



# Welcome to our Phonics Workshop



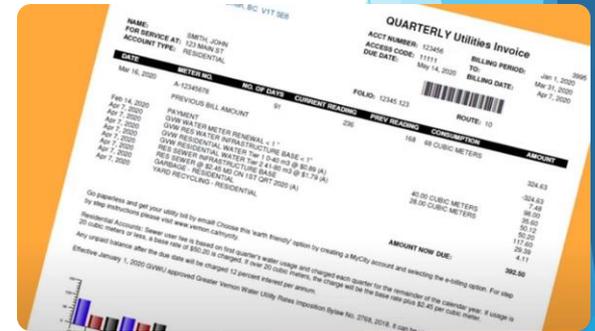
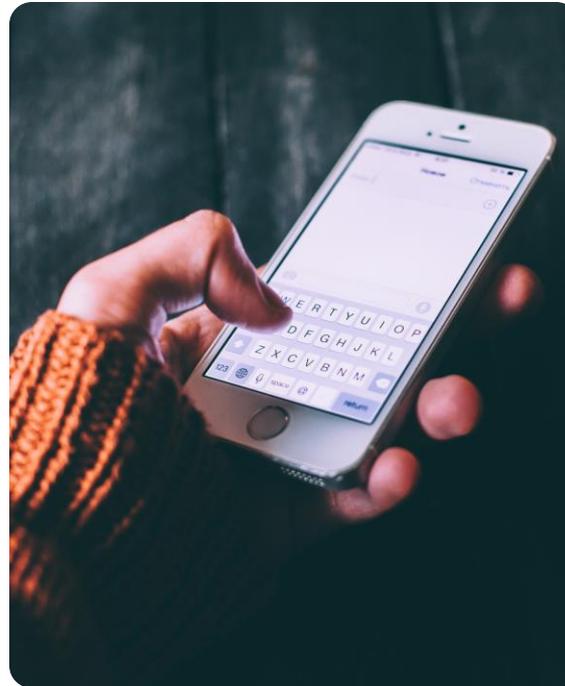
“

**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?



# 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.**

”

# Did you know?

## The English language has:-

- ▶ 26 letters
- ▶ 44 sounds
- ▶ Over 100 different ways to spell those sounds

abcdefghijklmnopqrstuvwxyz

# You may hear your children say....

**Phoneme** - The smallest unit of sound that can be identified in words.

**Grapheme** – A letter or group of letters used to represent a particular phoneme when writing.

For example, the phoneme 'ai' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

**Blending** – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'

**Segmenting** – Breaking a word into sounds in order to spell.

E.g. 'frog, f – r – o – g'

**Digraph** - two letters making one sound

**Trigraph** – three letters making one sound

**Chunk it up** – To break up a longer word and read it one part (chunk) at a time (car/park)



# How we teach phonics



- Daily short sessions
- Specific order of teaching
- Synthetic phonics
- Correct pronunciation is vital

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

- Repeated practice

s



t



n



d

Phase 2 GPCs

R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat



th

ss

ck

ng



ch



sh

Phase 2 digraphs

ar

oi

or

ai



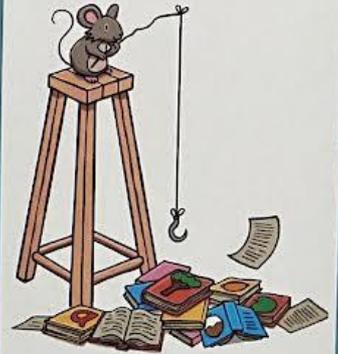
soap that goat



sheep in a jeep



zoom to the moon



hook a book

Phase 3 GPCs

R Sp1 wk1

meet

• — •

R Sp1 wk1

rain

• — •

R Sp1 wk1

sheep

— — •

R Au2

go

R Au1

the

R Au1

is

R Au2

to

Tricky words

## Grapheme mat

## Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

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

## Phase 2 and 3 GPCs

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 k 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 si 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	 ee	 igh	 oa	 oo	yoo	 ou	 ar
ay	ea	ie	o	ue	ue	oo	ar
a	e	i	o-e	u-e	u	u*	a*
a-e	e-e	i-e	ou	ew	u-e	ou	al*
eigh	ie	y	oe	ou	ew		
aigh	y	ey	ow	ui			
ey							
ea							
 or	 ur	 ow	 oi	 ear	 air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

\*depending on regional accent

# Phase 5 GPCs

# 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 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 * 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	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants * CVCC CCVC CCVCC CCVC CCVCC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /id/ /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 <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/ ur bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ail/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /orl/ 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 /el/ ea head /w/ wh wheel /oal/ oe ou toe shoulder /igh/ y fly /oal/ ow snow	any many again who whole where two school call different thought through friend work

# How we teach reading

# Reading

We want children to love reading!



