



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)





# 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



# 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
 	 snake	Show your teeth and let the s hiss out <b>sssss sssss</b>	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 <b>a a a</b>	Around the astronaut's helmet, and down into space.
 	 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.
 	 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.
 	 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
 	 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.
 	 volcano	Put your teeth against your bottom lip and make a buzzing <b>v v v v v v v</b>	Down to the bottom of the volcano, and back up to the top.
 	 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.
 		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 <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 <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 <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 <b>Phase 5</b> /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

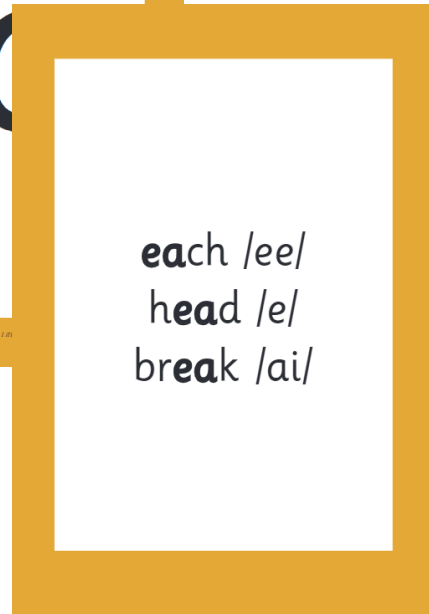
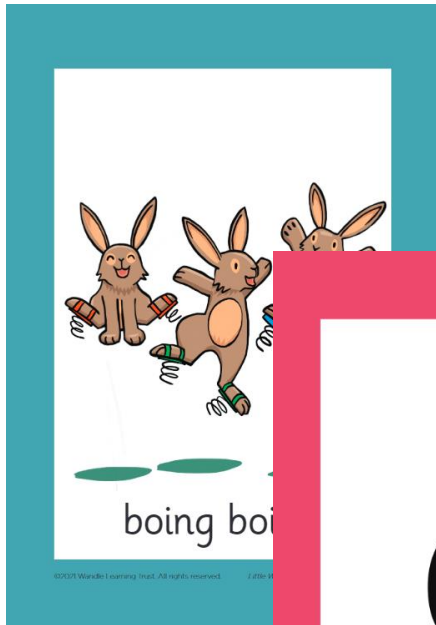
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oal/ 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
/oal/ u funny	any many again

# How we make learning stick





# Reading and spelling

# Reading and spelling



ea

**each** /ee/  
**head** /e/  
**break** /ai/

And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion

# Tricky words



# Spelling



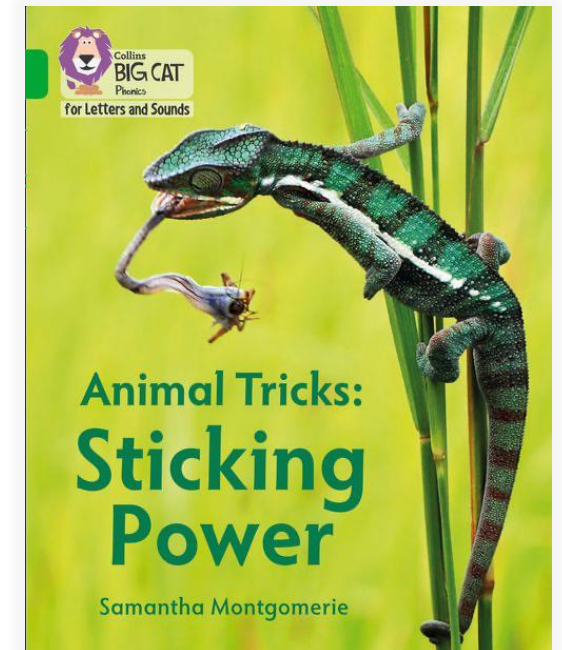
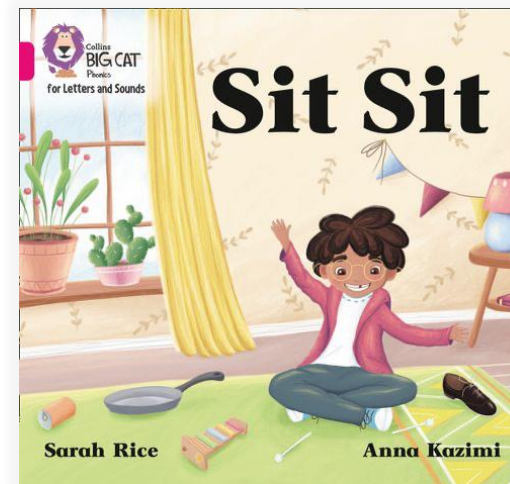
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# 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.



