



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

**Teach reading:  
change lives**

**Welcome to our Parent/Carers Information Session:**

**Phonics and Early Reading.**

**20<sup>th</sup> and 21<sup>st</sup> September 2022**



# Phonics and Early Reading

Part 1 – Information about how we teach phonics

Part 2 – Information about how we teach reading

Part 3 – Supporting at home

Part 4 – The link with spelling

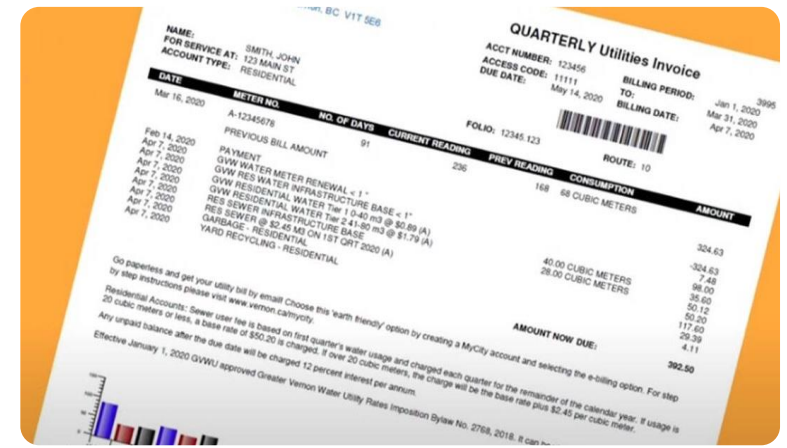


**A love of reading is the biggest indicator  
of future academic success.**

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



# How many times have you already read today?





# Phonics

# Little Wandle Letters and Sounds Revised

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.



# 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**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**

**Blend**















**Segment**















# Teaching order – Year R






## 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 <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>	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 <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say <b>ppp</b>	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the <b>i</b> 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	 net	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.
 m	 mouse	Put your lips together and make the <b>mmmm</b> sound <b>mmmm</b>	Down, up and over the mouse's ears, then add a flick on the nose.













Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>ddd</b>	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the <b>g</b> sound <b>ggg</b>	Round the goat's face, up to his ear, down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say <b>ooo</b>	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>ccc</b>	Curly around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>kkk</b>	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>ccc</b>	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. <b>Catchphrase: Rock that sock!</b>
 e	 elephant	Open your mouth wide and say <b>eee</b>	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the s hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide and round its tail.







## Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrr rrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 b	 bear	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
 f	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound ffff	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press llll llll	All the way down the lollipop.

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 vvvvv vvvvv	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 cx/x sound through as you close your mouth cx cx cx (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.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
 z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.



Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>
ow	 wow owl	Open your mouth wide then move your lips together as you say <b>ow ow ow</b>	air	 chair in the air	Open your mouth wide, push your tongue down as you say <b>air air air</b>
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b>	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>

# 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**




# In Year 1 your child continues to learn the entire alphabetic code:









Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	<b>c se ce st sc</b>
	Open your lips a bit; put your tongue behind your teeth and make the <b>n</b> sound <b>nnnnn</b>	<b>kn gn</b>
	Put your lips together and make the <b>m</b> sound <b>mmmmm</b>	<b>mb</b>
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	<b>ch</b>
	Show me your teeth to make a <b>r</b> sound <b>rrrrr</b>	<b>wr</b>
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>f</b> <b>ffff ffff</b>	<b>ph</b>
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>t</b> <b>tttt</b>	<b>le al</b>
	Pucker your lips and show your teeth; use your tongue as you say <b>j</b> <b>jjj</b>	<b>g dge ge</b>
	Put your teeth against your bottom lip and make a buzzing sound <b>v</b> <b>vvvv vvvv</b>	<b>ve</b>

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say <b>w w w</b>	<b>wh</b>
	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>	<b>se ze</b>
	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	<b>tch ture*</b>
	Show me your teeth and push the air out <b>shshshshsh</b>	<b>ch ti ssi si ci</b>
	Open your mouth wide and say <b>e e e</b>	<b>ea</b>
	Pull your lips back and make the <b>y</b> sound at the back of your mouth <b>y y y</b>	<b>y</b>
	Make your mouth into a round shape and say <b>a a a</b>	<b>a</b>
	Open your mouth wide and say <b>u u u</b>	<b>o-e o ou</b>

