A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Little Wandle
LETTERS AND SOUNDS
REVISED
TM

Teach reading: change lives

Parent workshop: Phonics and early reading in EYFS and Year 1

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

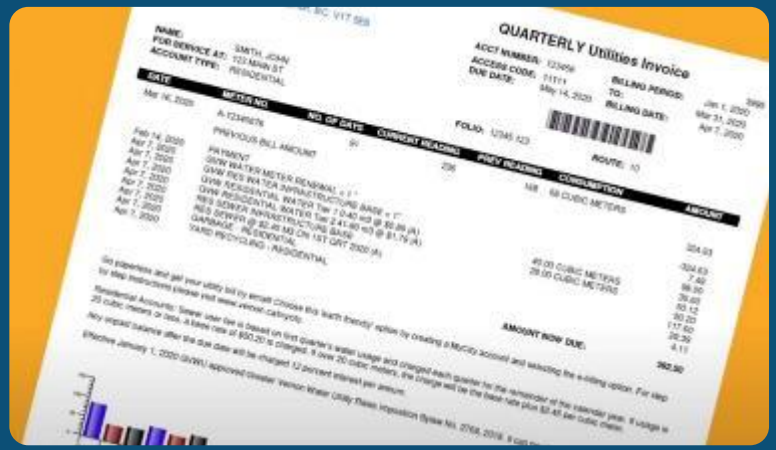
OECD (The Organisation for Economic Co-operation and Development)

How many times have you already read today?





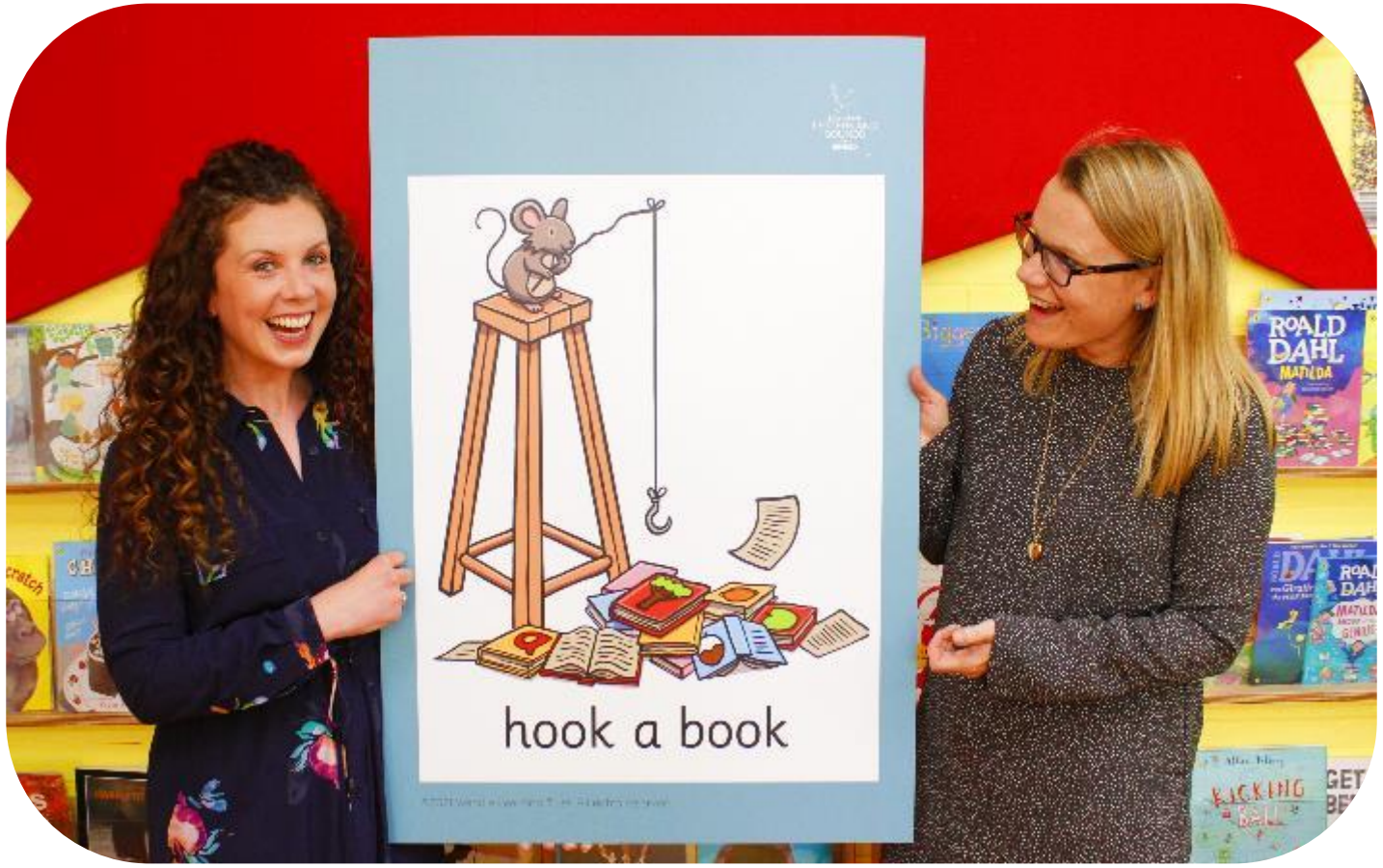




Phonics

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.

