



St. Peter's

Church of England Primary School



Teach Reading: Change lives

Phonics information evening EYFS, KS1



Phonics



St. Peter's
Church of England Primary School



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.



St. Peter's
Church of England Primary School



Phonics is:

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



St. Peter's
Church of England Primary School



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



St. Peter's
Church of England Primary School

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 ssssss	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 vvvvv	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 stand 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 stick around



St. Peter's
Church of England Primary School

Gradually your child learns the entire alphabetic code by the end of year 1

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 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 - words with -s /z/ added at the end (hats sits) - words ending -s /z/ (his) and with -s /z/ added at the end (bags)	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 ee ar or or ow oi ear er er - words with double letters - longer words	was you they my by all are are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 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 /z/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CVCC CVCC CVCC CVCC CVCC - longer words and compound words - words ending in suffixes -ing, -ed /t/, -ed /d/ /ed/, -est	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 Phase 5 /ai/ ay play /ow/ ow 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/ lool ue blue rescue /yoal/ u unicorn /oal/ o go /igh/ i tiger /ail/ a paper /ee/ e he /ai/ a-e shake /igh/ ie time /oal/ o-e home /ool/ lool u-e rude cute /eel/ e-e these /oal/ loal 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.

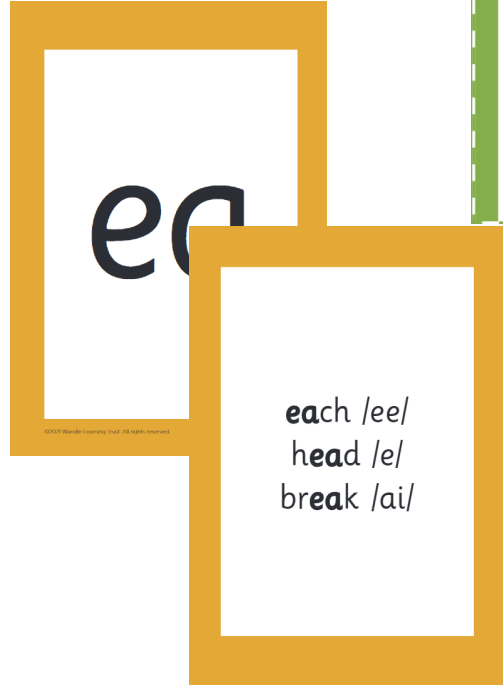
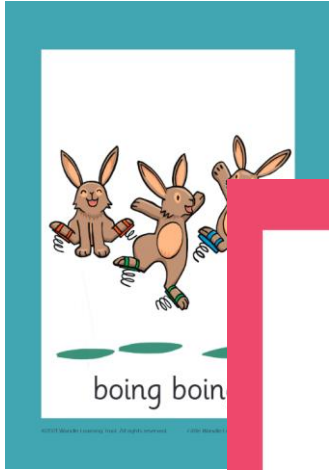
Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /wi/ wh wheel /oal/ oo ou toe shoulder /igh/ y fly /oal/ aw snow	any many again who whole where two school call different thought through friend work



St. Peter's
Church of England Primary School



How we make learning stick



St. Peter's
Church of England Primary School

Reading and spelling

ea

each /ee/
hea**d** /e/
brea**k** /ai/



St. Peter's
Church of England Primary School

©2021 Wanle Learning Trust. All rights reserved. / All Wanle Letters and Sounds Revised

And all the different ways to write
the phoneme sh:

shell

chef

special

caption

mansion

passion



Year 2

At the start of year 2 pupils will recap all of the sounds they have learnt so far throughout reception and year 1.

After October half term pupils will then move onto the bridge to spelling unit which focus on spelling rules and patterns.

Drop the e before adding -ing.



St. Peter's
Church of England Primary School

Some words don't follow the usual sounds or patterns that we learn
and we call these 'tricky words'



St. Peter's
Church of England Primary School

Writing



St. Peter's
Church of England Primary School



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



St. Peter's
Church of England Primary School

Pencil grip

To ensure consistency with pencil grips, the children learn how to hold their pencils through a saying.

‘Pinch, pinch, pinch and flip’.

Here is a video to show how we teach the pencil grip.



St. Peter's

Church of England Primary School

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.



St. Peter's
Church of England Primary School

Letter formation

Start in the correct place

Go in the correct direction

Teach your child where it sits on the line.

