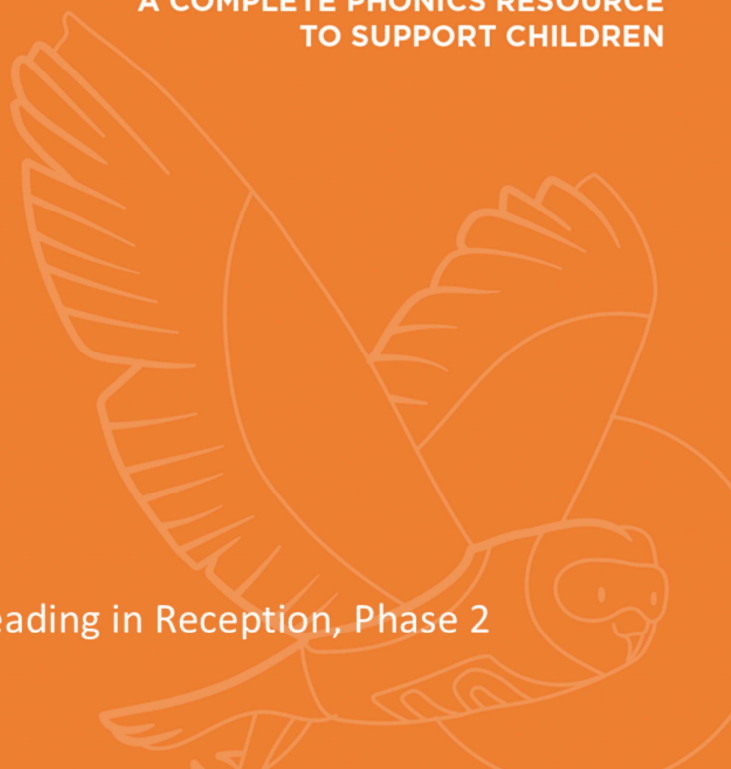




A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Teach reading: change lives

**Parent workshop:** Phonics and early reading in Reception, Phase 2  
(Autumn Term)





# 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.



## Slide purpose:

- To inform parents that all schools must teach phonics in Reception

## Suggested script:

- *The National Curriculum specifies that all schools must teach children to read using phonics in Reception.*
- Read the slide.

“

**Phonics is:**  
**making connections between the sounds**  
**of our spoken words and the letters that**  
**are used to write them down.**

”

**Slide purpose:**

- To provide a simple definition of phonics

**Suggested script:**

- *So what is phonics?*
- Read the slide.
- *It sounds complicated but it really isn't!*
- *Let's learn some important words that will help you understand phonics ...*

# Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

## Slide purpose:

- To give simple definitions of key terminology

## Notes:

- Explain what each word means:
- Phoneme: The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound',
- Grapheme: a letter or group of letters used to represent a phoneme
- Digraph: a grapheme using 2 letters to represent 1 phoneme (two letters, one sound) e.g. rain – the 'ai' make an A sound, two letters making one sound
- Trigraph: 3 letters, one sound, as in light – igh says l
- Blend: combine individual phonemes into a whole word e.g. c-a-t=cat
- Segment: Identify each individual phoneme in a word from left to right. Important for spelling, but needs to be practiced orally first. We often call this robot talking: can you pass me the j-a-m, put that in the b-i-n please.

## 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.



### **Slide purpose:**

- To introduce Phase 2

### **Notes**

- Read the slide.

# 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                                |  | Show your teeth and let the s hiss out ssssss ssssss                                     | Under the snake's chin, slide down and round its tail.                      |
| a a                                |  | 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                                |  | 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                                |  | 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                                |  | Put 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 nnnnnn sound nnnnnn | 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                                |    | 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 v                                |    | 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                                |    | 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                                |    | Mouth open then push the 'x' sound through as you close your mouth x x x (k x k) | 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 your mouth, say y y y                                | Down and round the yogurt, then follow the yogurt around.                                                       |

## Slide purpose:

- To provide an overview of the Phase 2 sounds

## Suggested script:

- We usually teach four new sounds a week and have a review lesson on a Friday.
- You will get a list of the sounds that we are learning to have at home. This will help you with letter formation (handwriting) and pronunciation. – this comes as a weekly homework sheet, designed for you to share with your child and to keep you informed of our current learning.

## Let's say the Phase 2 sounds

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



Phase 2 sounds taught in  
Reception Autumn 1



Phase 2 sounds taught in  
Reception Autumn 2

### Slide purpose:

- To practise the Phase 2 sounds

### Notes

- Video links to support pure sounds will be sent out to you all this week following this meeting.

