



**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

# **Teach reading: change lives**

**Parent workshop: Phonics and early reading**



## Aims for the session

- Learn about your child's phonic, reading and writing curriculum.
- Explore the key skills needed for reading and writing.
- Learn how to support your child's development in phonics at home.



“

**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

Moorside Primary School and Nursery 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**

**Split vowel digraph**

**Blend**

**Segment**





Terminology	Description	example
phoneme	a single unit of sound	44 phonemes in the English language
grapheme	written form of a phoneme	
digraph	two letters one sound	wh, ch, th, sh
tri-graph	a single sound/phoneme represented by three letters	lgh, air, ear, ure
Split digraph	when a vowel sounds is split by a consonant	a_e, e_e, i_e, o_e, u_e wrote – the o-e here make oe sound split by the t lake – the a-e here make ae sound split by the k Complete – the e-e here make ee split by the t
segmenting	how you spell a word	c-a-t / d-o-g / m-a-t / p-i-g /
blending	how you read a word	cat / dog / mat / pig

In Reception, children begin to formally learn the letters to sound correspondence in the English language.



Phonics sessions are fun daily sessions involving lots of speaking, listening and games.

The letter sounds are not introduced in alphabetical order.

The sounds are delivered in the sequenced order of the Letters and Sounds

**Set 1:** s, a, t, p

**Set 2:** i, n, m, d

**Set 3:** g, o, c, k

**Set 4:** ck, e, u, r

**Set 5:** h, b, f, ff, l, ll, ss

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu



















**Consonant digraphs:** ch, sh, th, ng

**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

# Teaching order













## Phase 2 grapheme information sheet

### Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the s his out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 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.
 	 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.
 	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Draw the iguana's body, then draw a dot (on the leaf) at the top.
 		Open your lips a bit, put your tongue behind your teeth and	Draw the stick, up and over the

## Phase 2 grapheme information sheet

### Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 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.
 	 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.
 	 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.
 		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 across to the bottom of the box. Start at the top, then across to the bottom of the box.

# What does a phonic lesson look like?



<b>Revisit/review</b>	Flashcards to practice phonemes learnt so far.
<b>Teach</b>	Teach new phoneme.
<b>Practice</b>	Practice reading words with taught phoneme in.
<b>Apply</b>	Blending words Phonics task completed after the session

# Blending to read words



# 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
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#### 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.

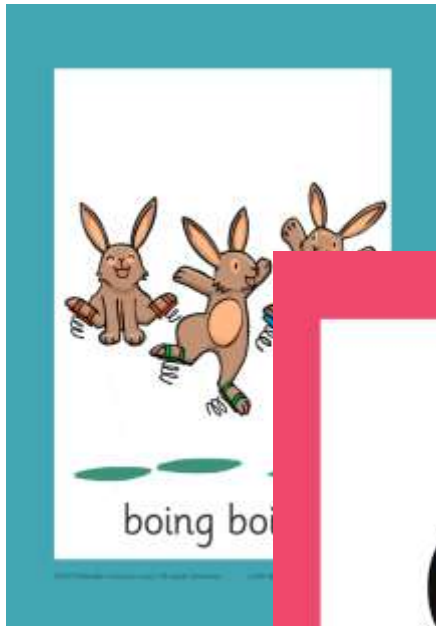
Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /lgh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /lgh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /lgh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ ow claw	their people 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
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# How we make learning stick





# Reading and spelling

# What are the key skills for reading and writing?




























1. Learning the letter sounds and names
2. Learning letter formation
3. Segmenting and blending
4. The common exception words (AKA Tricky Words)
5. Identifying sounds in words

These skills are taught alongside one another.












# Grapheme mat

## Phases 2 and 3



 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
--	--	--	--	--

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

# Spelling



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



# Segmenting and blending



i	t
•	•

o	n
•	•

a	t
•	•

a	n	d
•	•	•

g	o	t
•	•	•

b	a	ck
•	•	-

sh	o	p
-	•	•



# Reading and spelling



ea

**ea**ch /ee/  
he**ea**d /e/  
bre**ea**k /ai/

And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion

# Tricky words



# The tricky words



## 100 high-frequency words in phases

### Phase Two

#### Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put ( <i>north</i> )

