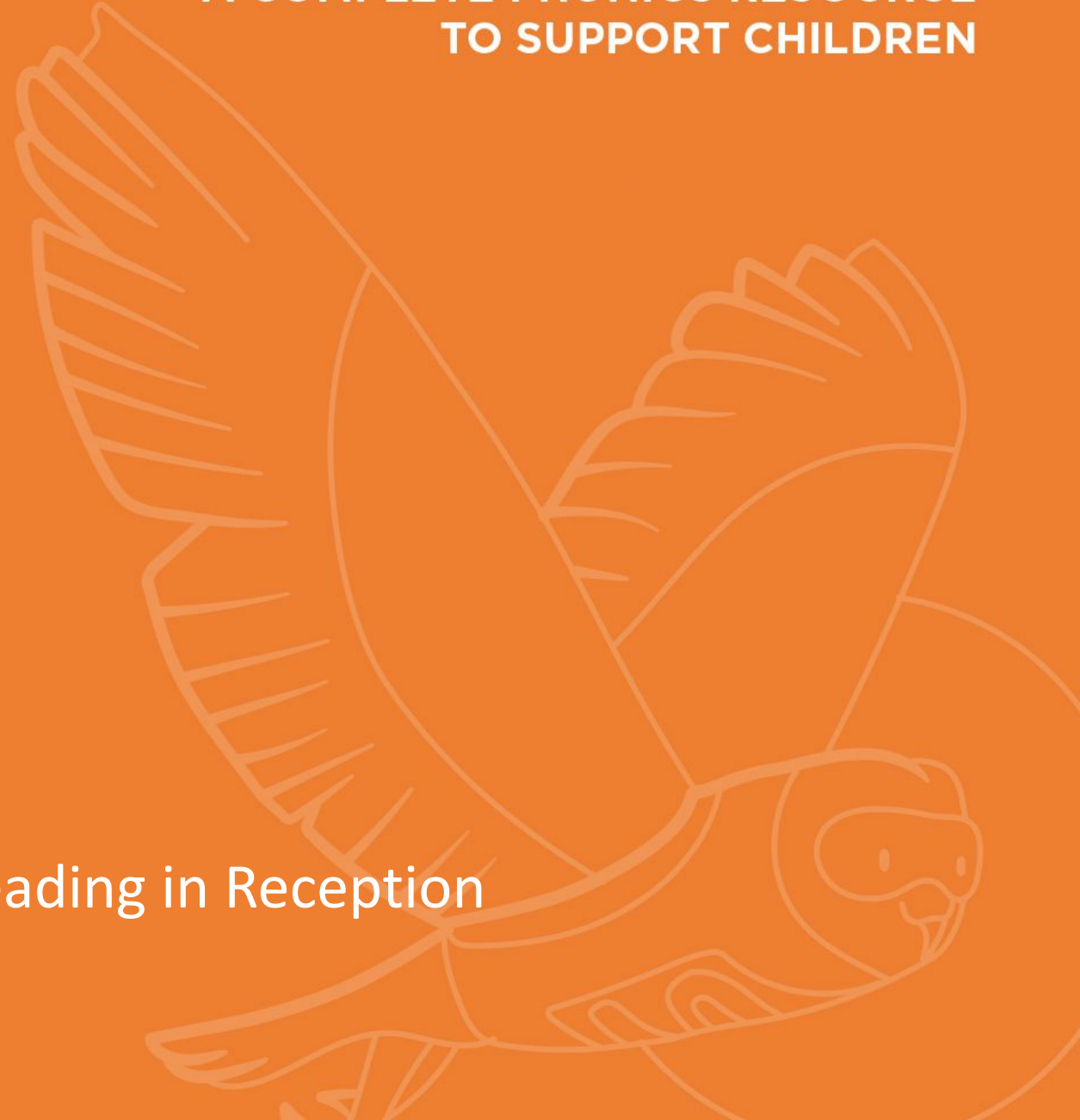




**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

Parent workshop: Phonics and early reading in Reception



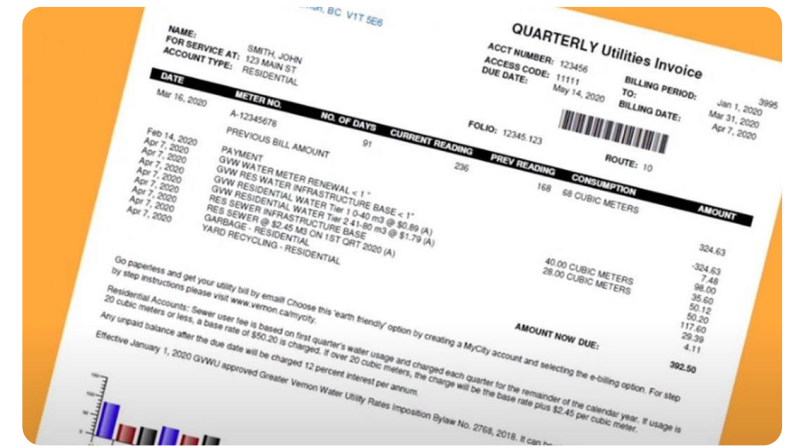


**A love of reading is the biggest indicator
of future academic success.**

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: The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning.