# 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 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.

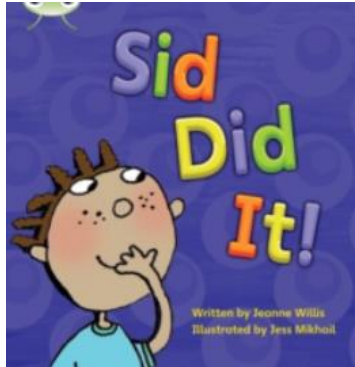
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



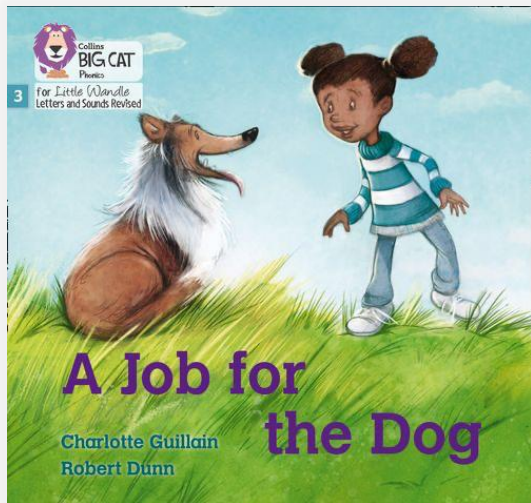
# Books going home



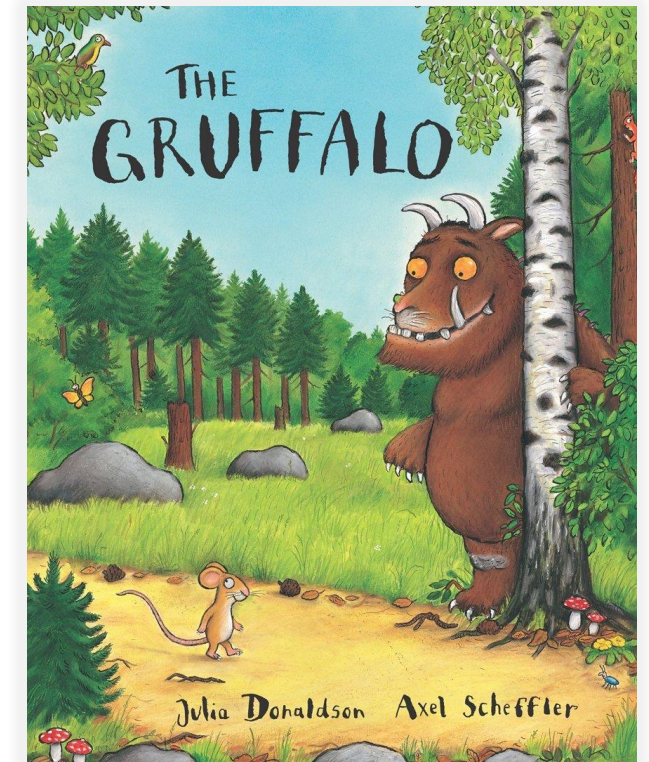
Coming home on Monday, to be returned on Monday