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say <b>ai ai ai</b>	ay a a-e eigh aigh ey ea
ee	 sheep in a jeep	Smile with your lips apart and say <b>ee ee ee</b>	ea e e-e ie y ey
igh	 a light in the night	Open your mouth in a relaxed way and say <b>igh igh igh</b>	ie i i-e y
oa	 soap that goat	Make an 'o' with your mouth and say <b>oa oa oa</b>	o o-e ou oe ow

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b>	ue u-e ew ou ui
yoo		Pucker your lips and keep them small as you say <b>yoo yoo yoo</b>	ue u u-e ew
oo	 hook a book	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b>	u* oul
ar	 march in the dark	Open your mouth wide, push your tongue down and say <b>ar ar ar</b>	a* al*

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say <b>or or or</b>	<b>aw</b> <b>au</b> <b>aur</b> <b>oor</b> <b>al</b> <b>a</b> <b>oar</b> <b>ore</b>
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>	<b>er</b> <b>ir</b> <b>or</b>
ow	 wow owl	Open your mouth wide then move your lips together as you say <b>ow ow ow</b>	<b>ou</b>
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b>	<b>oy</b>

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>	<b>ere</b> <b>ear</b>
air	 chair in the air	Open your mouth wide, push your tongue down as you say <b>air air air</b>	<b>are</b> <b>ere</b> <b>ear</b>
zh		Pucker your lips and show your teeth; push the air over your tongue as you say <b>zh zh</b>	<b>su</b> <b>si</b>

# Automaticity



ea

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

## 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 in s /z/ (his) and with -s /z/ added at the end (bags sings)</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.

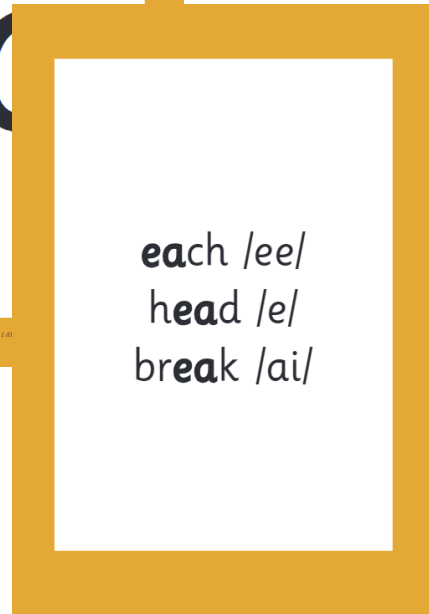
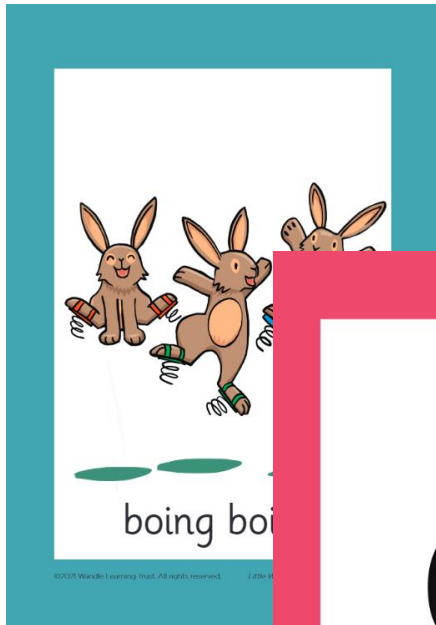
Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words</li> <li>words with s /z/ in the middle</li> <li>words with -s /s/ /z/ at the end</li> <li>words with -es /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	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"> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> <li>longer words</li> </ul>	Review all taught so far