Grapheme: A letter or group of letters used to represent a particular phoneme when writing.

Digraph: A grapheme using two letters to represent one phoneme.
'two letters, one sound'

Trigraph: A grapheme using three letters to represent one phoneme.
'three letters, one sound'

Split Vowel Digraph: A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a_e' in 'take').

Blend: To combine individual phonemes into a whole word, working all the way through from left to right. It is a skill that needs extensive practice. Practice in oral blending is very helpful, both before and during the process of learning to read.

Segment/Sound Talk: To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first.

This term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- 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	 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.
 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	 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	 box	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.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

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



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.



Reading tricky words



Our progr

Little Wandle Letters and Sounds Reception and Year 1 overview

This programme overview shows the progression of the programme. It has been organised so that children are taught from the frequency of their occurrence in the most common words, sentences, and later on, in fully decodable across terms and years, in order to move this knowledge forward. Children need to learn to read as quickly as they can to learn, giving them access to the treasure house of books. This is achievable if schools maintain pace, practice and their peers should be given additional practice in

Reception

Autumn 1 Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l

Autumn 2 Phase 2 graphemes

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 (bags)

*The tricky words 'put', 'pull', 'full' and 'push' may not be treated as such.

Spring 1 Phase 3 graphemes

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

- words with double letters
- longer words

Spring 2 Phase 3 graphemes

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

Summer 1 Phase 4

Short vowels with adjacent consonants

- CVCC CCVC CCVCC CCCVC CCCVCC
- longer words and compound words



Hitherfield Reception Little Wandle Overview 2024/2025



Autumn 1		
Week:	Graphemes:	New Tricky Words:
Half week w/c: 4.9.24	Recap Phase 1 Foundations - Little Wandle	
Week 1 w/c: 9.9.24	Recap Phase 1 Foundations - Little Wandle	
Week 2 w/c: 16.9.24	Phase 2: s a t p	
Week 3 w/c: 23.9.24	Phase 2: i n m d	
Week 4 w/c: 30.9.24	Phase 2: g o c k	is
	LITTLE WANDLE READING SESSIONS BEGIN	
Week 5 w/c: 7.10.24	Phase 2: ck e u r	I
Week 6 w/c: 14.10.24	Phase 2: h b f l	the
Week 7 w/c: 21.10.24	Assessment	

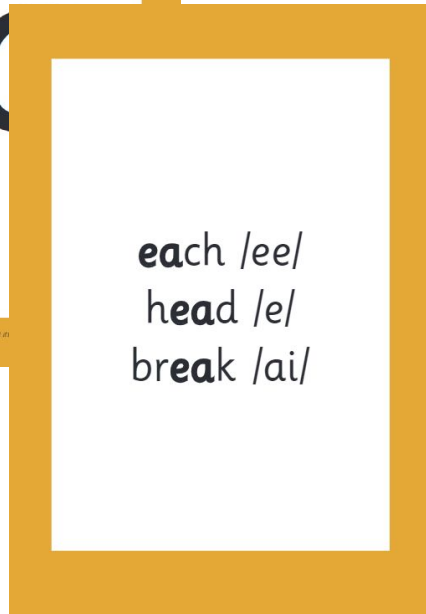
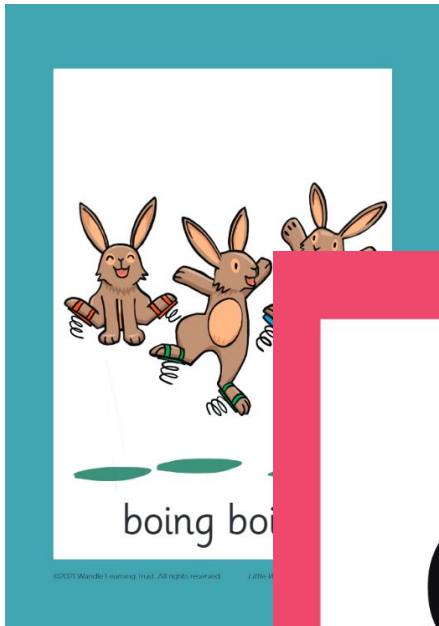
es 2-4

push* to into I no
they all are my by
ome come love were
ays here today

case, they should not be

reated as such.

