



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

**Teach reading:
change lives**

Welcome to our Parent/Carers Information Session:

Phonics and Early Reading.

24th November 2025

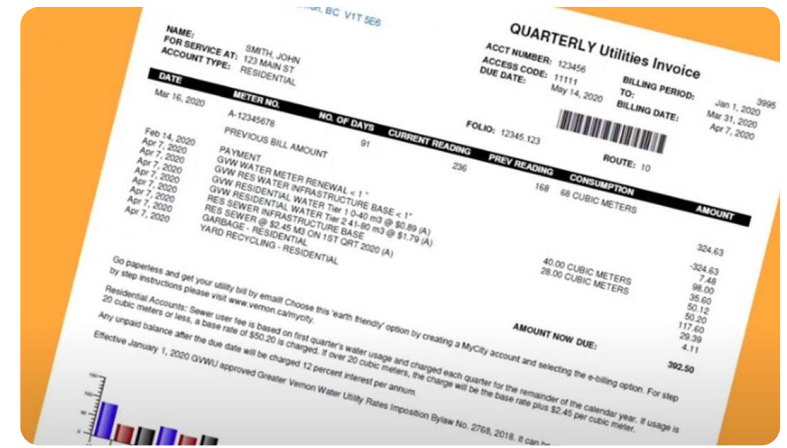


**A love of reading is the biggest indicator
of future academic success.**

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



How many times have you already read today?





Phonics

Little Wandle Letters and Sounds Revised

Three years ago our school began the journey of using *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling. This begins in Reception and carries on year 1. It is also used throughout the school.





Phonics is:















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



Did you Know?

The English language has:-

- 26 letters
- 44 sounds
- Over 100 different ways to spell those sounds!

						
ai	ee	igh	oa	oo	oo	ar
						
or	ur	er	ow	oi	ear	air



Terminology

Phoneme- The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning of our programme.

Grapheme- A letter or group of letters used to represent a particular phoneme when writing.

Blend- To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice.

Segment- To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling).

Digraph- A grapheme using two letters to represent one phoneme. We reinforce it with the mantra 'two letters, one sound'.

Trigraph- A grapheme using three letters to represent one phoneme. We reinforce it with the mantra 'three letters, one sound'.

Split vowel digraph- A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a_e' in 'take'). Despite having a consonant in between them, the two letters involved (here 'a' and 'e') still count as one digraph, making one sound. The vowel sound is pronounced at the position of the first of the two letters of the digraph (that is, in the middle of 'take'). At early learning stages, a split digraph is often highlighted with a short line joining the two halves of the digraph above the intervening consonant, as shown below.

take

This term we are teaching Phase 2


























- These are the first group of letters and sounds your child will learn.
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.








In Year R we teach in this order:

Grapheme mat

Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	---	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

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**

Blending to read words



Tricky words



A video player interface showing a woman with long dark hair wearing a black floral patterned shirt. She is standing in a classroom with a red brick wall and yellow triangular decorations. To her left is a book titled 'Back and Fish' and to her right is a book titled 'Izzy Gizmo'. A small circular logo in the top right corner of the video frame matches the 'Little Wandle Letters and Sounds Revised' logo. The video player controls at the bottom include a play button, a progress bar showing 00:05, and icons for volume, closed captions, search, settings, and full screen. A subtitle at the bottom of the video reads: 'This short film is about how we teach tricky words'.

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"> • 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

