ti								
	ssi								
	ci								

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Reception Tricky Words

Autumn 1 & 2			Spring 1		Summer 1		
is	his	she	was	are	said	love	there
the	her	he	you	sure	so	do	when
I	go	of	they	pure	have	were	what
as	no	we	my		like	here	one
and	to	me	by		some	little	out
has	into	be	all		come	says	today

Here are all the tricky words for Reception in the order they are taught (going down the column).
There are no new tricky words in spring 2 and summer 2; this is time to review and secure spellings of all the tricky words taught so far.
You should be able to read and spell all of the tricky words by the end of Reception.

Year 1 Tricky Words

Autumn 2		Spring 1		Spring 2	Summer 2
their	would	any	call	once	busy
people	should	many	different	laugh	beautiful
oh	our	again	thought	because	pretty
your	house	who	through	eye	hour
Mr	mouse	whole	friend	half	move
Mrs	water	where	work	father	improve
Ms	want	two			parents
could		school			shoe

Here are all the Phase 5 tricky words for Year 1 in the order they are taught (going down the column).
Autumn 1 is a review of phases 2-4 tricky words from Reception. There are no new tricky words in summer 1.

Supporting your child with phonics-

<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**

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

“

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

Carl Sagan

”