#### Tricky words

the  
to  
I  
no  
go  
into

## 100 high-frequency words in phases

### Phase Three

#### Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

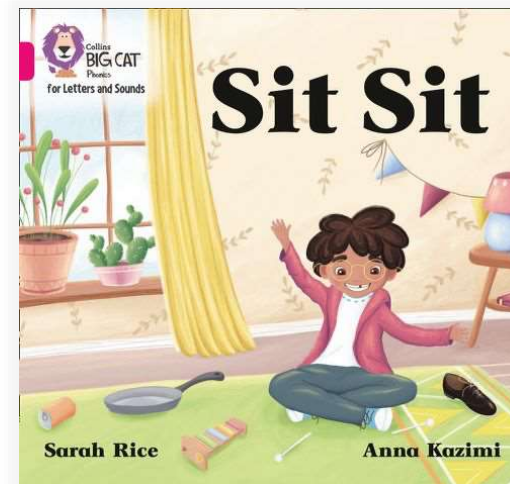
#### Tricky words

he	you
she	they
we	all
me	are
be	my
was	her

# 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.



# 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

# The most important thing you can do is read with your child



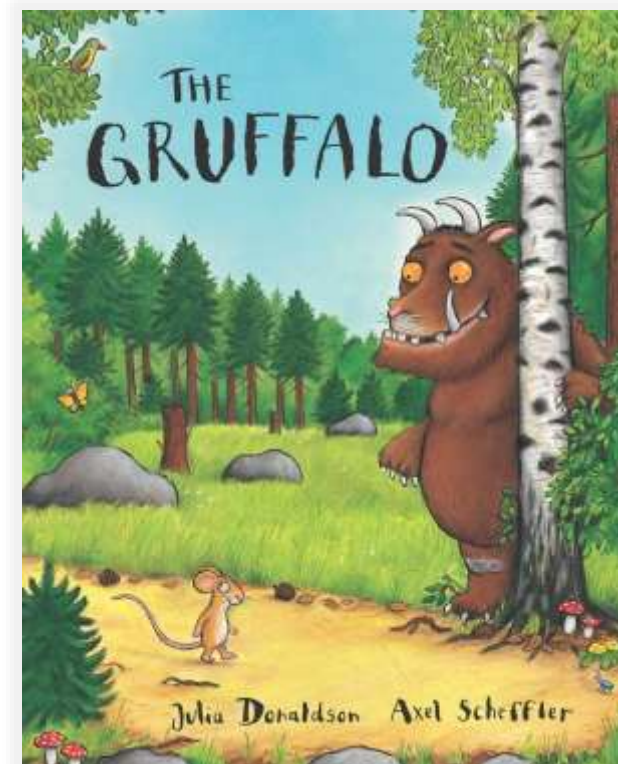
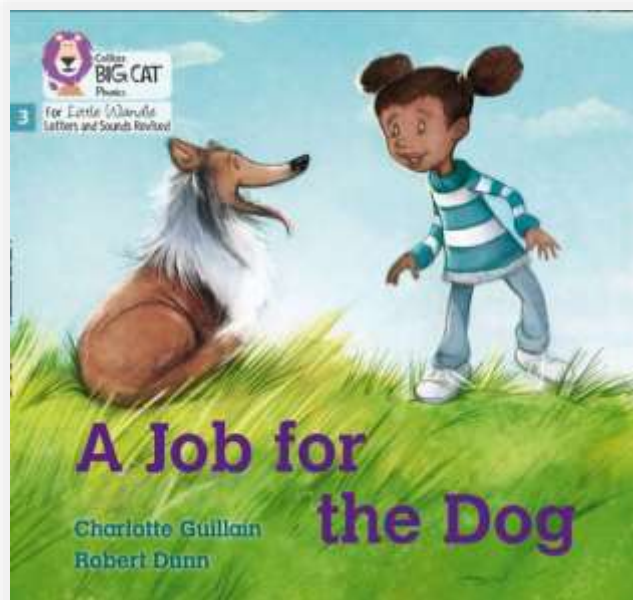
**Reading a book and chatting had a positive impact a year later on children's ability to...**

- 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.



# Books going home



# Phonics at home



The sounds and tricky words your child has learnt will be recorded in their Reading Record.

Reading books will be sent home on Monday and Thursday (if they have been returned to school).

Reading Records have been sent home. Please write a simple comment and sign it each time you read with your child. This should be five times a week!

High 5 Readers will be celebrated in school and messages sent home via MM.