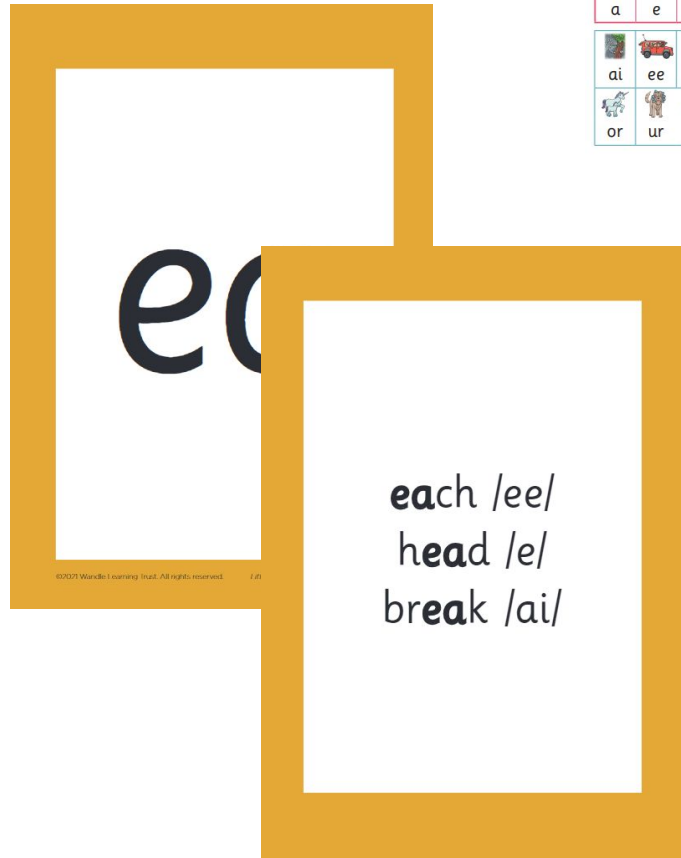
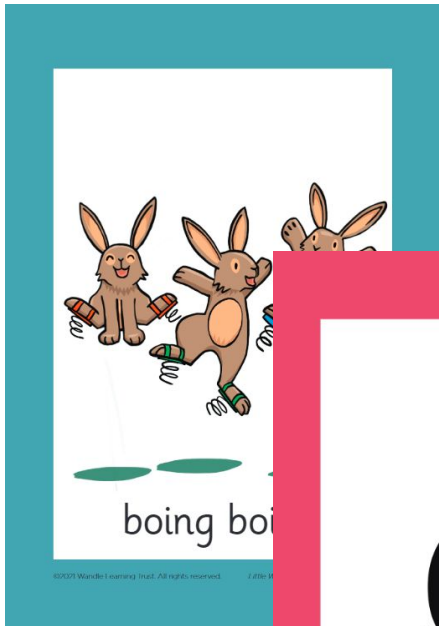
Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

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 CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words 	Review all taught so far

How we make learning stick



Grapheme mat					Phases 2 and 3				
S	st	pp	nn	mm	dd	gg	ck	rr	
s	ss	tt	pp	nn	mm	dd	gg	ck	cc
h	bb	ff	ll	j	v	w	x	y	
z	qu	ch	sh	th	ng	nk			
z	z	s							
a	e	i	o	u					
ai	ee	igh	oa	oo	oo	ar			
or	ur	er	ow	oi	ear	air			













Reading and spelling

Spelling

- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
		Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
		Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
		Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
		Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.



How do we teach spelling?

Say the word.

Segment the sounds.

Count the sounds.

Write them down.



How do we find the right book for your child?

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

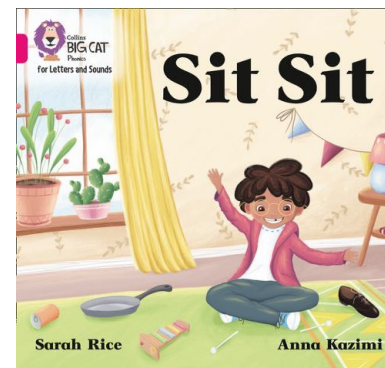
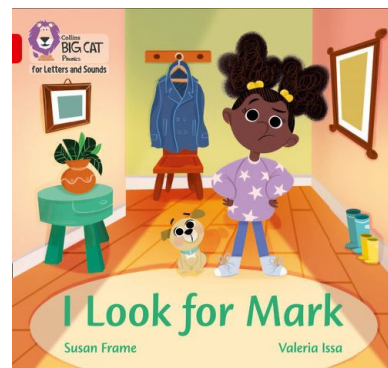
sat man hug red peck



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- Children bring home a book once they are blending.





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...

