



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.**

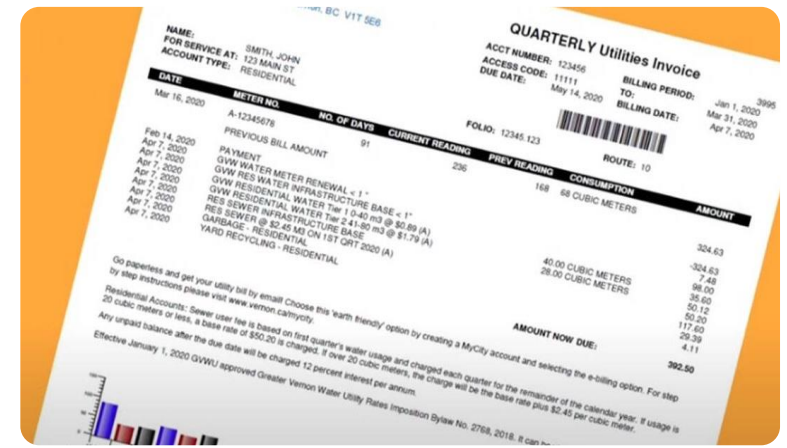
OECD (The Organisation for Economic Co-operation and Development)





# Phonics

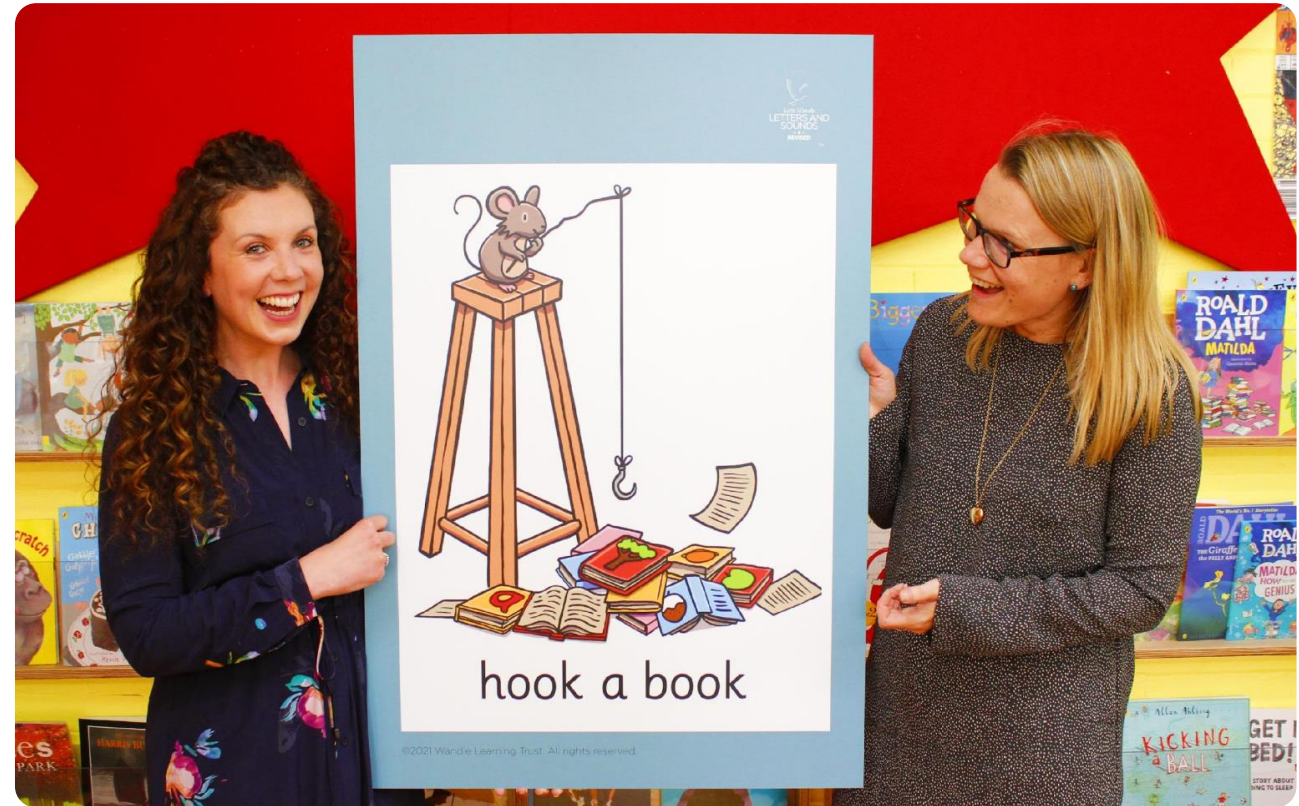
# How many times have you already read today?