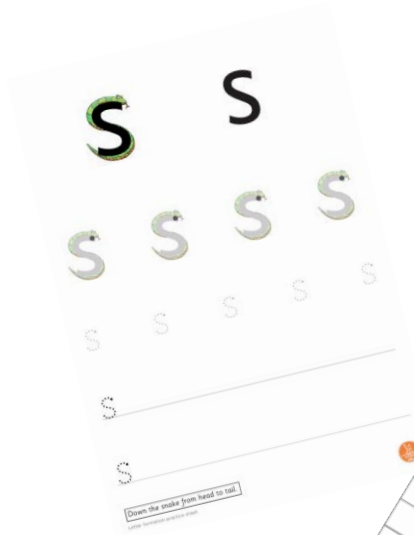


Under the snake's chin, slide down and round its tail.



St. Peter's
Church of England Primary School

Letter formation



As children progress in year one, if letter formation is consistently accurate, we begin to teach them pre-cursive handwriting.

Once pupils are in year 2, we will continue to build on their pre cursive journey, with the aim of them confidently transitioning into cursive writing.



St. Peter's
Church of England Primary School

Writing words

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

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 ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi 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 oi oy	 ear ere eer	 air are ere ear	zh su si		

*depending on regional accent



St. Peter's
Church of England Primary School

Reading



St. Peter's
Church of England Primary School



Blending to read words



St. Peter's
Church of England Primary School

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.



St. Peter's
Church of England Primary School

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.

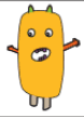
It consists of 40 words (20 real words, 20 'alien words').

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



St. Peter's

Church of England Primary School

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

Page 9 of 24

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.

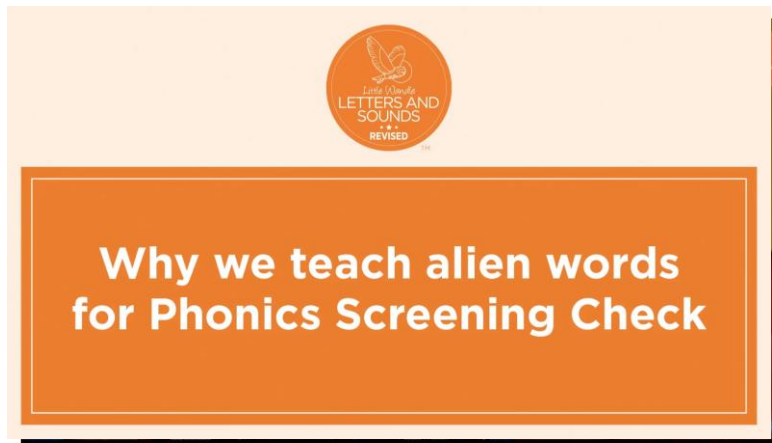


St. Peter's

Church of England Primary School



What are 'alien words'?



A quick guide to alien words



St. Peter's
Church of England Primary School

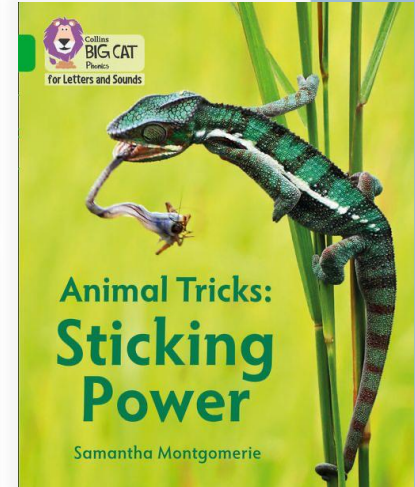
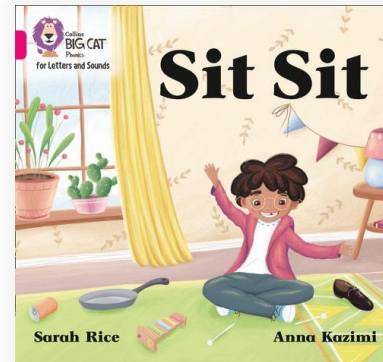
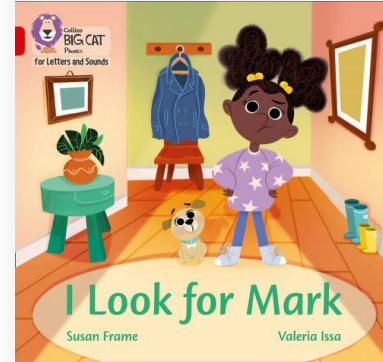


How do we teach reading in books?

