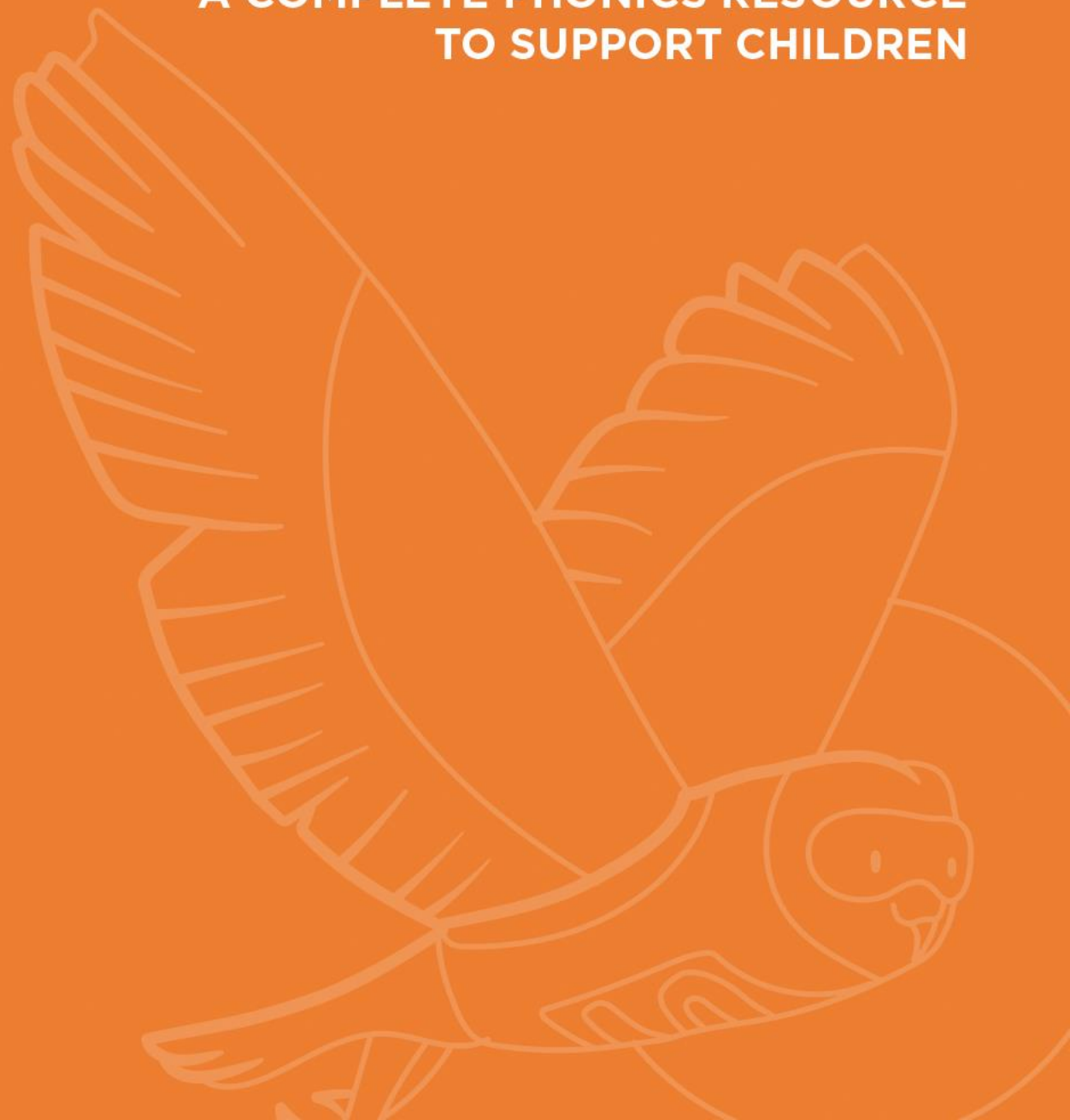




A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Teach reading: change lives

