



**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

# **Teach reading: change lives**

**Parent workshop: Phonics and early reading**

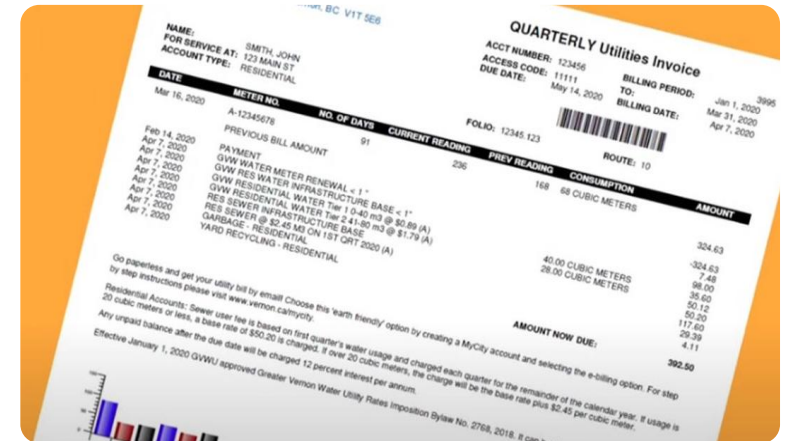


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**A love of reading is the biggest indicator  
of future academic success.**

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

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The logo is a circular emblem with an orange background. At the top, there is a white line drawing of a bird, possibly a wren, with its wings spread as if it is about to take flight. Below the bird, the words "Little Wandle" are written in a white, cursive script. Underneath that, the words "LETTERS AND SOUNDS" are written in a large, white, bold, sans-serif font. Below this, there are three small white stars arranged horizontally. At the bottom of the circle, the word "REVISED" is written in a white, bold, sans-serif font. In the bottom right corner of the entire page, outside the circle, the letters "TM" are printed in a small, grey font.



# 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.



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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.**

”

# Blending to read words



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

# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**

**Blend**

**Segment**

Little Wandle's glossary is available on their website, along with many other videos and resources for parents:


<https://www.littlewandlelettersandsounds.org.uk/>



# Teaching order










## Phase 2 grapheme information sheet

## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>s</b>	 snake	Show your teeth and let the <b>s</b> hiss out <b>ssssss</b>	Under the snake's chin, slide down and round its tail.
 <b>a</b>	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet, and down into space.
 <b>t</b>	 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.
 <b>p</b>	 penguin	Bring your lips together and push them open and say <b>ppp</b>	Down the penguin's back, up and round its head.
 <b>i</b>	 iguana	pull your lips back and make the 'i' 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.
 <b>n</b>		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.

## Phase 2 grapheme information sheet

## Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>j</b>	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 <b>v</b>	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv</b>	Down to the bottom of the volcano, and back up to the top.
 <b>w</b>	 wave	Pucker your lips and keep them small as you say <b>w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 <b>x</b>	 box	Mouth open then push the <b>cs/x</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.
		Smile, tongue to the top of your mouth, say <b>y</b> without	Down and round the yo-yo, then follow the string sound

# 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 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 -s /z/ (his) and with -s /z/ 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 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>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /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 CCVC CCVC CCVC CCVC</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

#### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou 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

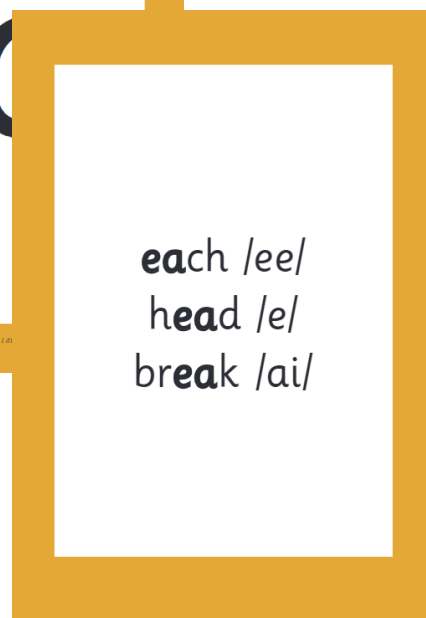
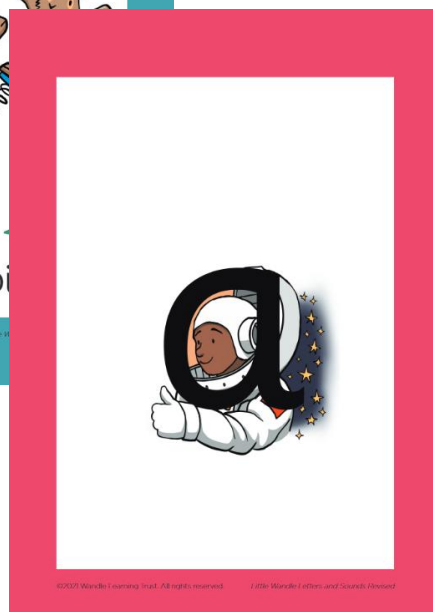
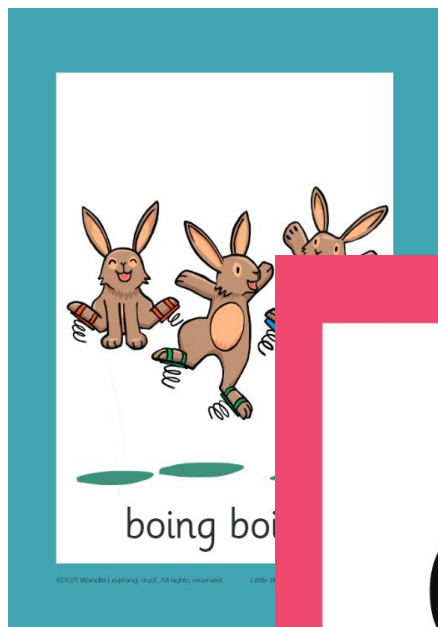
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ 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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