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, these happen once a week.

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, push them open and say p p p	Down the penguin's back, up and around its head.



How do we teach spelling?

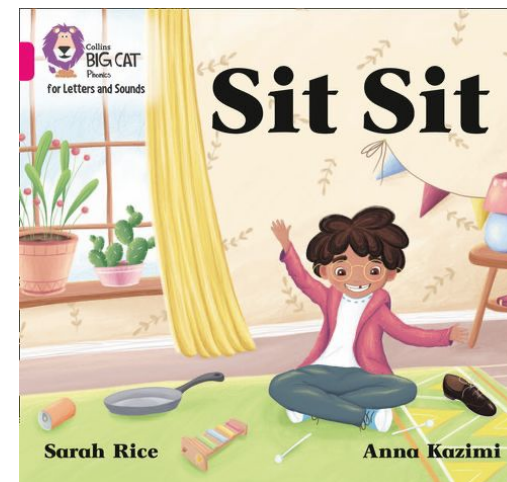
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/Early Years Educator
- taught in small groups
- children in Reception will bring their first book home this week!



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

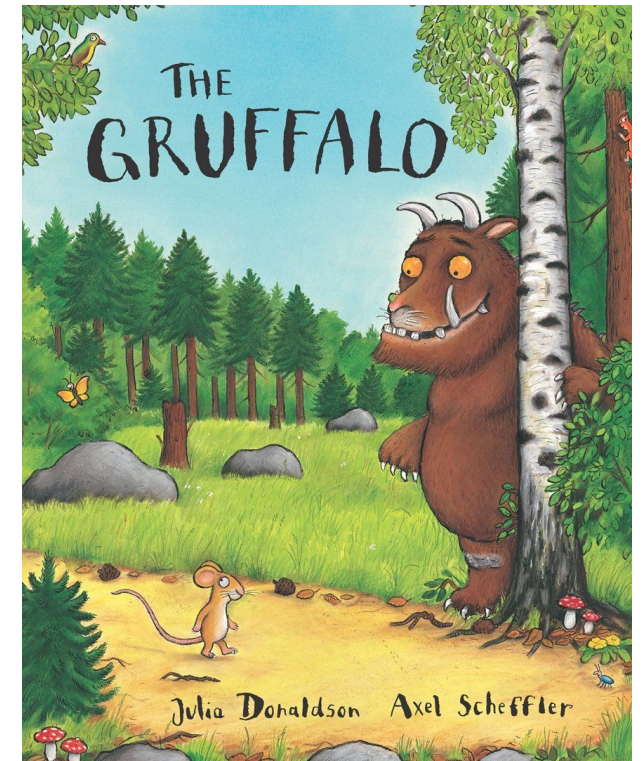
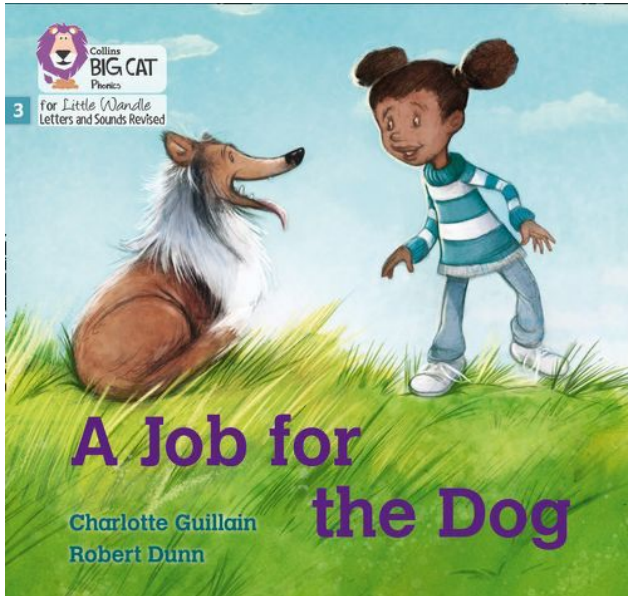
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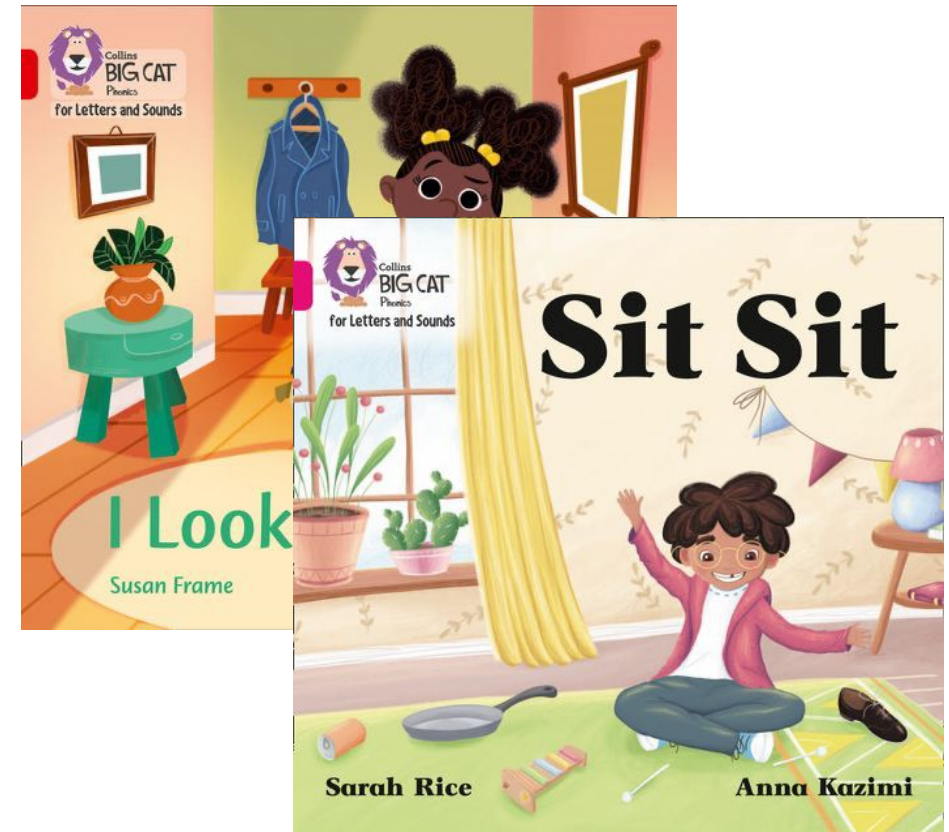
Reading at home