Parent workshop: Phonics and  
early reading





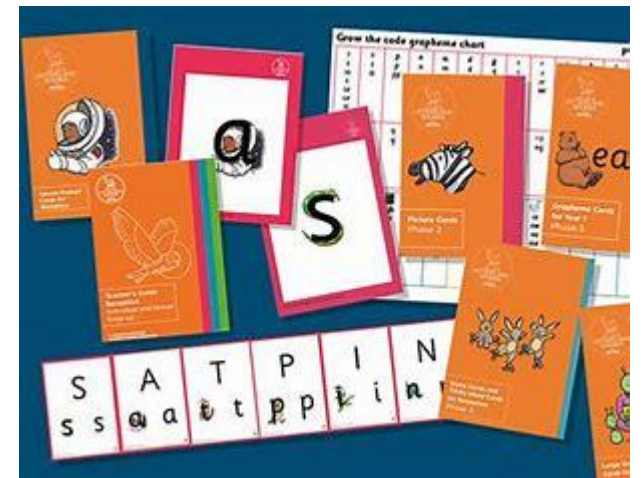
# Introducing Little Wandle Letters and Sounds Revised

This year, we have introduced a new phonics and early reading programme called Little Wandle Letters and Sounds Revised.

It is a government recommended phonics programme, which aims to ensure all children can fluently decode and read texts using phonics by the end of Year 1.

It is a complete synthetic phonics programme with a consistent approach that uses daily phonics teaching sessions, group reads along with catch-up interventions and half-termly assessments.

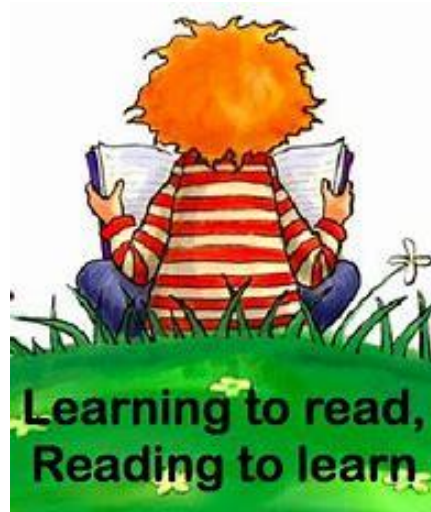
It is vital that you as parents/carers understand and support the school through this process as you play such a significant role in helping your child learn to read and develop a love of reading.



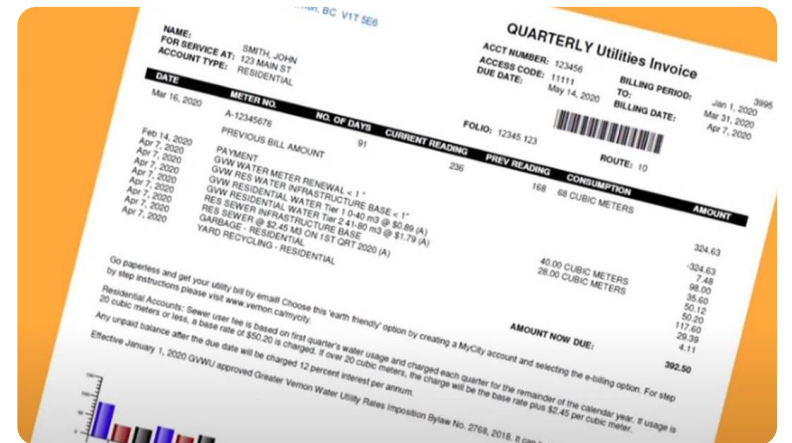
- Research has shown that being able to read fluently by the age of 6 has a strong correlation with future academic success.
- If children can read fluently, they are better able to access all areas of the curriculum.

***'If we learn to read, we can read to learn.'***

- Decoding using phonics is the most reliable method to work out unknown words which is why automatic decoding is the ultimate aim of the programme.