# How we make learning stick



# Reading and spelling

# Reading and spelling



ea

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



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 ('Segmenting fingers' to count and blend).
- Count the sounds.
- Write them down.



# 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.

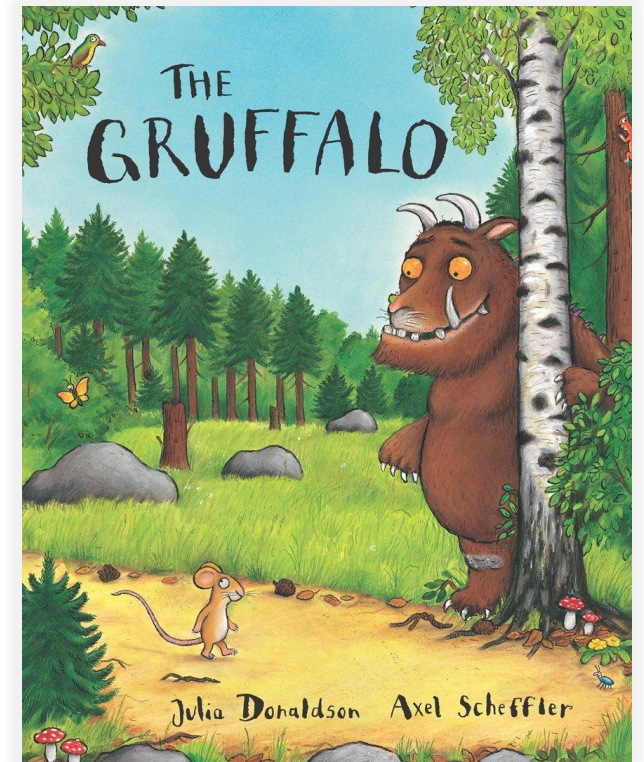
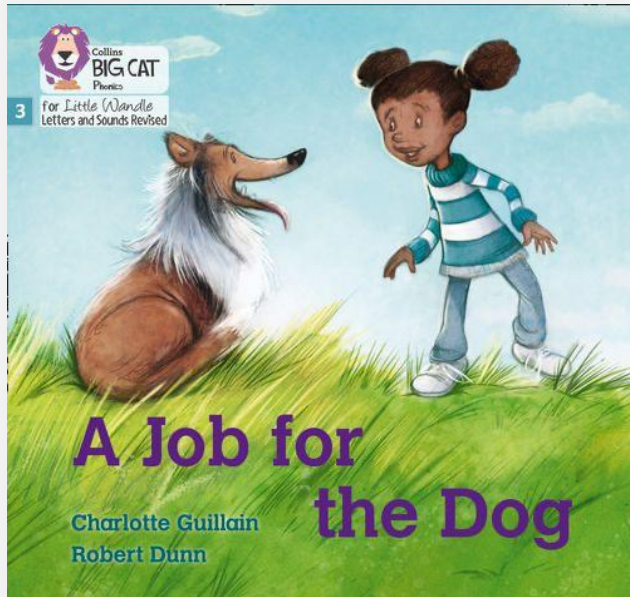






