



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading



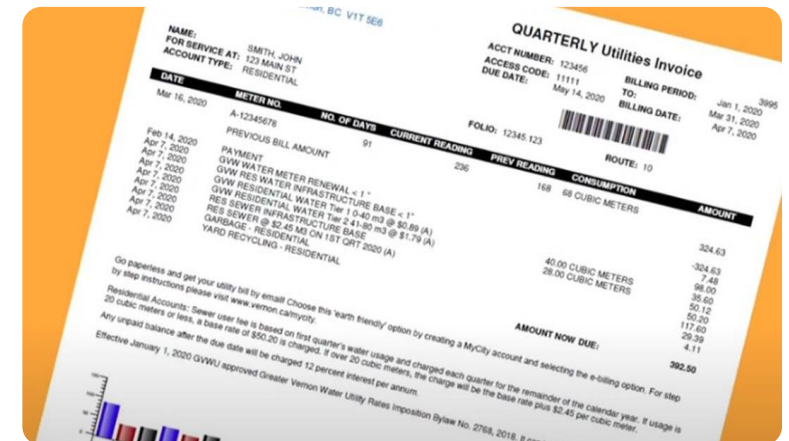
“

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

Last year our School adopted the *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.

”

Blending to read words



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph











Blend

Segment

Teaching order









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 ssssss ssssss	Under the snake's chin, slide down and round its tail.
 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 t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 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 '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.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

Phase 2 grapheme information sheet

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		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.

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"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
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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* 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

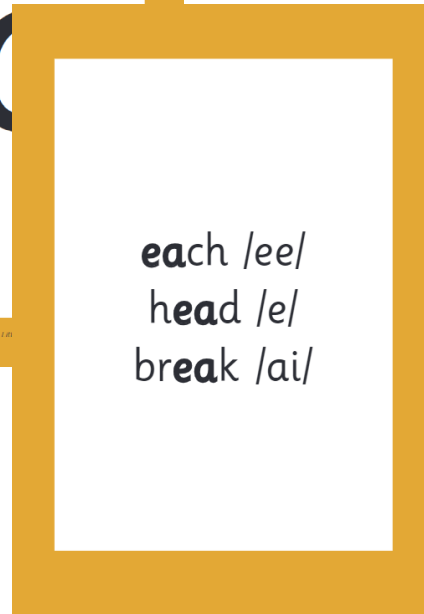
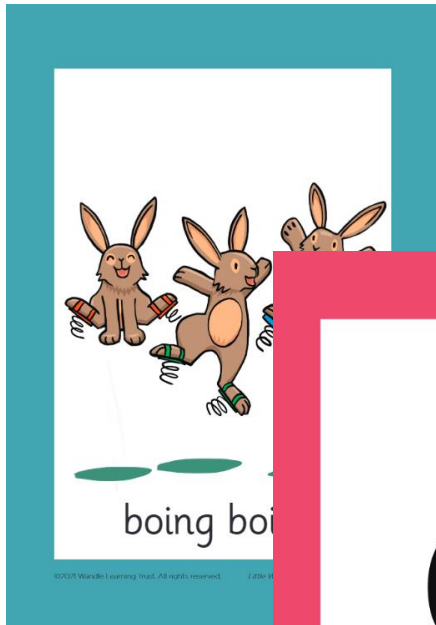
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ 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
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How we make learning stick



School website



01902 297910 office@birches.staffs.sch.uk

EVENTS CALENDAR



- Home
- Our School ▾
- Admissions
- Curriculum ▾
- Parents ▾
- Letters ▾
- News and Events ▾
- British Values
- Online Safety
- Eco Schools
- PFA
- Our Classes ▾
- Spellings
- Phonics ▾
- Children's Pages ▾
- Galleries
- COVID-19 Information ▾