# How many times have you already read today?





## **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**

## **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.

## **Digraph**

- Two letters that make one sound (phoneme) e.g. sh shop

## **Trigraph**

- Three letters that make one sound (phoneme) e.g. igh light

## **Split vowel digraph**

- A vowel sound where its two letters are split by a consonant e.g. a\_e make

# Blending to read words



**Support for  
phonics**

How we teach

Books coming  
home

Nursery rhymes  
- videos

Nursery rhyme -  
downloads

### 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

# Tricky words

High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point.

	Tricky word	Why is it tricky?	How to teach <b>Say:</b> <i>This is the tricky bit.</i> Then ...
R Au1 wk3	is	The grapheme 's' makes the sound <b>z</b> . <i>Children have only learned the sound s as in 'sat' at this stage.</i>	Point to 's'. <b>Say:</b> <i>This grapheme says z.</i>
R Au1 wk4	i	The grapheme 'i' makes the sound <b>igh</b> . <i>Children have only learned the sound i as in 'pin' at this stage.</i>	Point to 'i'. <b>Say:</b> <i>This grapheme says igh.</i>
R Au1 wk5	the	The word 'the' has two tricky parts: the digraph 'th' is not yet decodable and the grapheme 'e' makes the schwa sound 'uh'.	Point to 'th'. <b>Say:</b> <i>This digraph says th.</i> Point to 'e'. <b>Say:</b> <i>This grapheme says uh.</i>
R Au2 wk1	put*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book'). <i>Children have only learned the sound u as in 'cup' at this stage.</i>	Point to 'u'. <b>Say:</b> <i>This grapheme says oo.</i>
R Au2 wk1	pull*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book'). <i>Children have only learned the sound u as in 'cup' at this stage.</i>	Point to 'u'. <b>Say:</b> <i>This grapheme says oo.</i>
R Au2 wk1	full*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book'). <i>Children have only learned the sound u as in 'cup' at this stage.</i>	Point to 'u'. <b>Say:</b> <i>This grapheme says oo.</i>
R Au2 wk1	as	The grapheme 's' makes the sound <b>z</b> . <i>Children have only learned the sound s as in 'sat' at this stage.</i>	Point to 's'. <b>Say:</b> <i>This grapheme says z.</i>

# 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 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 CCVCC CCCVC CCCVCC</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

# Daily phonics sessions

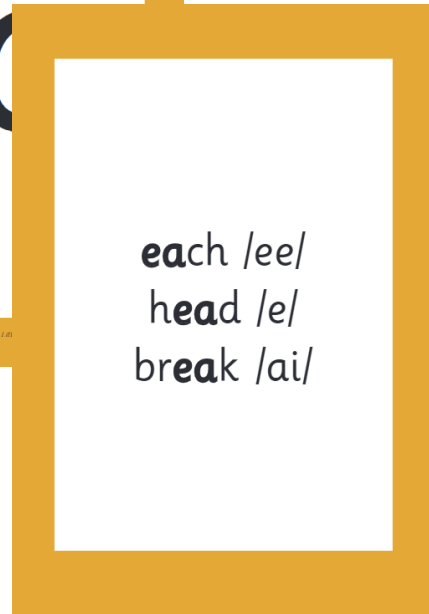
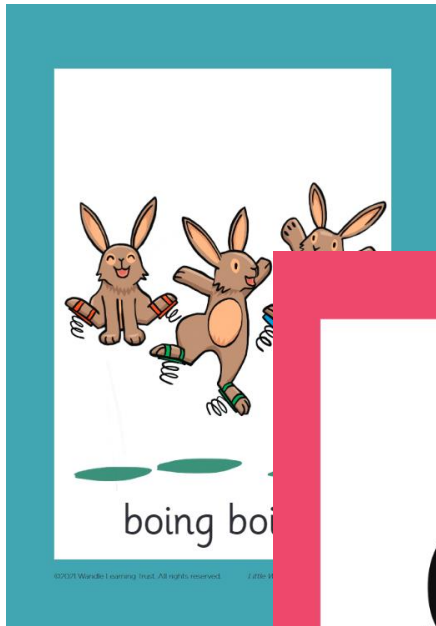
- **Revisit and review:** The children will revise previous learning by recapping known phonemes, words and tricky words.
- **Teach and practise:** New phonemes, words and tricky words will be taught. The children will practise the new learning by blending to read words.

