

A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN



**Teach reading:  
change lives**

**Parent workshop: Phonics and early reading**

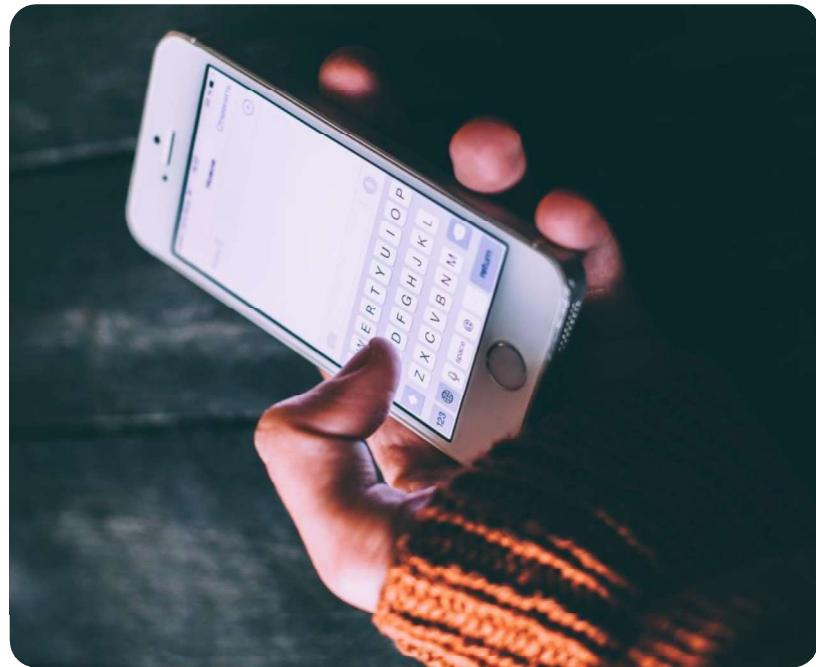


A love of reading is the biggest indicator  
of future academic success.

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



How many times have you  
already read today?

