

A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading in Reception, Phase 2 (Autumn 1)





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



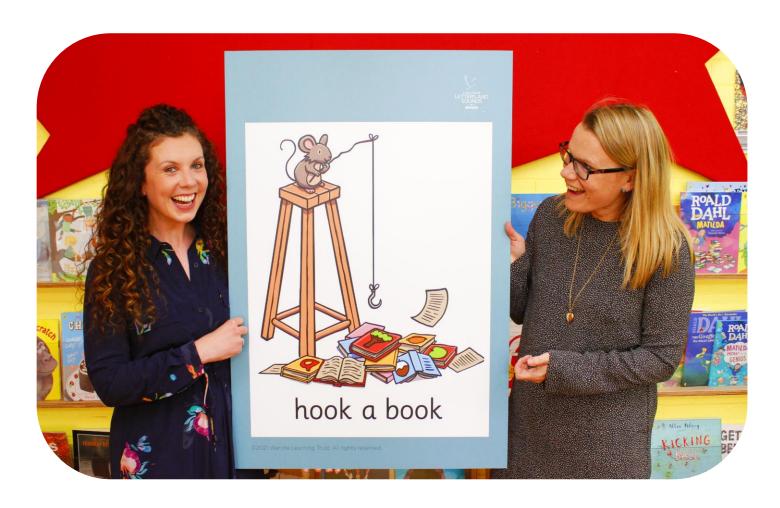
Little Wandle Letters and Sounds Revised

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.







Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

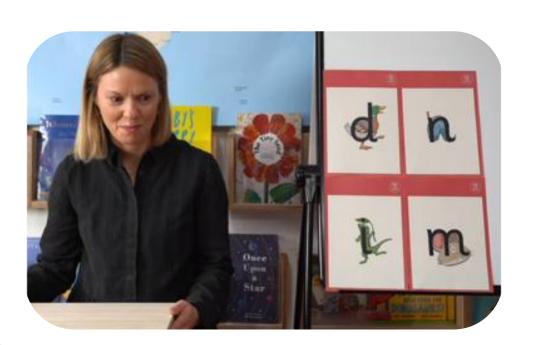




 These are the first group of letters and sounds your child will learn.

 We start teaching from week 2 of Reception.

 The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
S S	snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
Q a	astronaut	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	tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i	iguana	pull your lips back and make the 't' sound at the back of your mouth i i i	Down the iguana's body, then drav a dot [on the leaf] at the top.
n		Open your lips a bit,put your tongue behind your teeth and make the nnnnn sound nnnn	Down the stick, up and over the net.

Phase 2	aranheme	information s	heet
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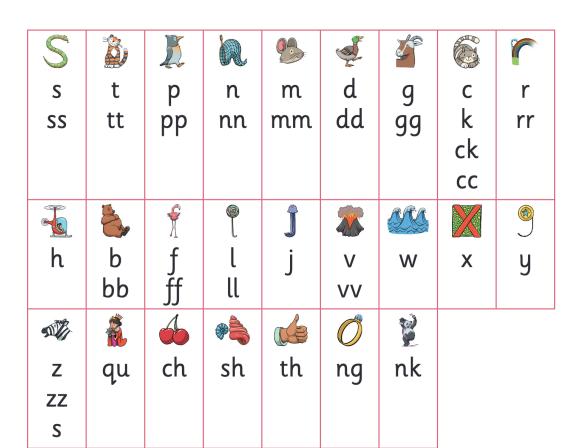
Autumn 2

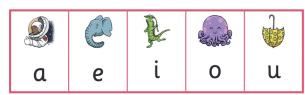
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j	jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
V	volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom 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 cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then acros to the bottom of the box. Start at the top, then acros to the bottom of the box.
		Smile, tongue to the top of	Down and round the yo-yo,

Picture card

Pronunciation phrase

Let's say the Phase 2 sounds









Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



We teach blending so your child learns to read

• Teacher-led blending is taught throughout Phase 2.

 Our aim to is to teach every child to blend by Christmas.

 We will inform you if your child needs additional practice.











Tricky words

• These words have unusual spellings e.g. he, the, was.

• They are taught in a systematic way.

• Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.









Our progression

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 ck 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 words with —s /s/ 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 oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 Ionger 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	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants CVCC CCVC CCCVC CCCVCC	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	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
/ai/ ay play /ow/ ou cloud	sure pure said have like so do some come love were
/oi/ oy toy	there little one when out what says here today
/ea/ ea each	

^{*}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	their people oh your
/iqh/ ie pie	Mr Mrs Ms ask*
/oo/ /yoo/ ue blue rescue	could would should our
/yoo/ u unicorn	house mouse water want
loal o go	
/igh/ i tiger	
/ai/ a paper	
leel e he	
/ai/ a-e shake	
/igh/ i-e time	
loal o-e home	
lool Iyool u-e rude cute	
leel e-e these	
lool lyool ew chew new	
leel ie shield	
/or/ aw claw	

^{*}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
leel y funny	any many again
/e/ ea head	who whole where two
/w/ wh wheel	school call different
/oa/ oe ou toe shoulder	thought through friend work
/igh/ y fly	
loal ow snow	









the



Reading and spelling

Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet

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t	tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p		Bring your lips together, push them open and say p p p Down the penguin's back, around its head.	







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

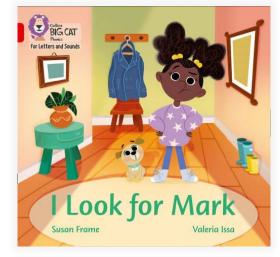


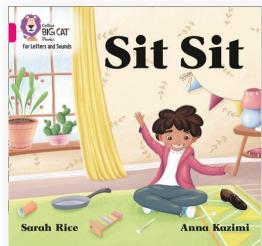


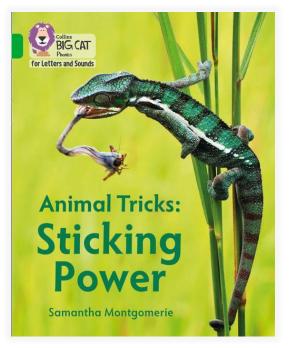


Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.









How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	р	С	0
S	g	k	u	h
i	t	n	r	f
d	ck	е	b	l

sat man hug red pe<u>ck</u>



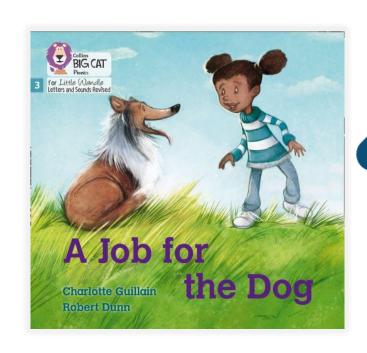




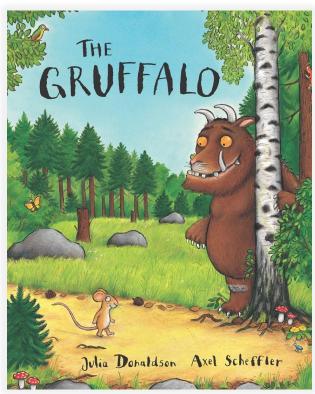
Reading at home

Books going home











Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.





Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.







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.









Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2





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.







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

Carl Sagan