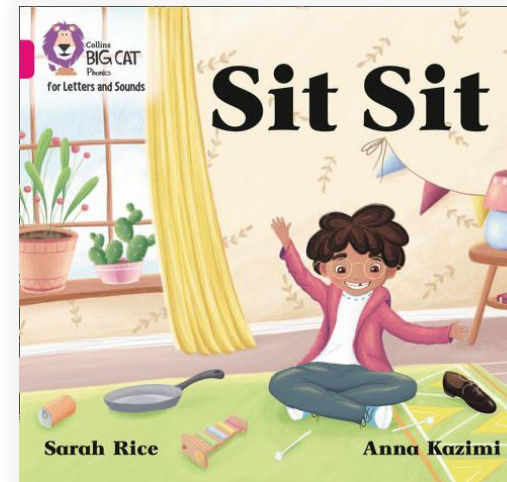
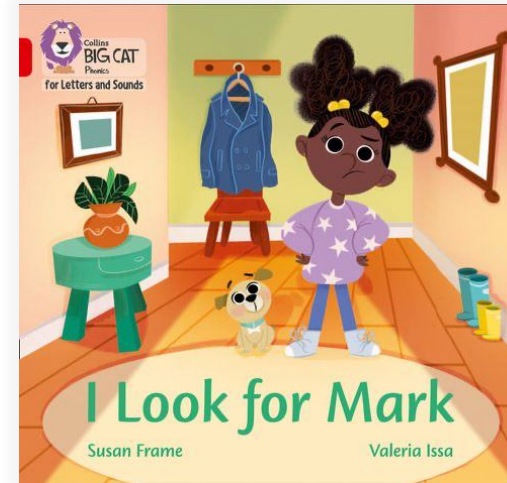
# Reading at home

# Books going home



# How do we teach reading in books?

- Children will bring home two phonetically decodable books each week, matched to their phonics level. These are books for *your children to read to you* at home.
- They will also borrow a class library book. These are books for *you to share with your children*, as the books aren't phonetically decodable.
- Children will read daily in phonics lessons as well as being read with individually throughout the week, with a view to reading in small groups later in the year.
- Any children needing further reading practise will be given additional support.





# 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.
- Listening to your child read their phonics book will help them to consolidate their phonics skills.



# 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**



# 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.
  - There are questions in the front of your child's reading record to support comprehension.
- If you'd like additional inspiration when reading at home, please speak with a member of the Reception team.
- Making time to read is vital, but we understand that families are busy. Please approach us if you're finding things challenging at home, and we'll support as much as we can.



# 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.

Reading at home is crucial for many reasons, including (but certainly not limited to) building positive relationships with family members, vocabulary enrichment, listening and attention skills, igniting imaginations, and fostering a love of reading and learning.



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

# Parent Resources

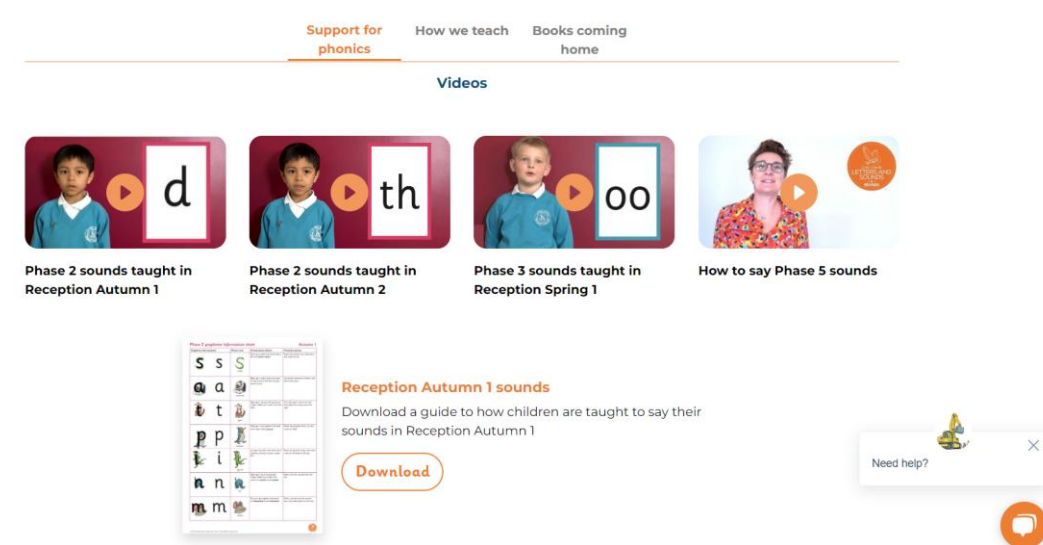


Please see the parents' section on the Little Wandle website for downloadable resources which you can use to support your child at home:

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

You may like to make flashcards to play reading games with. You could:

- Make cards with each grapheme, word and tricky word on. Hide them inside or outside and play 'Find the Grapheme/Words!'
- You could make two sets and play matching games such as 'Snap'.
- Play "Find me an object beginning with..." (similar to "I Spy...").
- Play 'Buzz the Grapheme/Word' when reading. Use the list of key graphemes/words in your child's book to read, and lay the corresponding flashcards out. When your child spots the grapheme/word, they 'buzz' the correct card, or put an object on top.



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

Carl Sagan

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