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# Teach Reading: Change lives

Phonics information evening EYFS, KS1

“

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

”

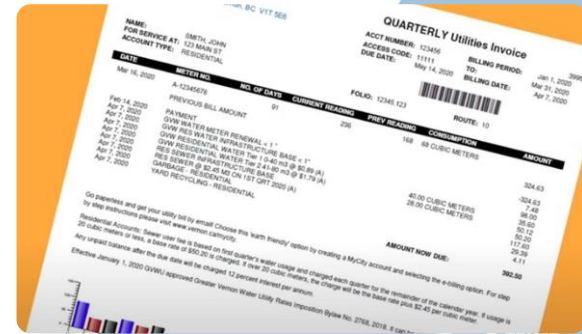
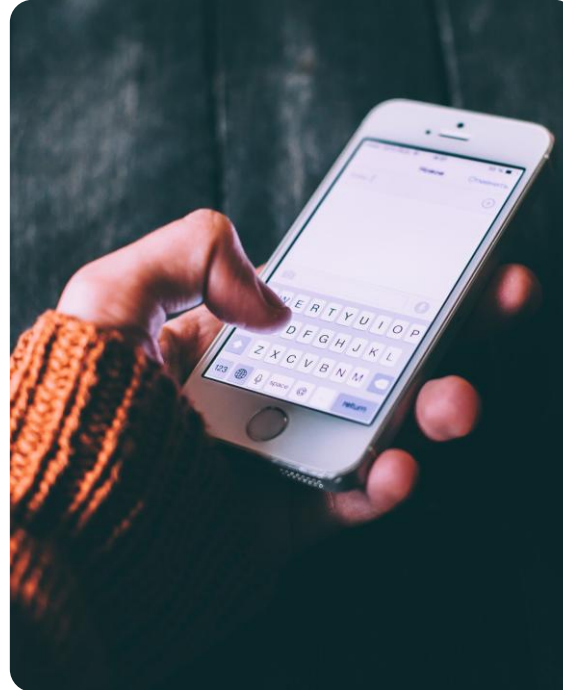
OECD (The Organisation for Economic Co-operation and  
Development)



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# How many times have you already read today?





# Phonics



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# 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.



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# Phonics is:

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



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# Blending to read words



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# Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



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# Teaching order






Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out sssss	Under the snake's chin, slide down and round its tail.
a a		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 t		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 p		Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i i		Put 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 leg) at the top.
n 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 j		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 v		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 w		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 x		Mouth open then push the 'x's stood 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 the mouth	Down and round the go-gos, then follow the smile around



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# 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 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 s z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>words with -ss (ss) added at the end (hats sits)</li> <li>words ending -s (s) (his) and with -s (s) 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 oo oo oe ar or or ow oi ear er 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 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 -ss (s) in the middle</li> <li>words with -ss (s) at the end</li> <li>words with -ss (s) and (s) 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 CVCC CVCC CVCC CVCC CVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes</li> <li>-ing, -ed (t), -ed (d), (ed), -est</li> </ul>	said so have like some come love do were here little says there when what one out today

### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ow cloud /oi/ oi 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/ ur bird /igh/ ie pie /ool/ /goal/ ue blue rescue /yoal/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ ie time /oa/ o-e home /ool/ /goal/ u-e rude cute /eel/ e-e these /oa/ /goal/ ew chew new /eel/ ie shield /ori/ 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.