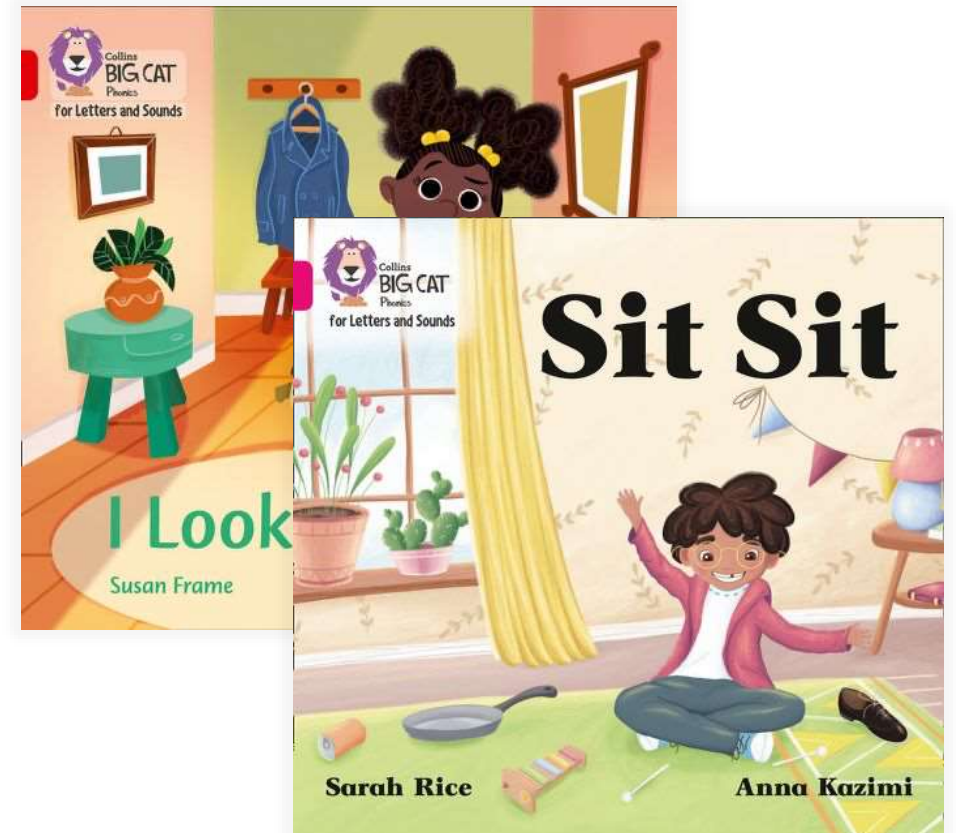
# High 5 Readers

The aim is for every child to read 5 times at home each week. This has been proven to help children develop their reading skills rapidly.



# 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.



In the first few weeks, we are busy learning the letters & their names & practising blending to read. We are also introducing some common exception (sight words)



## Reading at home

### Stage 1 - No words

These are really important as we need to encourage the children to use language to describe the story, characters, setting & encourage prediction. You can also begin to introduce inference & deduction from the pictures eg 'How do you know that Dad is cross?'

Use the sounds of the week to play 'I spy' etc

### Stage 2

Letters - we have books in school that help to support the teaching of letter and their sounds.

### Stage 3

Phonetically decodable books with some high frequency words / common exception words.

We have a range of books that we will send home - some will be completely decodable & some may have a few words in that the children are still learning. If a child is stuck on a word...

If it is decodable, support them to blend the phonemes / sounds to read it

If it is a common exception word / sight word then tell them what it says so that they don't labour over it too much & lose the flow of the story - you can always come back to it again

# 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:

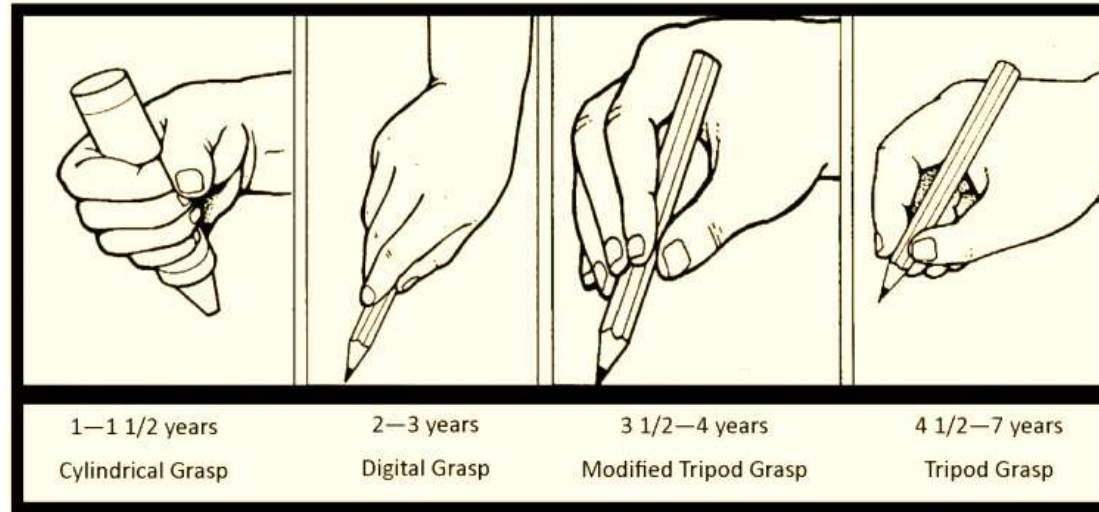
- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - Introduce new and exciting language
  - Encourage your child to use new vocabulary
  - Make up sentences together
  - Find different words to use
  - Describe things you see.





# Learning letter formation

# Pencil grip



It is very important that a child holds their pencil in the correct way. The pencil should be held in the 'tripod' grip between the thumb and first two fingers. The children are using triangular pencils to help train their grip. A child needs to form each letter the correct way. The letter *c* is introduced in the early stages as this forms the basic shape of some other letters, such as *d*, *o*, *g* and *q*.

Particular problems to look for are:

- the *o* (the pencil stroke must be anticlockwise, not clockwise),
- *d* (the pencil starts in the middle, not the top),
- there must be an initial down stroke on letters such as *m* and *n*



“

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

Carl Sagan

”