# How we make learning stick



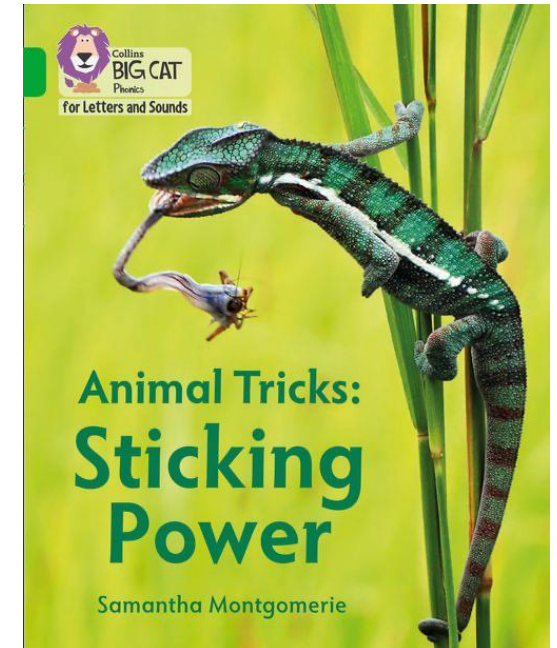
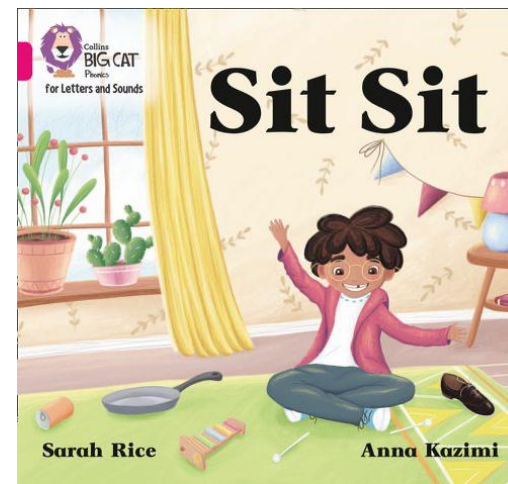
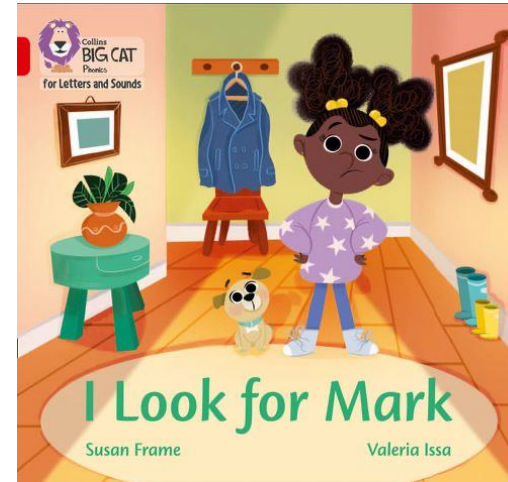


# Reading

# 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 to 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...**

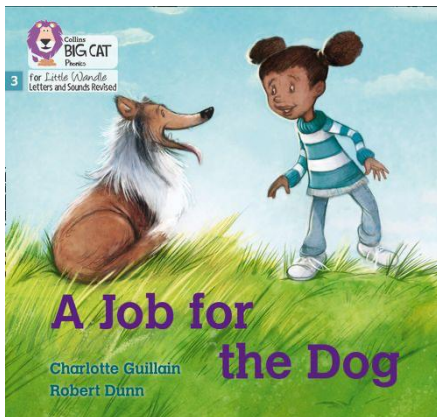
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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