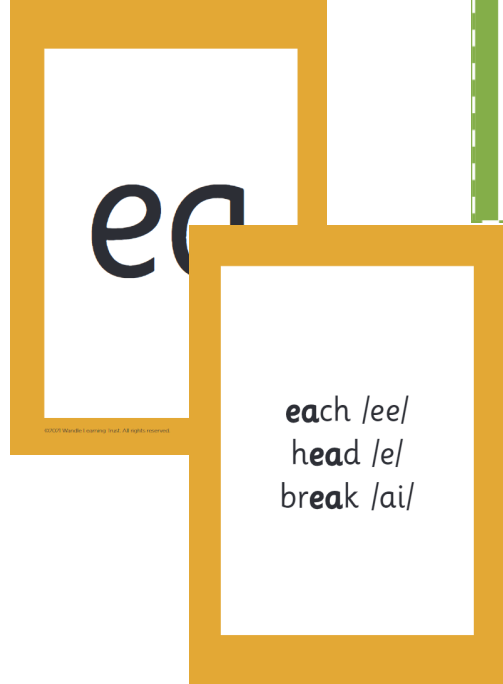
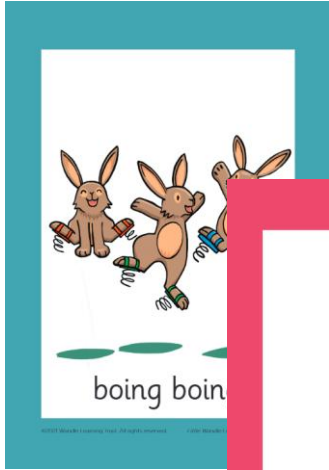
Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /wi/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ aw snow	any many again who whole where two school call different thought through friend work



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# How we make learning stick



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# Letter formation



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# Fine Motor

- Using scissors
- Pegging
- Playdough
- Tweezers
- Golf tees to hammer into vegetables
- Games & crafts - involving intricate 'pincer' movements e.g tap it & gems.
- Threading / sewing
- Different fastenings eg . Zips/ buttons



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# Pencil grip

We would like children to hold their pencil using the 'tripod grip'.  
This pencil grip allows a full range of movement to allow children to form sounds with ease.



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# Letter formation

Start in the correct place

Go in the correct direction

Teach your child where it sits on the line.



**Under the snake's chin, slide down and round its tail.**



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# Letter formation



As children progress in year one, our letter formation changes, and we begin to teach them pre-cursive handwriting.

It is important children learn both types of letter formation as letters printed in text are not pre-cursive.





# Reading and spelling



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# Reading and spelling

ea

**ea**ch /ee/  
hea**d** /e/  
brea**k** /ai/



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Little Wandle Letters and Sounds Revised

And all the different ways to write  
the phoneme sh:

shell

chef

special

caption

mansion

passion



# Reading words

Children will be able to:  
blend independently  
blend in their heads with increasing  
fluency and confidence  
start to distinguish between different  
phonemes/graphemes.



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# The Phonics Screening Check

## What is the Phonics Screening Check?

It is a quick check of your child's phonics knowledge.

It is **not** designed to create any stress or anxiety for your child.

It assesses decoding skills using phonics.

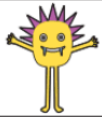



It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.



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Section 1	Section 1
sut 	shop
yad 	yell
dop 	peel
uct 	check

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# How does the check work?

The check takes place in June.

Your child will sit with a member of staff that they know.

They will be asked to read 40 words aloud.

This takes just a few minutes to complete, but there is no time limit.

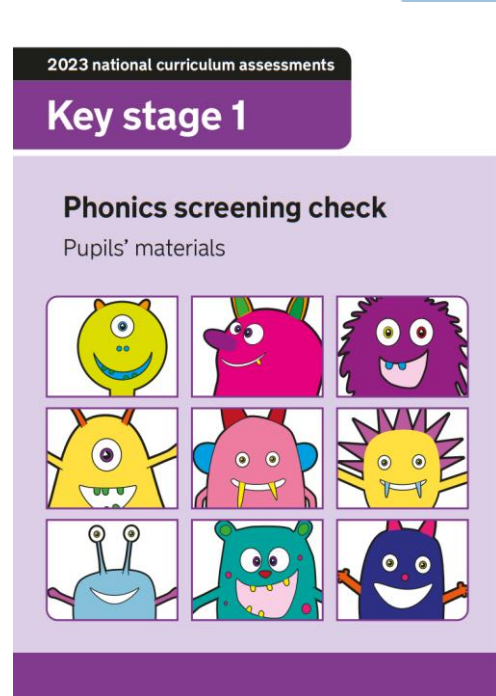
If your child is struggling, the teacher will stop.