Books going home



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.



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.
- **All** children will start on wordless books.



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



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



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

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...

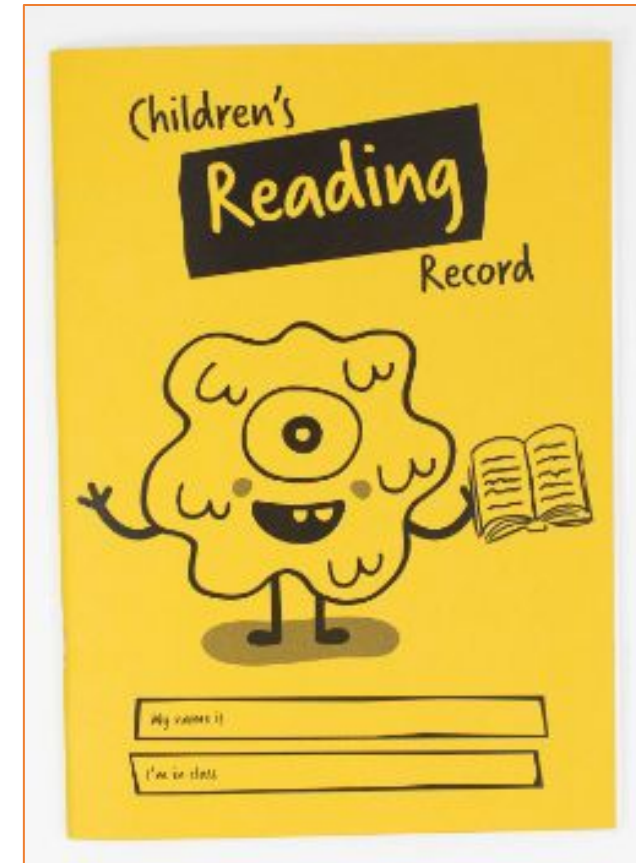
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Organisation

- Phonics practise books will be sent home on **THURSDAYS** and brought back on **WEDNESDAYS**.
- It is essential books are returned. We will not be able to issue another phonics reading book until it is returned, or a replacement is bought for the school.
- Reading Records will be sent home with the phonics books. Please write **ONE** comment a week to let your child's class teacher know how they have found their phonics book.
- Library books will sent home and returned on the following days:
 - **Monday - Kookaburra Class**
 - **Tuesday - Platypus Class**
 - **Friday - Koala Class**





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

Carl Sagan