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



St. Peter's
Church of England Primary School



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



St. Peter's

Church of England Primary School



YORKSHIRE
CAUSEWAY
SCHOOLS
TRUST

Wordless books

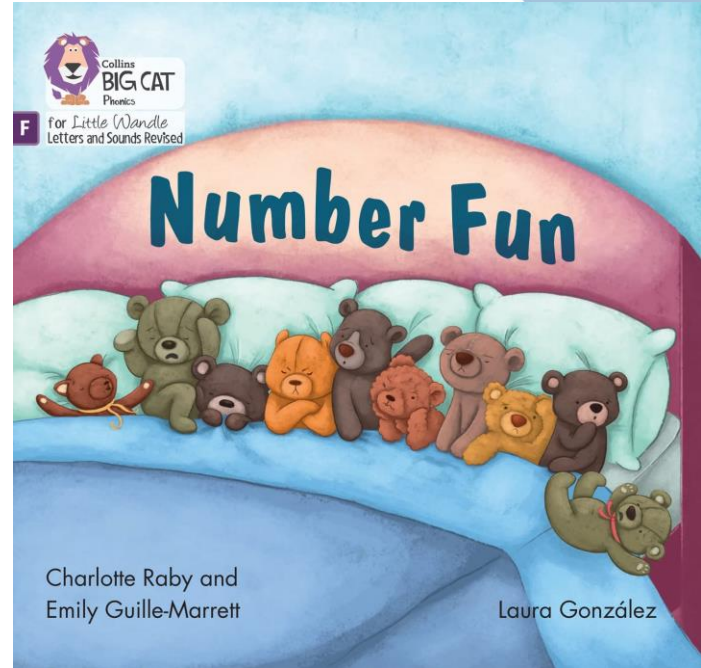
Receiving a wordless book at home is the very beginning of your child's reading journey . This will give you an opportunity to establish a routine together.

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



St. Peter's

Church of England Primary School



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.



St. Peter's

Church of England Primary School

How to help at home



St. Peter's
Church of England Primary School



Phonics at home

Every week, children in Reception will come home with a phonics sheet with all the sounds and words they have learned that week. These will help you to support your child with letter formation using the sayings we use at school and also how to pronounce each phoneme as well.



St. Peter's

Church of England Primary School

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 -



Pronunciation Phrase - s
Show your teeth and let
the s hiss out sssss



Pronunciation Phrase - a
Open your mouth wide
and make the a sound at
the back of your mouth a
a



Pronunciation Phrase - t
Open your lips; put the tip
of your tongue behind
your teeth and press t t t



Pronunciation Phrase - p
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

Phonics at home

Every week, children in year 1 will also bring home a phonics sheet with all the phonemes we have learnt that week as well as tricky words and sentences to practise.

Year 1 will also receive weekly spellings which link to the phonics they have learnt during the week home a spelling book containing words and sounds learnt that week.



St. Peter's

Church of England Primary School

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 -

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

We will be reading and writing words. Can you see this week's focus phonemes?

tail	feel	right	road
food	bar	born	surf
down	join	near	soap

We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

The toads feel so cool.

The boot on my right foot is too hard.

I can see foxes in the car lights.

We can go down to the town on the bus.

We will be practising tricky words. Can you spot the tricky part of the word?

no	go	so	my	by
to	into	out	the	

We will be spelling words. Can you write these words? Can you use the correct phonemes?

right	hard	took	hear
-------	------	------	------

Phonics at home

Every week children in year 2 will receive spellings which link to the certain rule they will have learned that week. These are designed to help children start to understand the different spelling rules we have.

Spelling words

gnome	knight	wriggle	knee
design	wrap	knock	write

Prickly spellings

once	two
------	-----



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.



St. Peter's

Church of England Primary School

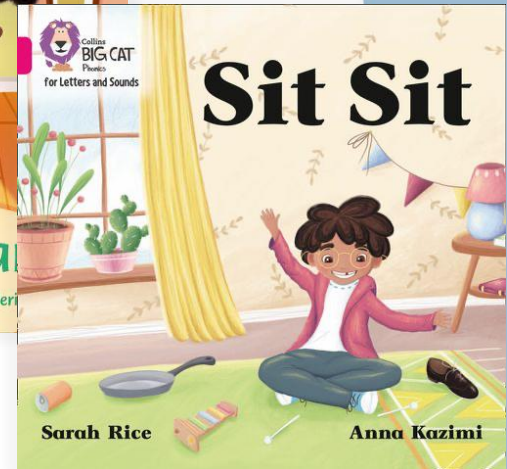


Listening to your child read their phonics book

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.



St. Peter's

Church of England Primary School

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**



St. Peter's
Church of England Primary School

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.



St. Peter's

Church of England Primary School

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

Carl Sagan
”



St. Peter's
Church of England Primary School



Questions



St. Peter's
Church of England Primary School