*Four new phonemes a week with a review on Fridays.*

- **Practise and apply:** The children will apply their new learning by reading and/or writing words and sentences.

*Assess and review every 6 weeks*

# How we make learning stick





# 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.

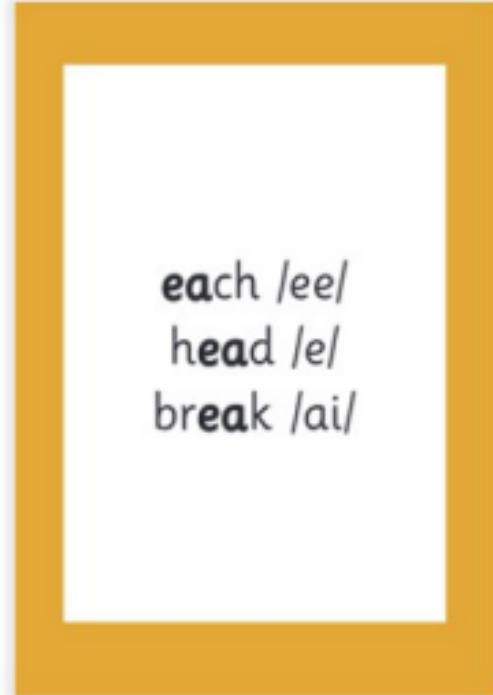
## Phase 2 grapheme information sheet

## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>	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 <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say <b>p p p</b>	Down the penguin's back, up and around its head.



# Spelling



shell

chef

special

caption

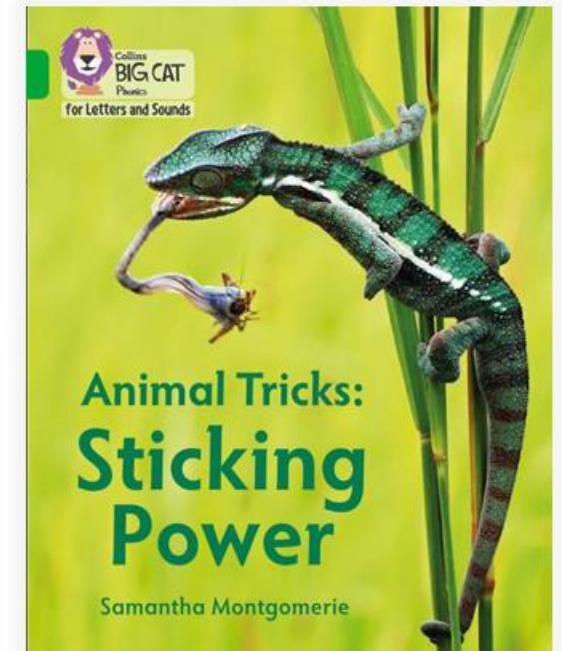
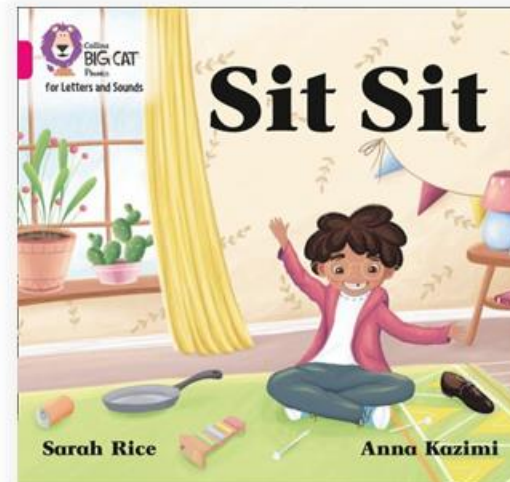
mansion