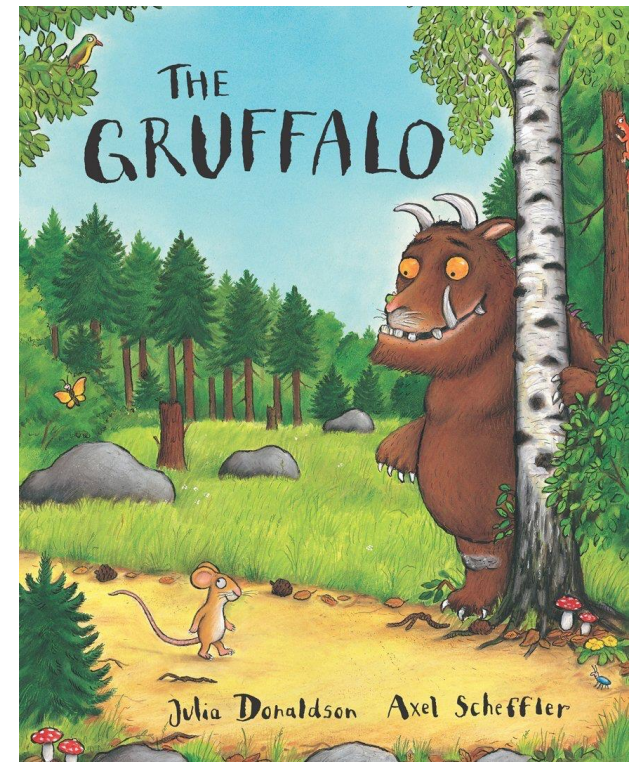


# Books going home

E Book



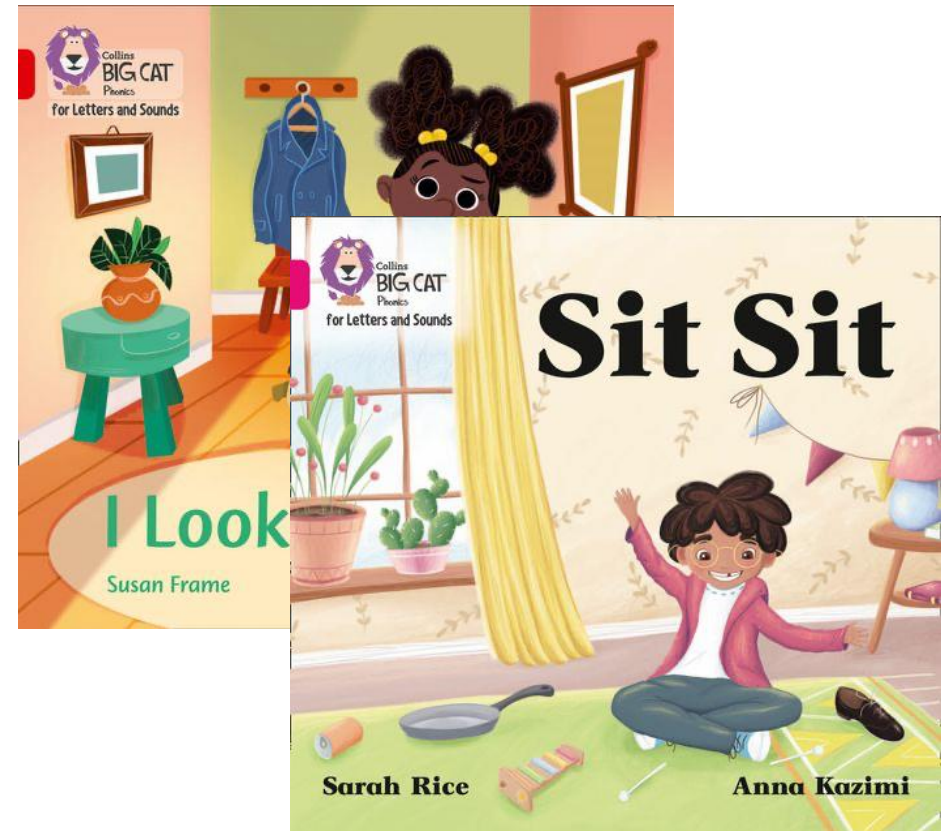
Closely matched  
decodable book



# Listening to your child read their phonics E book (this is the book they have read at home)



- 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.



# Listening to your child read their closely matched book



Your child should be able to read most of their book without your help. There may be some words that they cannot read - read it to them.

# Tricky words



# Read to your child



## The sharing 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.



# Help your child with reading



## I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

## Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Be Seen

Make sure you are seen reading. Keep books and magazines at easy reach.

## Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

## Create

Use reading to inspire drawings or new stories.

## Go Online

Look online & in app stores for appropriate word & spelling games.

## Make Space

Have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...

anything that is close to hand!



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

Carl Sagan










# Spelling

# Grow the Code Chart

Grow the code grapheme mat Phase 2, 3 and 5

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

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

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.





# Phonics Screening Check (PSC)



# Life after Little Wandle! What happens next?



Link to Little Wandle Website for parents/carers

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

This powerpoint will go onto class pages of school website

We hope to invite you in to watch phonics sessions soon.



Any Questions?

Thank you for attending our information session.