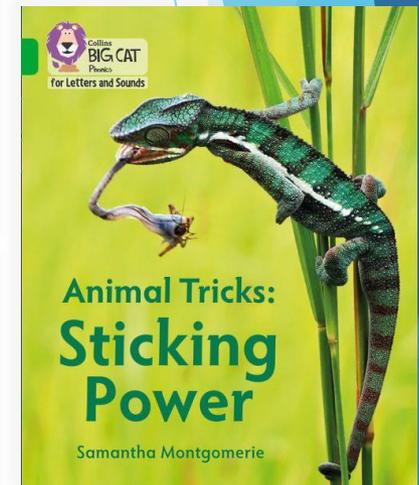
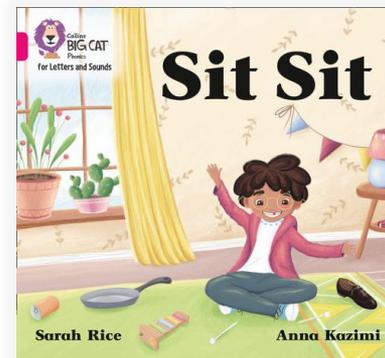
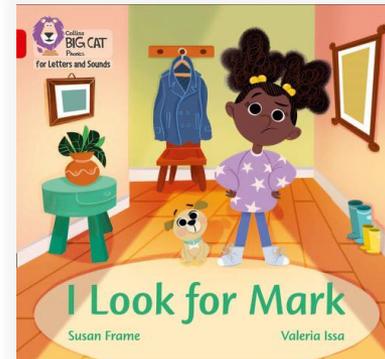
Learning to read should be a positive experience.

We want children to read for pleasure and be life long readers.

# How do we practise reading in books?

## Reading practice sessions are:

- ▶ timetabled three times a week
- ▶ taught by a trained teacher/teaching assistant
- ▶ taught in small groups
- ▶ children in Reception will start with wordless books. Once they are secure with blending, they will move to Phase 2 books.



# 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.



# How do we find the right book for your child?

## 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

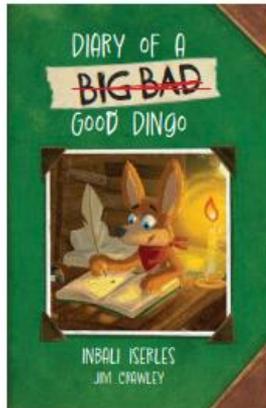
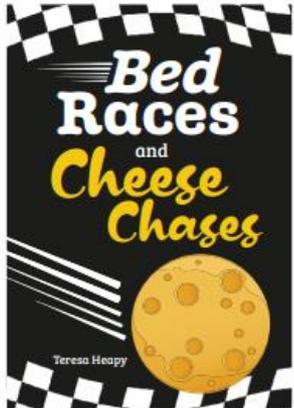
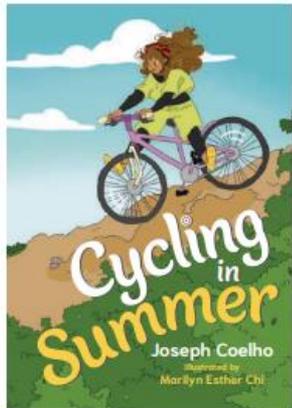


## Coming soon...Little Wandle Fluency

We want all children to have the secure phonic knowledge needed to be able to read. But being a fluent reader is so much more.