It has been carefully designed not to be stressful for your child.



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# What are 'alien words'?



**Why we teach alien words  
for Phonics Screening Check**

tabe



Yr1 Su1 wk1

## **A quick guide to alien words**



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# 'Alien words' recap



The check will contain 20 'alien words'.

The children will be familiar with alien words and will start to read them this term.

Alien words assess children's decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.

Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.

The Phonics Screening Check will be administered in June.



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# Tricky words



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# Spelling

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



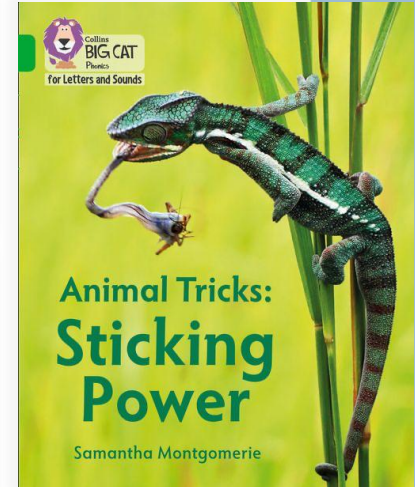
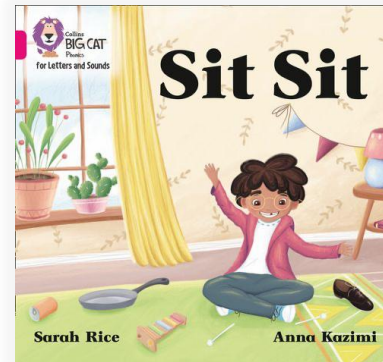
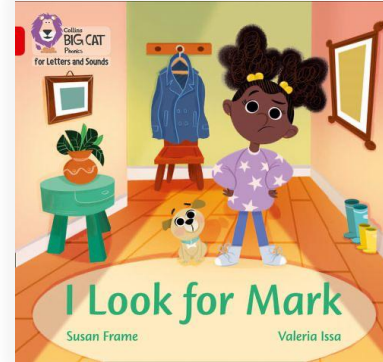
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# How do we teach reading in books?

**Reading practice sessions are:**  
timetabled three times a week  
taught by a trained teacher/teaching assistant  
taught in small groups.



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# 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



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## Wordless books

Receiving a wordless book at home is the very beginning of your child's reading journey . This will give you an opportunity to establish a routine together.

Wordless books provide the opportunity to develop children's oracy skills and vocabulary alongside impacting on their comprehension skills and knowledge of story structure.



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## 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.



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# Reading at home



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“  
Children are made readers  
on the laps of their  
parents.  
”

— Emilie Buchwald



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# Phonics at home

On a Friday, children in year 1 and 2 will bring home a spelling book containing words and sounds learnt that week. For reception, year one and year 2, on your child's class page on the website home learning sheets are able to download, detailing the sounds and words children have learnt each week. Please support your child to practise and reinforce the phonemes and graphemes we are learning in school.



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**Little Wandle - Letters and Sounds**  
**Reception Phonics Home Learning**

Phase 2 - Autumn 1 Week 1  
Focus - Phonemes s / a / t / i

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 will be focusing on this week in school -**

Phoneme	Grapheme	Illustration	Pronunciation Phrase
s	s		Open your mouth wide and make the s sound at the back of your mouth a a
a	a		Open your lips together, push them open and say p p
t	t		Bring your lips together, push them open and say p p

**We will be orally blending words. Can you hear the phonemes in these words? Can you listen and then repeat the word?**

s - a - t	t - a - p	s - a - p
p - a - t	a - t	

**Little Wandle - Letters and Sounds**  
**Year 1 Phonics Home Learning**

Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 1  
Focus - Review Phase 3 phonemes

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 will be focusing on this week in school -**