passion

# 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



# 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

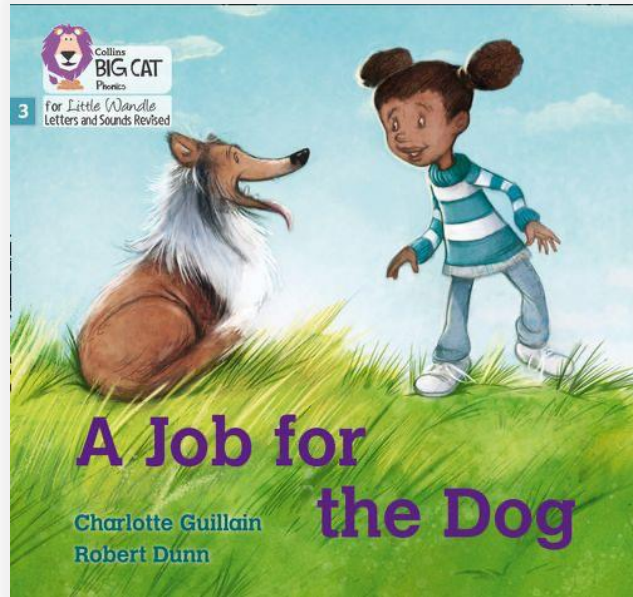


# Books going home

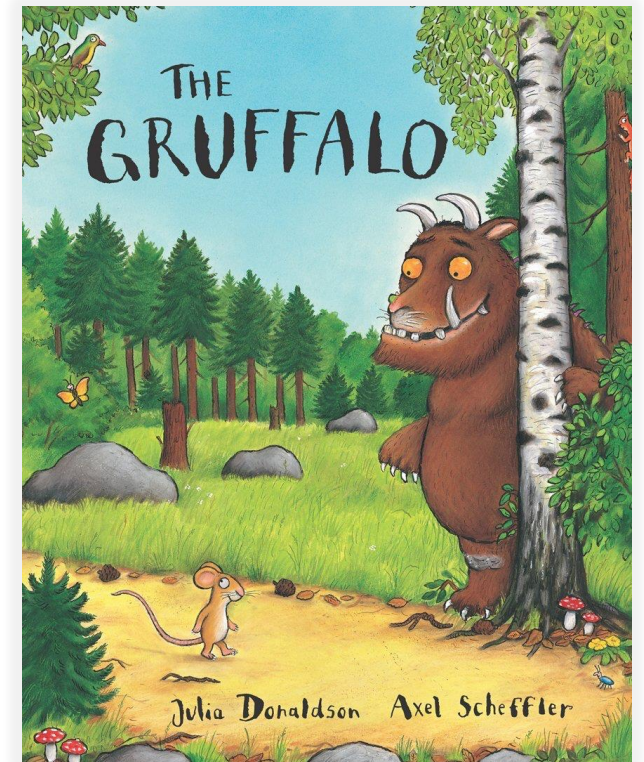
Banded colour book (comprehension)



Reading Practice (phonics)



Library book (sharing)



# Supporting your child's reading at home

## Reading Practice and Banded Books

Your role is to listen with interest and, most importantly, to encourage and praise, enthusiastically acknowledging the child's achievement (even if, at the early stages, this is only small).

They might sound out words before they read them fluently. If they don't know the word, read it to them.

After the child has read the book, it may be helpful to talk about the book (using the back page as a prompt), but only so far as the child is interested. It is vital that you keep the reading experience positive and avoid turning it into a test.



# 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.



# 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.



# 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.





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

Carl Sagan



# Further support








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

The school website has the Little Wandle link, further information and resource sheets.

[Robertswood School – Nursery](#)  
[Robertswood School - Reception](#)  
[Robertswood School - Year 1](#)  
[Robertswood School - Year 2](#)

Phase 2 grapheme information sheet

Autumn 1

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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	 net	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.
m m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