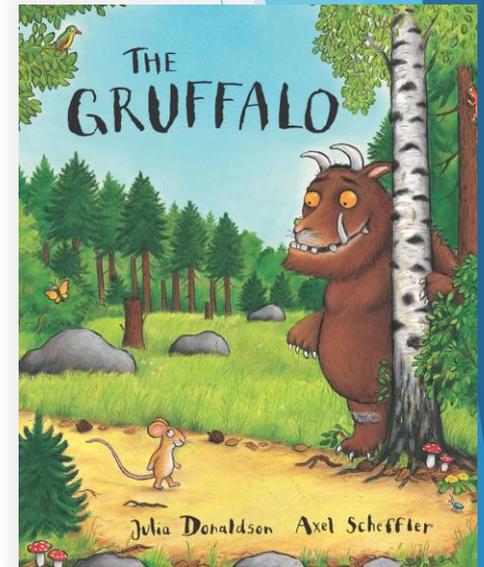
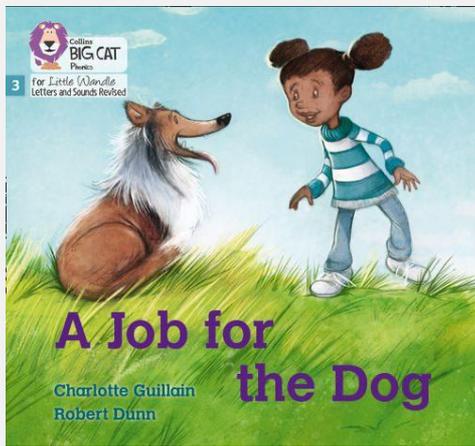
Little Wandle Fluency has been carefully devised to support children as they progress in reading fluency through Years 2, 3 and beyond.

We want all our children to become confident, fluent and motivated readers. We start Little Wandle Fluency with Year 2 children who have graduated from Little Wandle Phonics. This can begin for some children after the Autumn Half Term. They will be reading these books in school, and will continue to bring home other reading books to share and enjoy with you.



# Supporting at home

# Books going home



# Phonics book

Share the front cover page before reading. This covers sounds and words contained in the book.

Celebrate, praise and talk about the book with you child.

Please make sure books are in book bags and returned the following week as they may be needed for other groups.

**Before reading**

**Practising phonics: Phase 3**

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

ee igh oa oo ar ur ow air er or

Read the words together:

feeds high goats pool arm

Common exception words:

the (on)to are

**Check understanding**

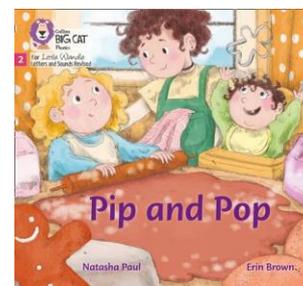
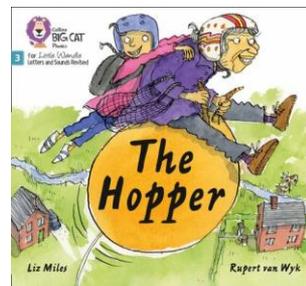
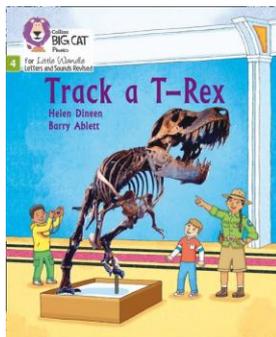
- Ask your child:
  - What do these words mean?

coax hoots cavort talons curl  
sheds gathers Harper

- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

**Talk about it**

- Look at the cover and read the title together. Ask your child:
  - What do you think an animal park keeper does? (looks after animals)
  - Is this a fiction or non-fiction book? (non-fiction)
  - What animals can you see on the front cover? (camels)
- Now read the book. Enjoy looking at the pictures and talking about them.



In Year 1 & 2 children will bring home a spot (phonics book) and a star book (share book).



## My Spot Book

**I can** read this book by myself.



## My Star Book

**We can** read this book together.

# Home Learning Sheets

	Little Wandle - Letters and Sounds EYFS Phonics Home Learning	
	Phase 2 – Autumn 1 Week 1	

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:

s snake 	a astronaut 	t tiger 	p penguin 
--	--	--	--

We will be learning to recognize and write the letters using the rhymes:

s snake 	Down the snake from head to tail.	a astronaut 	Around the astronaut's helmet and down into space.
t tiger 	Down the tiger and across its neck.	p penguin 	Down the penguin's back, up and around its head.

Can you match the initial sound to these pictures?

			
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	Little Wandle - Letters and Sounds Year 1 Phonics Home Learning	
	Phase 3 – Autumn 1 Week 1	

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 revising 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 spot this week's phonemes?

tail main feel deep right fight road  
soap food boot hard bar born sort surf  
curl foot took down town join coil hear  
near

We will be reading sentences. Can you spot any tricky words?

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 practising spelling these words:

feel right go food hard my sort took into  
down hear out



Thank you for joining us

Questions ???