- Nursery ▾
- Reception ▾
- Year 1 ▾
- Year 2 ▾
- Year 3 ▾
- Year 4 ▾

- Year 1 Curriculum
- Year 1 Home Learning
- Year 1 Letters
- Year 1 Class News



Spring One Home Learning



Phase 2 and 3 Phonics Mat

Phase 2 Graphemes and

Phase 2 Graphemes and

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School website



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EVENTS CALENDAR



Home Our School ▾ Admissions Curriculum ▾ Parents ▾ Letters ▾ News and Events ▾ British Values Online Safety
Eco Schools PFA Our Classes ▾ Spellings Phonics ▾ Children's Pages ▾ Galleries COVID-19 Information ▾



Phase 2 and 3
Phonics Mat



Phase 2, 3 and 5
Phonics Mat



Phase 2 Graphemes
and Rhymes Part 1



Phase 2 Graphemes
and Rhymes Part 2



Phase 3 Graphemes



Pronunciation Video
for Parents: Phase 2
Part 1





Pronunciation Video
for Parents: Phase 2
Part 2



Pronunciation Video
for Parents: Phase 3

Home Learning Sheets

	Little Wandle - Letters and Sounds	
	Year 1 Phonics Home Learning	
	Phase 4 - Autumn 1 Week 3	
	Focus - reading longer words	

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	ear	air	er
ch	qu	ar	or	ur	ow	oi
<u>oo</u>	oo	ng	th	sh		

We will be reading and writing words. Can you spot this week's phonemes?

snack shelf shrink squelch stand slept springs
shrill splat plum scrap scrubs green spoil tree
groan floating steep starlight treetop freshness
driftwood windmill starfish

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

The frog slept in the drum.
Splat, the chimp chucks a plum.
The bright light was floating in the air.
Are you sure the train went to the windmill?

We will be practising tricky words. Can you spot the tricky part of the word?

was they some come were
there sure pure

We will be practising spelling these words.

frog drum they splat thinks some green
brown were train paint sure



Flash Cards



Year 1 Phonics Screening Test



- The phonics screening check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.
- It helps teachers identify any misconceptions or gaps in phonics knowledge before children move to Year 2.
- Children in Year 1 are required to take part in the statutory national phonics screening check during the week beginning 6th June 2022.
- Children in Year 2 that did not pass the phonics screening check in Autumn 2021, will also take part in the check in June 2022.

What happens during the screening check



- Children will do the check 1:1 with a familiar adult.
- Children will be shown a list of words across 2 sections to read aloud.
- The check takes approximately 5/10 minutes but it is not timed and children can work at their own pace.
- Children can segment and blend the words to read.
- The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).