Terminology

- Phoneme
- Grapheme
- Digraph
- Trigraph
- Blend
- Segment
- Adjacent consonant
- Split digraph

The 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 • 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 CCCVC CCCVCC • 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/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* ful.* 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 snake /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 cal. different thought through friend work

Phonics in EYFS

EYFS- This term we are teaching Phase 2

- 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 has out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a 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 t	 tiger	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	 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 i	 iguana	pull 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 leaf' 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	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jell_fish. Dot on its head.
v 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 w	 water	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	 box	Mouth open then push the ck/k sound 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	Down and round the yo-yo,

Let’s say the Phase 2 sounds

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

a	e	i	o	u



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.



Blending to read words



Phonics in Year 1

Year 1 -This term we are teaching Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The ‘Grow the code’ lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

Let’s say the Phase 5 sounds

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 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 ou	oi oy	ear ere eer	air are ere ear	zh su si	



How to say Phase 5 sounds

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phase 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation shown	Phase 5 Grapheme
s n		
m		mb
c r		wr
f l		ph al

Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.



Tricky words in EYFS and Year 1

Tricky words



Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

EYFS children are now learning to read Phase 2 tricky words.

Year 1 children are now learning to read phase 5 tricky words



Reading and spelling

Spelling



- **In EYFS**
- 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 and learn the handwriting phrases.

In Year 1

- your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.

Spelling

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

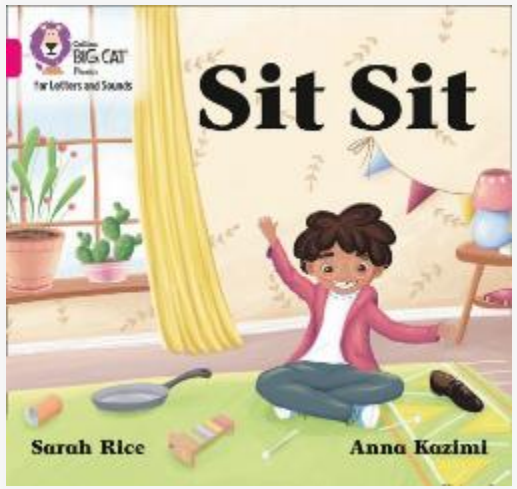


How do we teach reading in books?

Reading practice sessions are:

- timetabled 2 or 3 times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.







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

Your child should:

- be able to read their book without your help.
- know all the sounds and tricky words in their phonics book well
- 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.

Please note:

- In EYFS, 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.

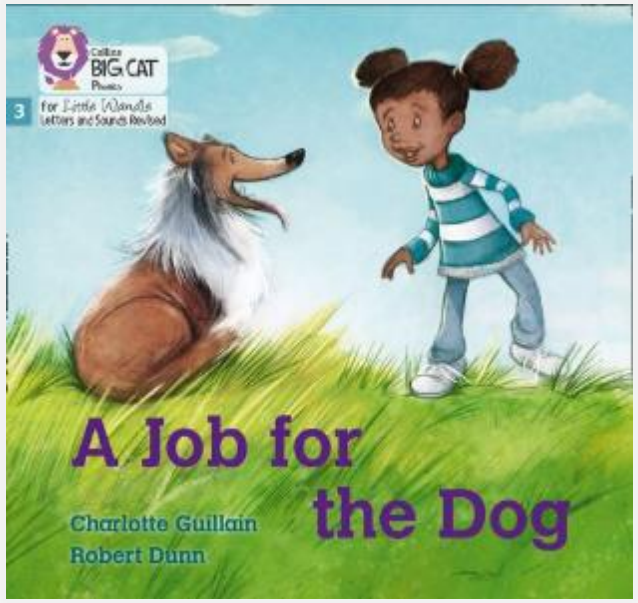
From Phase 3 onwards

- read many of the words by silent blending (in their head) – their reading will be automatic

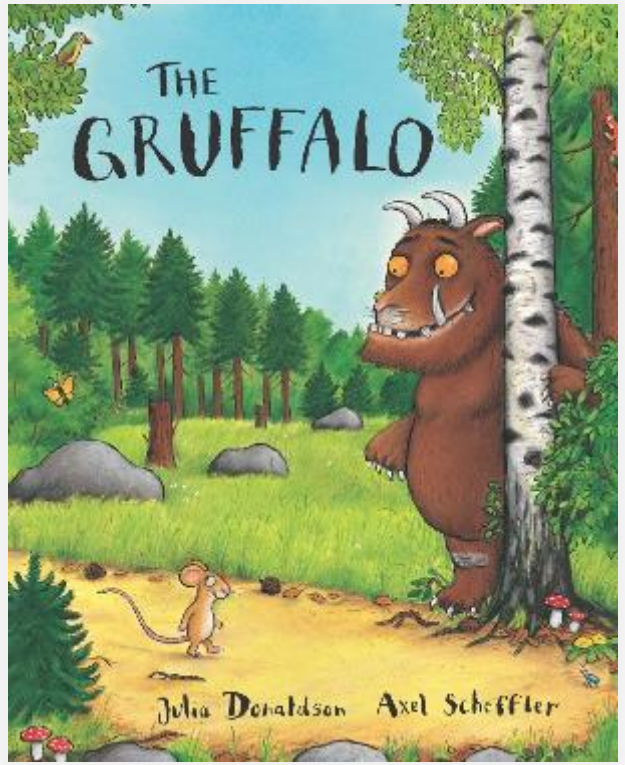


Reading at home

Books going home









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.

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

Our school reading challenge runs all year. Each time your child reads to you at home please sign their yellow reading diary. Scores are built up through the year towards the certificates awarded in assembly.

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.



Supporting your child with phonics

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



How to say Phase 5 sounds

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

Carl Sagan