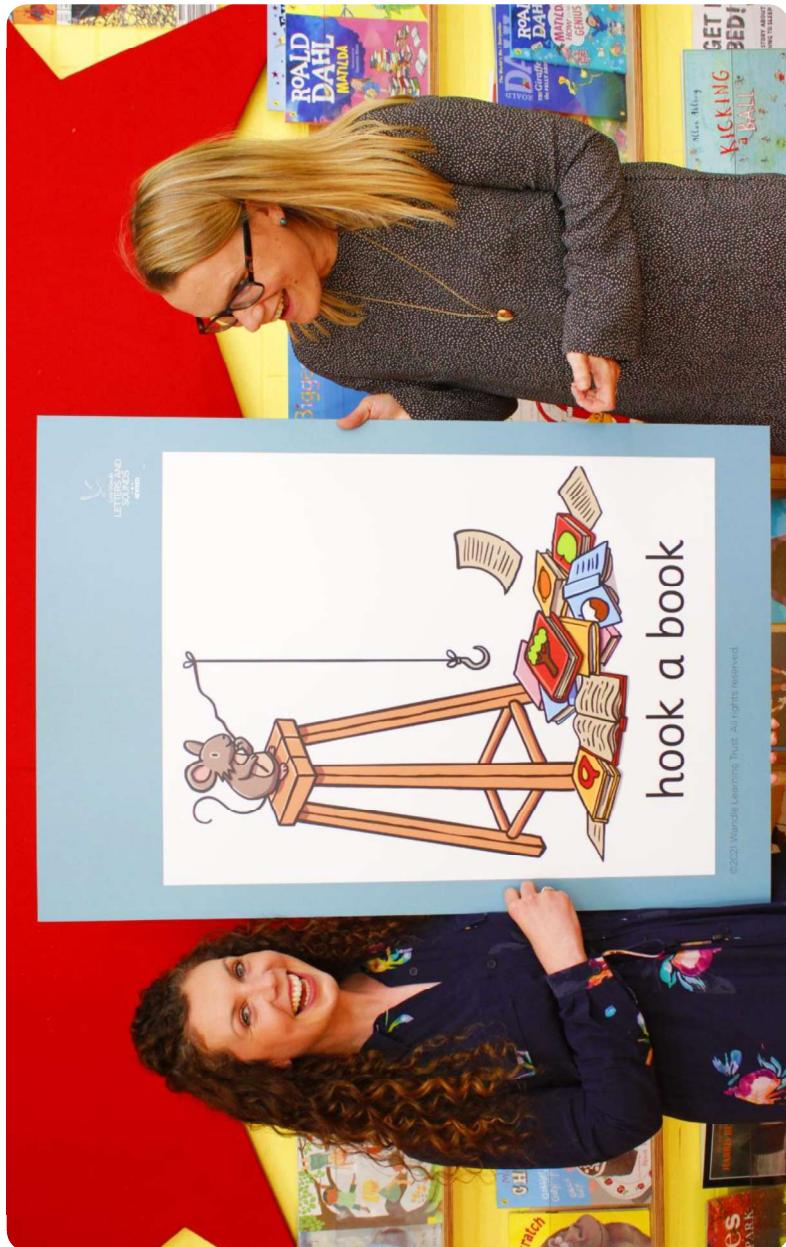




# Phonics



# 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.



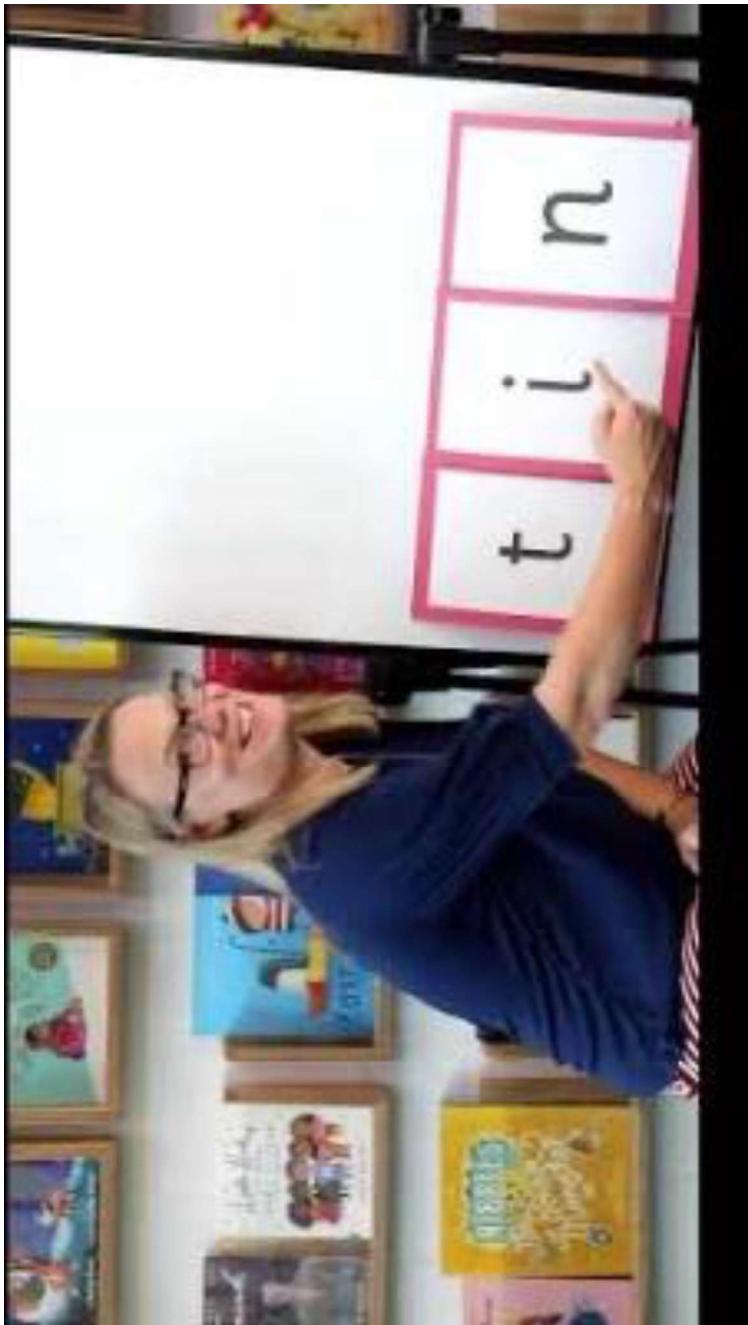
## Phonics is:

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





## 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
<b>S</b>		Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
<b>a</b>		Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaaa aaaa</b>	Around the astronaut's helmet, and down into space.
<b>t</b>		Open your lips; put the tip of your tongue behind your teeth and press <b>ttt ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
<b>p</b>		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.
<b>r</b>		pull your lips back and make the <b>r</b> sound at the back of your mouth <b>rrr rrr</b>	Down the iguana's body, then draw a dot (on the leaf) at the top
<b>i</b>		Open your lips a bit; put your tongue out <b>iiii iiii</b>	Down the stick, up and over the

## Phase 2 grapheme information sheet

### Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>j</b>		Pucker your lips and show your teeth use your tongue as you say <b>jjjj jjjj</b>	All the way down the jellyfish. Dot on its head.
<b>v</b>		Put your teeth against your bottom lip and make a buzzing <b>www www</b>	Down to the bottom of the volcano, and back up to the top.
<b>w</b>		Pucker your lips and keep them small as you say <b>ww ww</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
<b>x</b>		Mouth open then push the <b>csx</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 aspirations 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

satpinm~~d~~go~~c~~ockeurhbjl

Autumn 2 Phase 2 graphemes

*ff ll ss j v w x y z zz qu ch sh th ng nk*

- words with -s /s/ added at the end (has)
- words ending -s /z/ (his) and with -s /z/

969a(s)

\*The tricky words 'put', 'pull', 'full' and 'push' must be treated as such.

110049 00000000

Spring | Phase 3 graphemes

- words with double letters

- longer words

Session 2 Phase 3 - [www.brown.ac](#)

Previous Phases 3

- longer words, including those with double letters

- words with -s /z/ in the middle
- words with -es /z/ at the end

- words with -s /s/ and /z/ at the end

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Summary | Page 4



# How we make learning stick

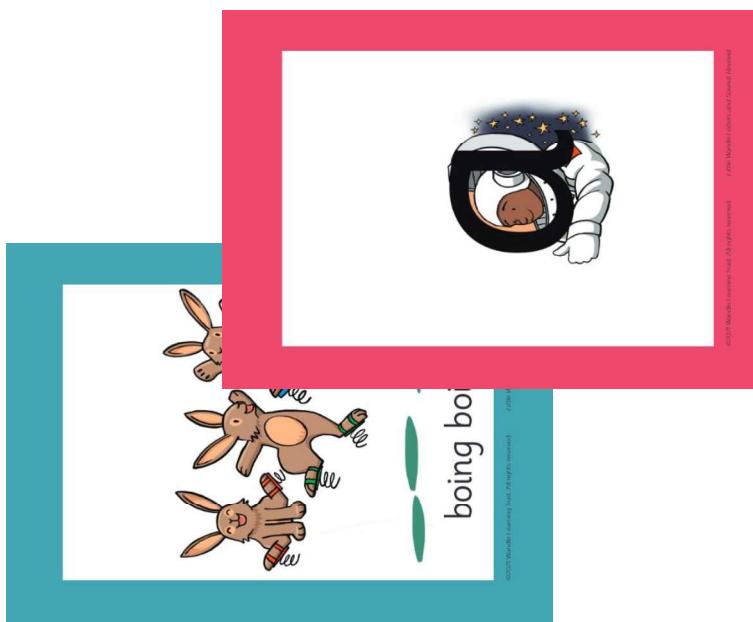
Sixth

R Sat 1 wk 1

the

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

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# Reading and spelling

# Reading and spelling



**ea**

**each /eɪtʃ/**  
**head /eɪd/**  
**break /breɪk/**



And all the different ways to write  
the phoneme sh:

shell

chef

special

caption

mansion

passion



# Tricky words



# Spelling

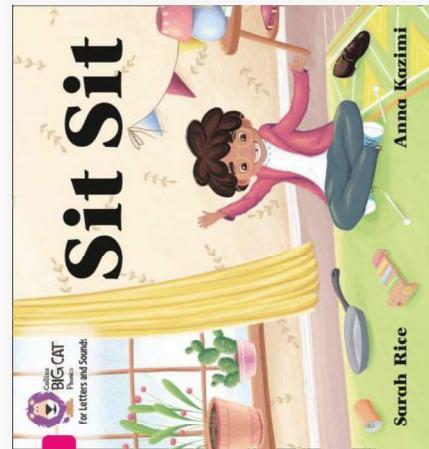
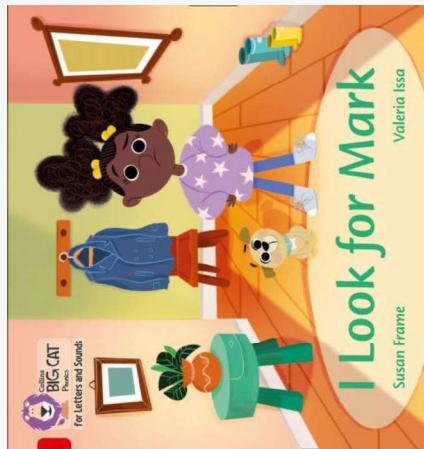
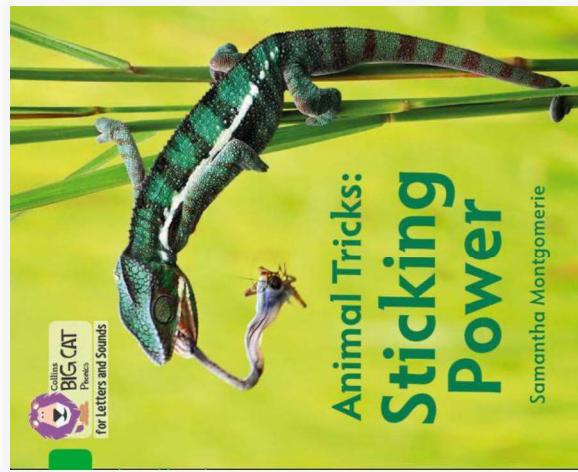
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# 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

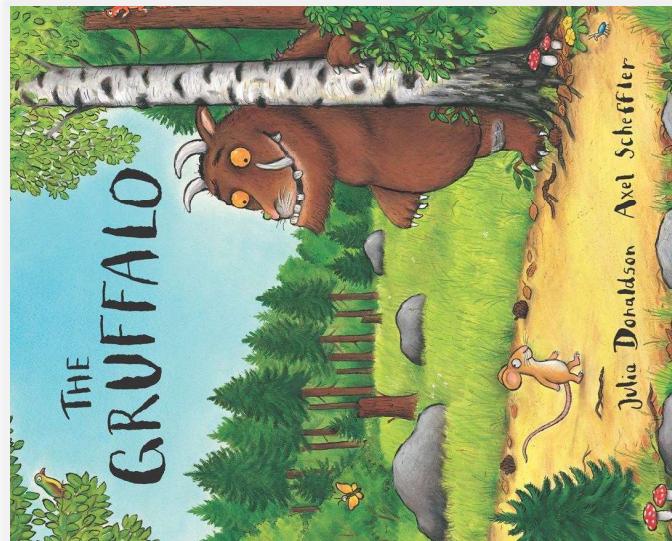
# The most important thing you can do is read with your child