Reading and spelling

Reading and spelling



ea

each /ee/
head /e/
break /ai/

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

Tricky words



Spelling



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



Spelling



step

s t e p

1 2 3 4

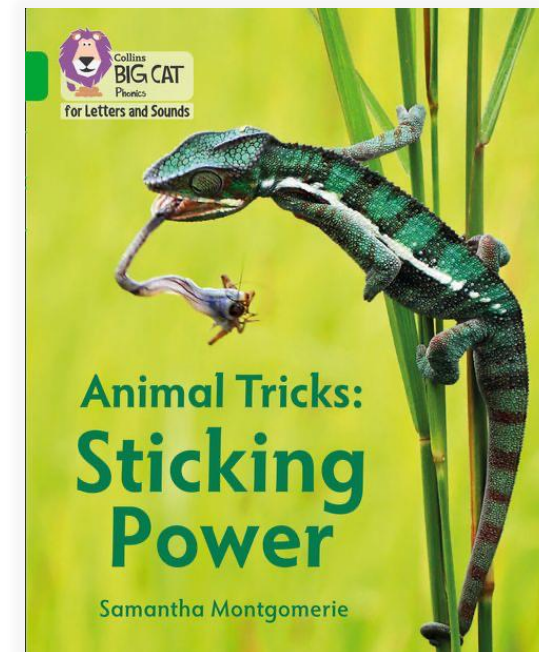
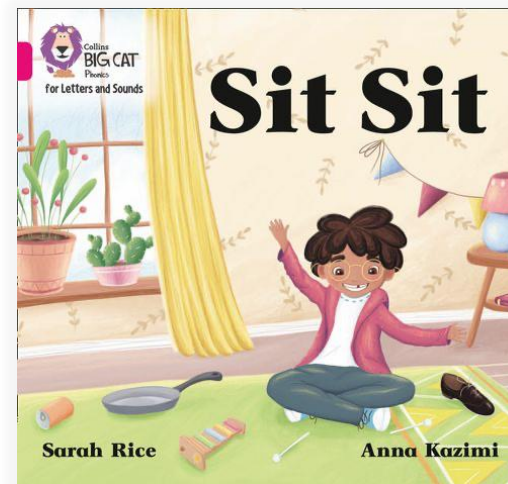
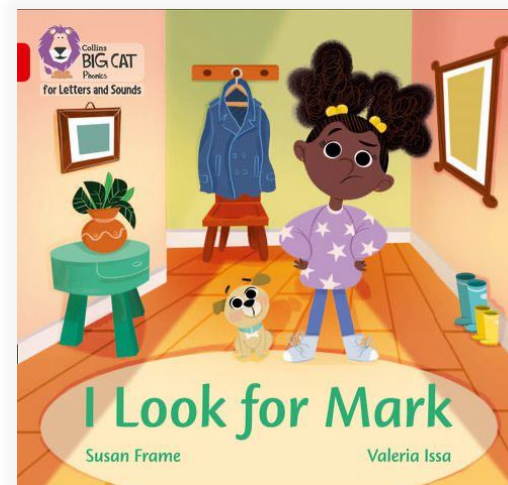
step



How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by the 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.



Boom Reader



For Parents



Simple login to record reading



Can share information with school (tricky words/general comments) to support home/school communication

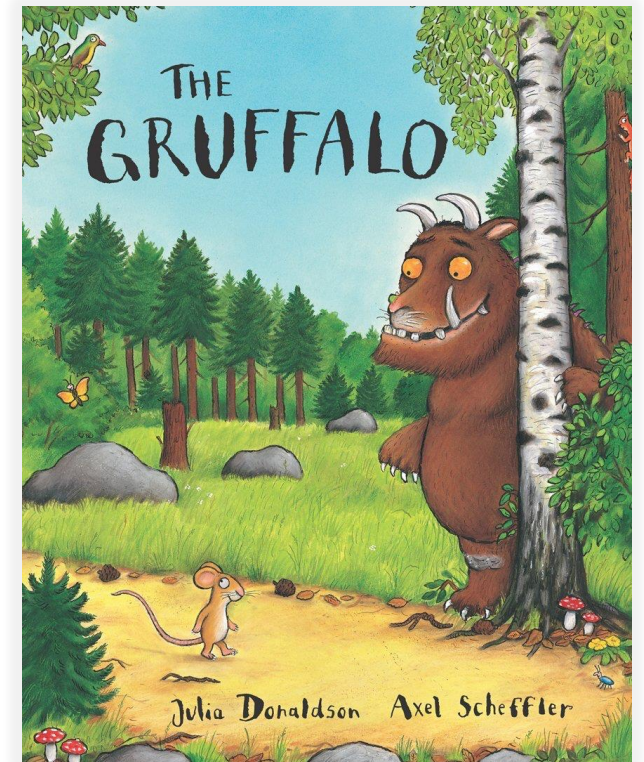
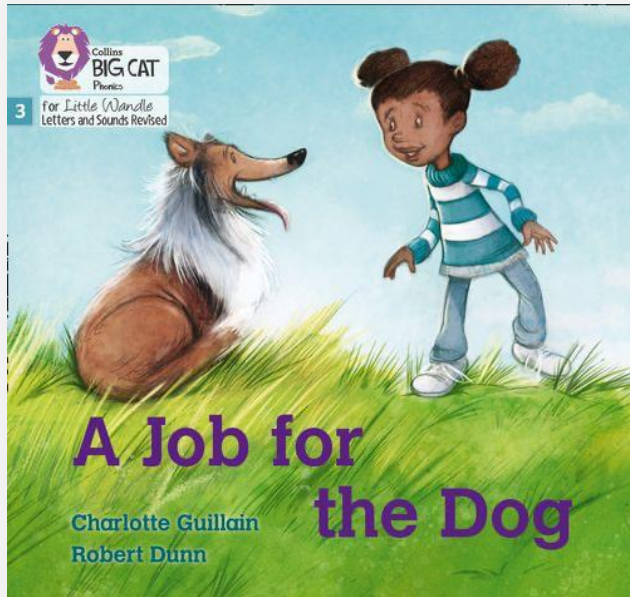