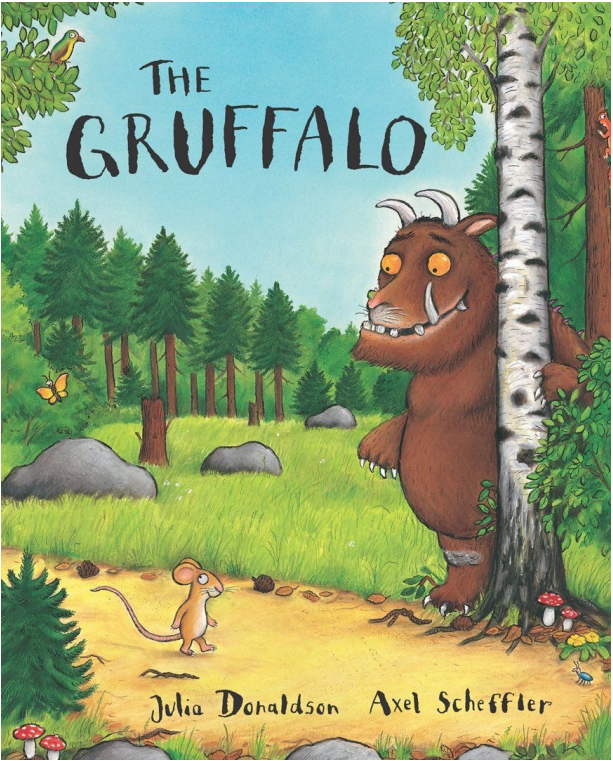
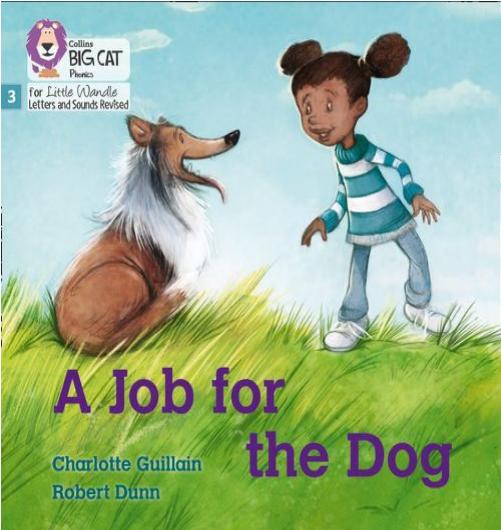
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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



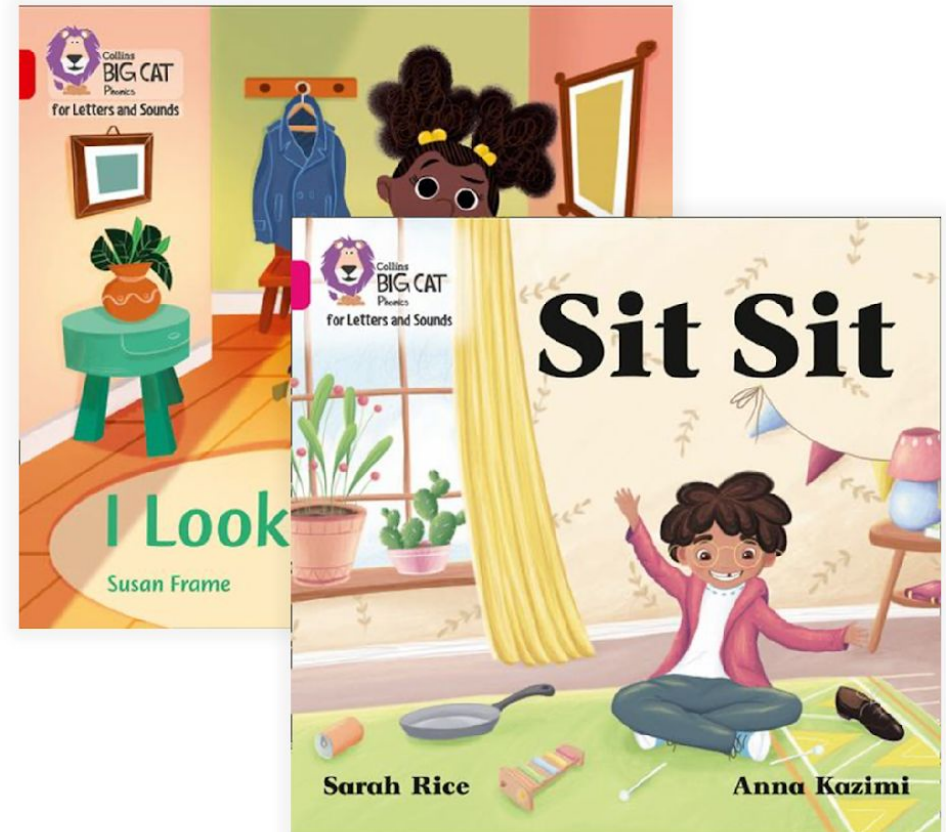
Books going home

E Book/real book



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



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





Any Questions?

Thank you for attending our information session.