Phoneme	Grapheme	Illustration	Pronunciation Phrase
ai	ai		Open your mouth wide and make the ai sound at the back of your mouth a a
oo	oo		Open your lips together, push them open and say p p
ee	ee		Bring your lips together, push them open and say p p
ar	ar		Open your mouth wide and make the ar sound at the back of your mouth a a
ow	ow		Open your lips together, push them open and say p p
igh	igh		Bring your lips together, push them open and say p p
or	or		Open your mouth wide and make the or sound at the back of your mouth a a
oi	oi		Open your lips together, push them open and say p p
oa	oa		Bring your lips together, push them open and say p p
ur	ur		Open your mouth wide and make the ur sound at the back of your mouth a a
ear	ear		Bring your lips together, push them open and say p p

**Reading and writing words. Can you see this week's focus phonemes?**

il	feel	right	road
bar	join	born	surf
near			soap

**nd writing sentences. Can you spot any tricky words? Can you see this?**

cool.

ht foot is too hard.

car lights.

town on the bus.

you spot the tricky part of the word?

so	my	by
out	the	

**ue words? Can you use the correct phonemes?**

urd	took	hear
-----	------	------

# 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.

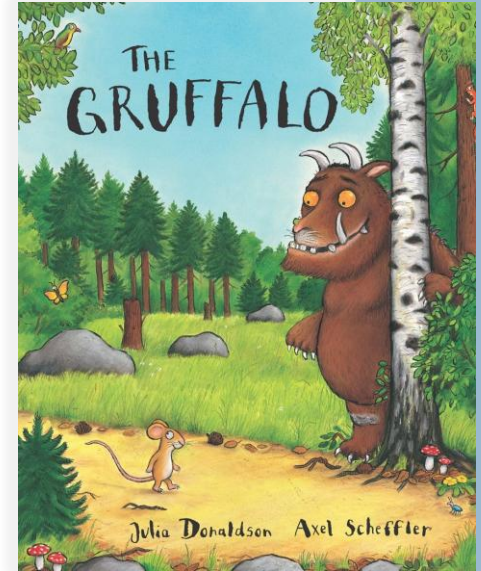
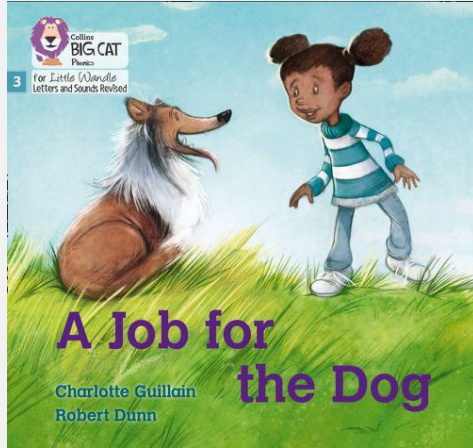


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# Books going home



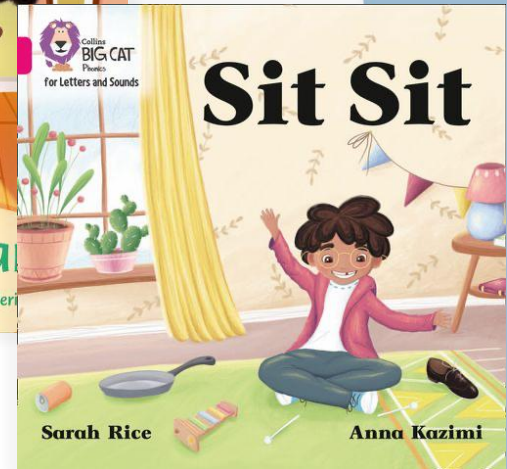
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# Listening to your child read their phonics book

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.



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# 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**



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# How to record your reading

When we read with your child in school we will record it in their Reading Record.

We will make any notes of any thing that they may need to practise at home.

We would love it if whenever you have read at home you could also record positive comments in the Reading Record . Even if it is when you have read a book for pleasure together.



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# 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.



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# Reading a story



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

Carl Sagan  
”



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# Questions



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