## 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.



### **Slide purpose:**

- To introduce blending

### **Suggested script:**

- *Teacher-led blending is teaching children how to blend, directed and demonstrated by the teacher.*
- *It is repeated daily in the Autumn term.*

## Blending to read words



### Slide purpose:

- To provide an overview of blending

### Suggested script:

- *Some children learn to blend really quickly, and others take a little longer.*
- *If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful!*
- Show parents the 'How we teach blending' video from 'For parents' area of the website: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- We will assess learning every six weeks. All children learn at different paces. Some might be put into an intervention group to support their learning following assessment – this is a great opportunity to for them to practice their phonic skills.
- Children who are in an intervention group, will be assessed every 3 weeks. They may then leave the group, or continue if more support needed.

## Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



### Slide purpose:

- To introduce tricky words

### Notes:

- Read the slide.
- We teach the children that these words have a tricky part which will try to trick you! E.g. He – the e says its name not it's phoneme. It's trying to trick us. We just have to learn how to read tricky words when we see them as we can't really sound them out!

# Reading tricky words



## Slide purpose:

- To provide an overview of tricky words

## Notes

- Watch the 'How we teach tricky words' video on the website:  
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

# 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 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<br>* words with -s /z/ added at the end (hats sits)<br>* 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 oo oo oo ar or ur ow oi ear air er<br>* words with double letters<br>* longer words                                                                                           | was you they my by all are sure pure                                                    |
| Spring 2 Phase 3 graphemes                                                                                                                                                              | No new tricky words                                                                     |
| Review Phase 3<br>* longer words, including those with double letters<br>* words with -s /z/ in the middle<br>* words with -es /z/ at the end<br>* words with -s /z/ and /z/ at the end | Review all taught so far                                                                |
| Summer 1 Phase 4                                                                                                                                                                        | New tricky words                                                                        |
| Short vowels with adjacent consonants<br>* CVC CVC CVC CVC CVC CVC CVC<br>* longer words and compound words                                                                             | 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<br>Phase 5<br>fai/ ay play<br>fow/ ou cloud<br>fai/ oy toy<br>foal/ 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                                                                                                                                                                                        |
| lur/ r bird<br>ligh/ ie pie<br>fool/ /gool/ ue blue rescue<br>lyool/ u unicorn<br>foal/ o go<br>ligh/ i tiger<br>foal/ a paper<br>foel/ e he<br>foal/ a-e shake<br>ligh/ ie time<br>foal/ o-e home<br>foal/ /gool/ ue rude cute<br>foel/ e-e these<br>foal/ /gool/ ew chew new<br>foel/ ie shield<br>foel/ aw claw | their people oh your<br>Mr Mrs Ms ask*<br>could would should our<br>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                                                                                                                                                                                        |
| foel/ y funny<br>foel/ ea head<br>foel/ wh wheel<br>foal/ oe ou toe shoulder<br>ligh/ y fly<br>foal/ ow snow                                                                                                                                                                                                       | any many again<br>who whole where two<br>school call different<br>thought through friend work                                                                                                           |

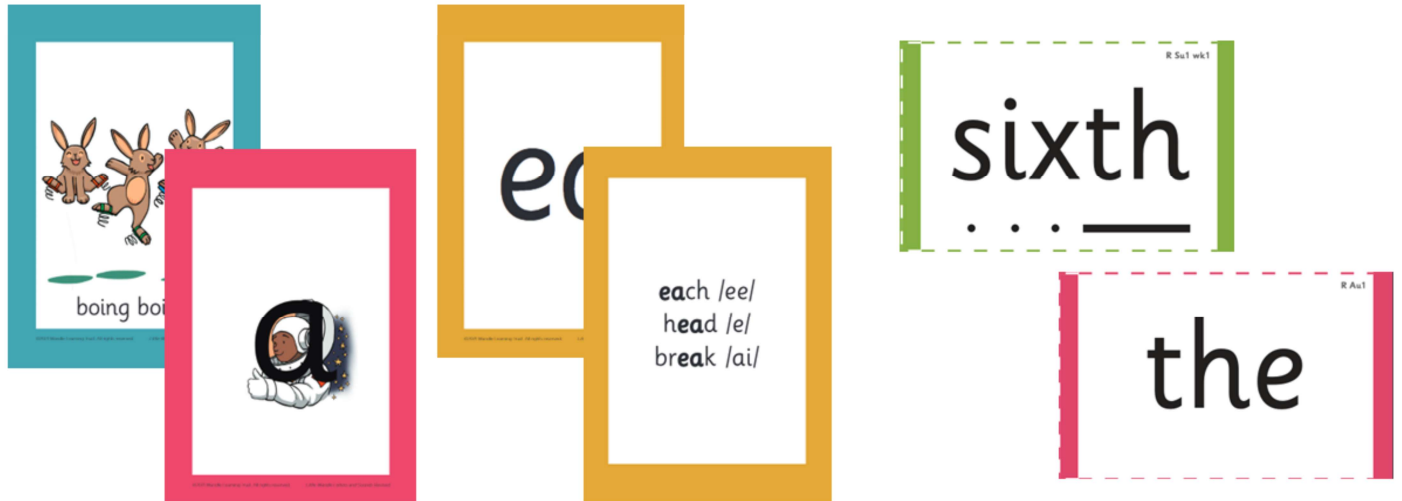
### Slide purpose:

- To provide an overview of the whole programme's progression

### Suggested script:

- We will work our way through the whole Little Wandle Programme until your child can read fluently.*

# How we make learning stick



## Slide purpose:

- To provide an overview of the programme's efficacy

## Suggested script:

- *There are specific resources for the Little Wandle Programme which the children will be very familiar with.*
- *Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes.*
- *Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned.*
- *We then go on to reading a sentence containing some of those words.*
- *We have displays in the classroom and on the tables to support the children throughout the day.*



# 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 s                   |  | Show your teeth and let the s hiss out ssssss ssssss                         | Under the snake's chin, slide down and round its tail.                       |
| a a                   |  | 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                   |  | 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 stripes across the tiger. |
| p p                   |  | Bring your lips together, push them open and say p p p                       | Down the penguin's back, up and around its head.                             |



## Slide purpose:

- To introduce spelling

## Notes:

- Read the slide.

# How do we teach spelling?

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



## Slide purpose:

- To provide an overview of spelling

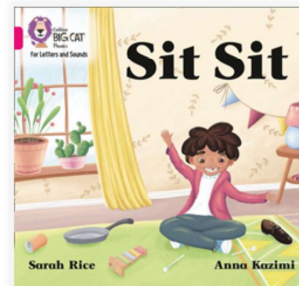
## Notes:

- Show the process with a Phase 2 word, e.g. pin, dig, hug.
- Say it: pin
- Segment it: p-i-n
- Count the sounds: 3 using a finger for each sound
- Write down the sounds you heard

# 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 bring a book home by week 4 of the first half-term.



## Slide purpose:

- To introduce decodable books

## Suggested script:

- *The children read the same book three times in a week.*
- *The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice or our David Attenborough voice – and the third time we look at comprehension.*
- *We read the books three times at school because we want to develop the fluency.*
- *The more children see words, the more they begin to read them automatically without having to sound them out.*

# 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    pe <u>ck</u> |    |   |   |   |



### Slide purpose:

- To introduce book matching

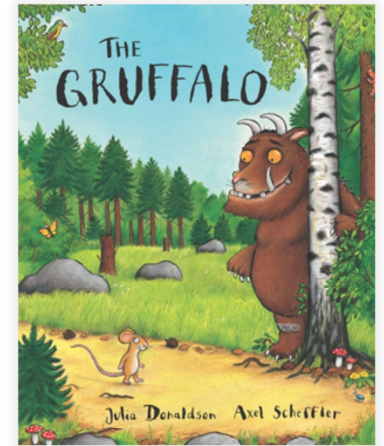
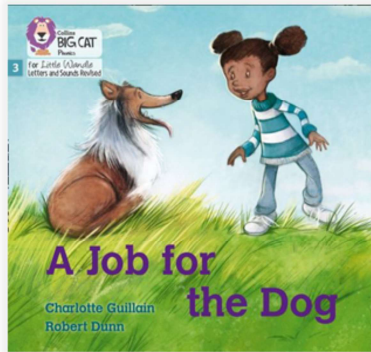
### Suggested script:

- *We assess your child every six weeks to check progress.*
- *Any child who needs extra support has Daily Keep-up sessions planned for them.*



# Reading at home

## Books going home



### Slide purpose:

- To introduce the process and format for reading at home

### Suggested script:

- *As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you.*
- *This shared book is SO important. This is how we are going to give them the WILL to read.*
- *Please read with your child as often as you can – at least once a day if possible.*

## Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- 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.



### Slide purpose:

- To give guidance on reading the decodable book at home

### Notes

- Read the slide.

## 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.



### **Slide purpose:**

- To give guidance on reading wordless books at home

### **Notes:**

- Read the slide.

## 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.



### Slide purpose:

- To give guidance on reading the shared book at home

### Notes:

- Read the slide.

# Supporting your child with phonics



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**

**Slide purpose:**

- To give guidance on supporting phonics learning at home

**Suggested script:**

- *It is really important that you pronounce the sounds correctly at home if you are supporting your child.*
- *Video links will follow this session by email*

# 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*

**Slide purpose:**

- To summarise key takeaways

**Suggested script:**

- *Celebrate your child's success at school.*
- *Make time for reading at home!*



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

Carl Sagan



**Slide purpose:**

- Key takeaways/final message

**Notes:**

- Read the quote.