Coming home on Wednesday, to be returned on Monday

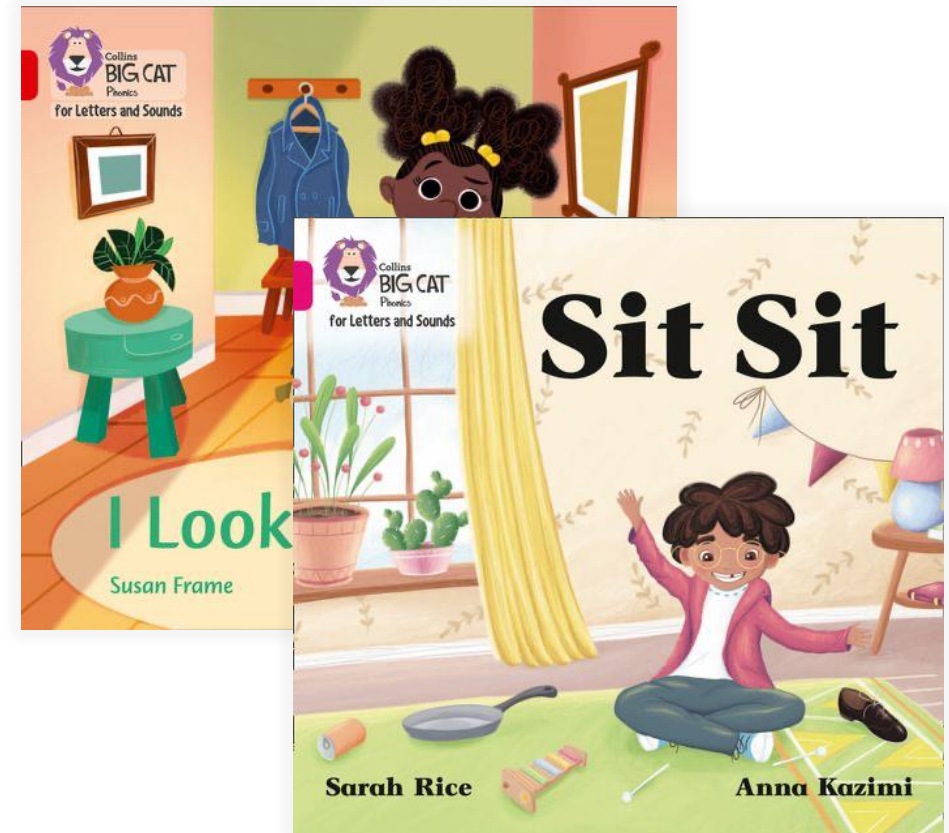


Coming home on Monday, to be returned on Monday



# 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



**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.



# Pack to go home

<b>Ss</b> Down the snake from head to tail.	<b>Aa</b> Around the astronaut's helmet and down into space.	<b>Tt</b> Down the tiger and across its neck.	<b>Pp</b> Down the penguin's back, up and around its head.	<b>Ii</b> Down the iguana and dot the leaf.	<b>Nn</b> Down, up and over the net.	<b>Mm</b> Down, up and over the mouse's ears.
<b>Dd</b> Round the ducks body, up to its head and down to its feet.	<b>Gg</b> Round the goat's face and curl under its chin.	<b>Oo</b> All around the octopus	<b>Cc</b> Curl around the cat.	<b>Kk</b> Down the kite, up to the top corner and down to the bottom corner.	<b>Ee</b> Around the elephant's eye and curl down its trunk.	<b>Uu</b> Down and around the umbrella, and back down to the ground.
<b>Rr</b> From the cloud to the ground and over the rainbow.	<b>Hh</b> Down, up and over the helicopter.	<b>Bb</b> Down the bear's back, up and round his tummy.	<b>Ff</b> Down the flamingo to its foot and across its wings.	<b>Ll</b> Down the lollipop stick.	<b>Jj</b> Down the jellyfish and dot its head.	<b>Vv</b> Down to the bottom of the volcano and back up to the top.
<b>Ww</b> Down and up and down and up the waves.	<b>Xx</b> From the top, across the box to the bottom. From the top again across the box to the bottom.	<b>Yy</b> Down, around the yo-yo and curl around the string.	<b>Zz</b> Across the top of the zebra's head, zig-zag down its neck and along.	<b>Qq</b> Round the queen's face, down her robe and a flick at the end.		

## Phase 2 tricky words: Reception Autumn term

### Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.




The table below shows the tricky words that your child will learn in Phase 2 in the Autumn term of Reception and explains why each word is tricky. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is as has his	s	The 's' makes the sound <b>z</b> . <b>Learning so far:</b> For 's', your child has learned the sound <b>s</b> as in 'sat'. They will learn that 's' can make the sound <b>z</b> later in the Autumn term.
l	i	The 'i' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'i', your child has learned the sound <b>i</b> as in 'pin'.
the	th e	Your child has not yet learned the digraph 'th' or the schwa sound made by the 'e'.
put* pull full push	u	The 'u' makes the sound <b>oo</b> (as in 'book'). <b>Learning so far:</b> For 'u', your child has learned the sound <b>u</b> as in 'cup'.



## Phase 2 grapheme information sheet

## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>S</b> s snake		Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Down the snake from head to tail.
<b>a</b> a astronaut		Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet and down into space.
<b>t</b> t tiger		Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	Down the tiger and across its neck.



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

Carl Sagan