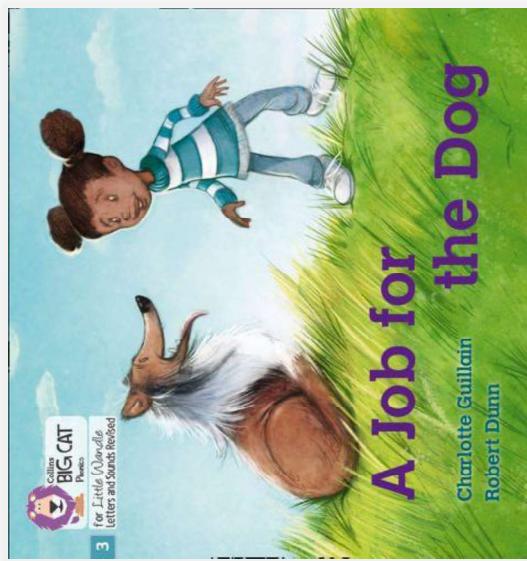
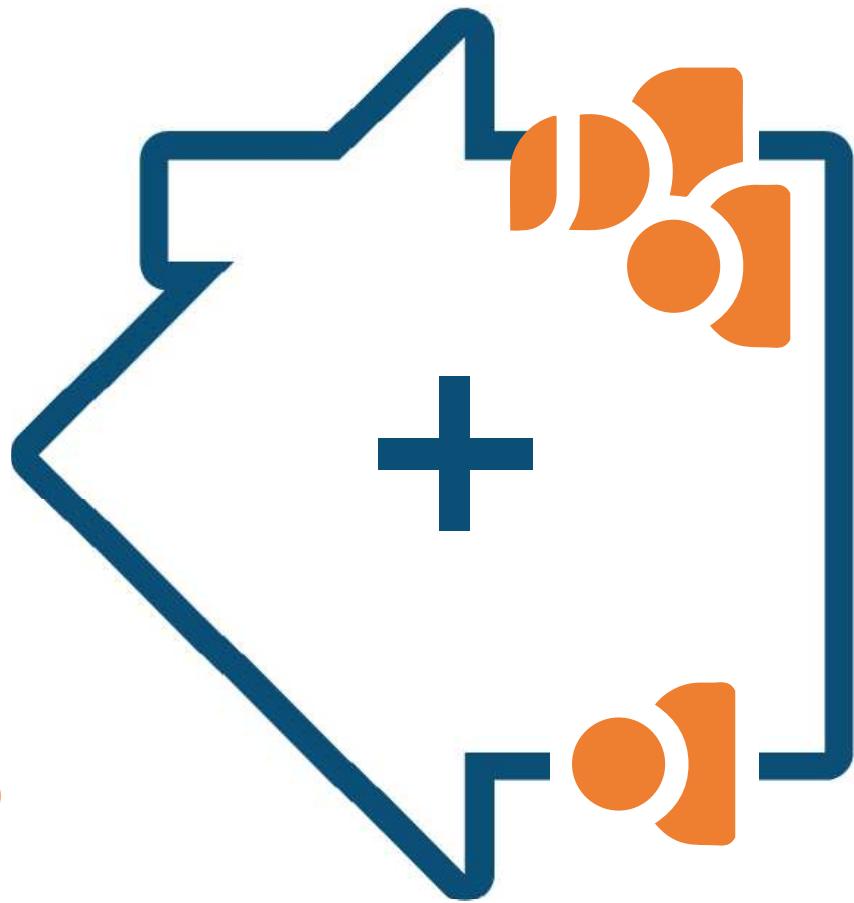
**Reading a book and chatting had a positive impact a year later on children's ability to...**

- 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.

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



## Books going home

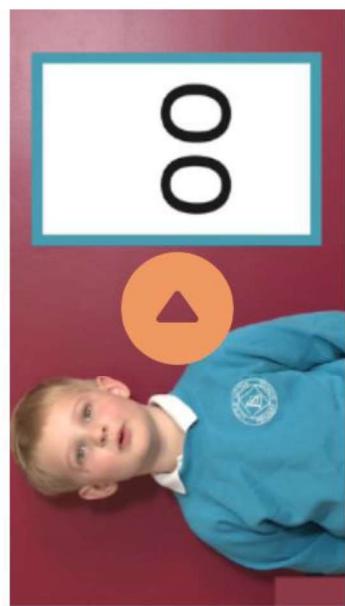


# Listening to your child read their phonics book



- 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 3 sounds taught in  
Reception Spring 1**



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



**Phase 2 sounds taught in  
Reception Autumn 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