Record reading on any device connected to the internet



No worries about finding lost record books

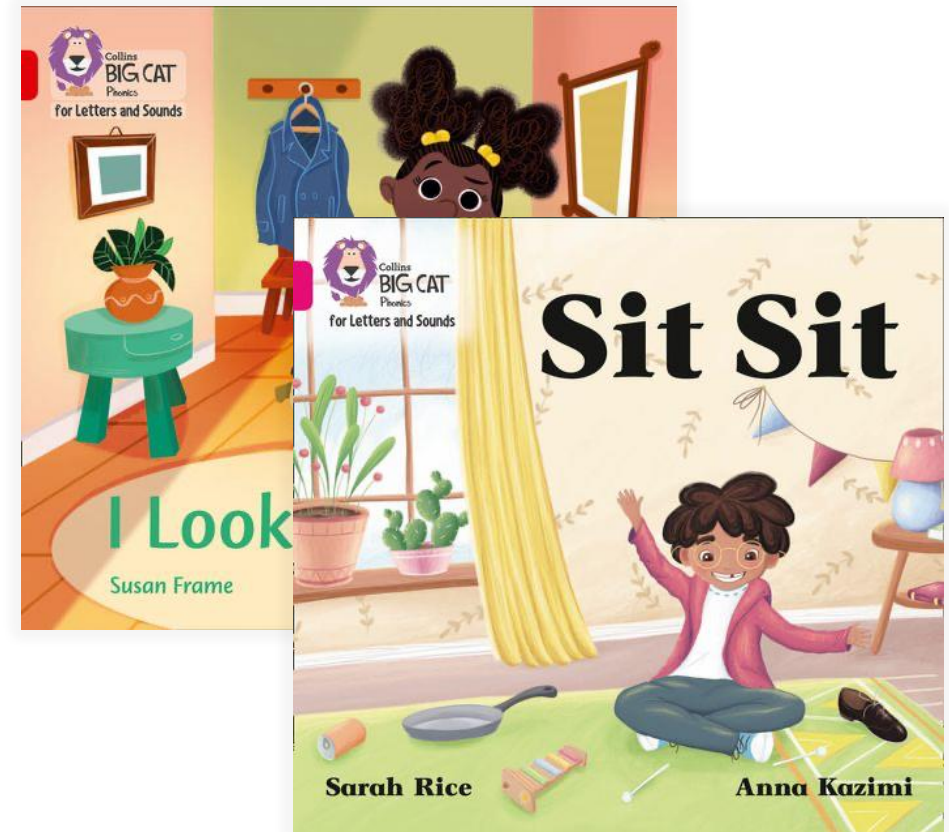
Books going home



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.



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.



“

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

Carl Sagan

”

Reading Volunteers



The school actively encourages parents and carers to volunteer their time in school to support reading.

Please contact the school office if you are interested in supporting reading in school

Thank you for coming!