# 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 taught daily (20 mins)





## 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**

# Gradually your child learns the entire alphabetic code:



## 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 in s /z/ (his) and with -s /z/ added at the end (bags sings)</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>words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words</li> <li>words with s /z/ in the middle</li> <li>words with -s /s/ /z/ at the end</li> <li>words with -es /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

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> <li>longer words</li> </ul>	Review all taught so far



# Gradually your child learns the entire alphabetic code:



## 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 /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

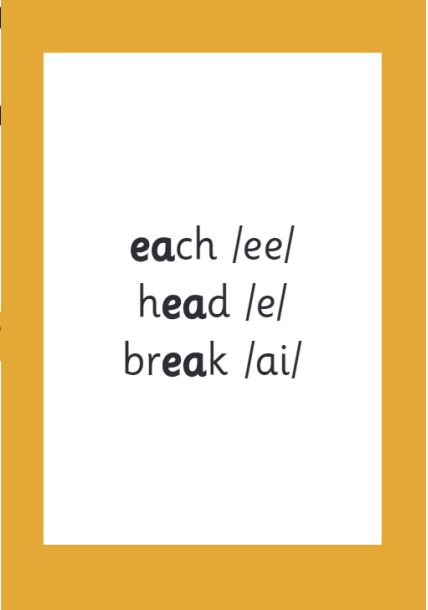
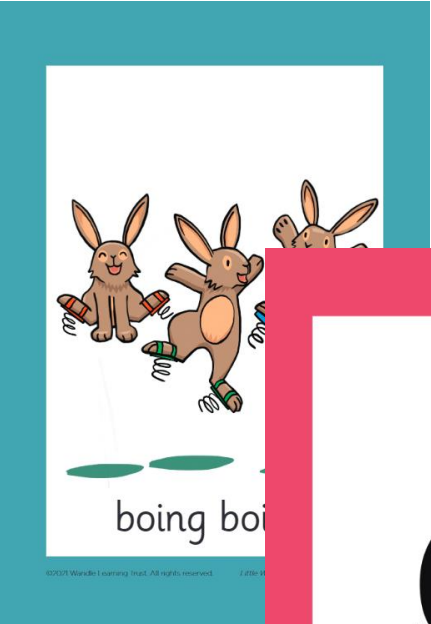
Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

## Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

# How we make learning stick



# Teaching order



## Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	<i>/ur/</i> ir bird <i>/igh/</i> ie pie <i>/oo/ /yoo/</i> ue blue rescue <i>/yoo/</i> u unicorn	their people oh your
Week 2	<i>/oa/</i> o go <i>/igh/</i> i tiger <i>/ai/</i> a paper <i>/ee/</i> e he	Mr Mrs Ms ask*
Week 3	<i>/ai/</i> a-e shake <i>/igh/</i> i-e time <i>/oa/</i> o-e home <i>/oo/ /yoo/</i> u-e rude cute	could would should our
Week 4	<i>/ee/</i> e-e these <i>/oo/ /yoo/</i> ew chew new <i>/ee/</i> ie shield <i>/or/</i> aw claw	house mouse water want
Week 5	Grow the code: <i>/igh/</i> ie i i-e <i>/ai/</i> ay a a-e <i>/oa/</i> oa o o-e <i>/ee/</i> e ie e-e ea <i>/oo/ /yoo/</i> ew u-e u ue	

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

# Tricky Words



## Year 1 Autumn 2

(No new tricky words are taught in Year 1 Autumn 1.)

	Tricky word	Why is it tricky?	How to teach
Y1 Au2 wk1	<u>thei</u> r	The trigraph 'eir' makes the sound <b>air</b> . <i>This is a rare GPC.</i>	Point to 'eir'. <b>Say:</b> <i>This trigraph says air.</i>
Y1 Au2 wk1	pe <u>opl</u> e	The word 'people' has two tricky parts: the digraph 'eo' makes the sound <b>ee*</b> and the digraph 'le' is not yet decodable. <i>*This is a rare GPC.</i>	Point to 'eo'. <b>Say:</b> <i>This digraph says ee.</i> Point to 'le'. <b>Say:</b> <i>This digraph says l.</i>
Y1 Au2 wk1	o <u>h</u>	The digraph 'oh' makes the sound <b>oa</b> . <i>This is a rare GPC.</i>	Point to 'oh'. <b>Say:</b> <i>This digraph says oa.</i>
Y1 Au2 wk1	yo <u>ur</u>	The trigraph 'our' makes the sound <b>or</b> and is not yet decodable.	Point to 'our'. <b>Say:</b> <i>This trigraph says or.</i>
Y1 Au2 wk2	Mr	The word 'Mr' is an abbreviation of the word 'mister'.	Point to 'Mr'. <b>Say:</b> <i>This tricky word says 'mister'.</i>
Y1 Au2 wk2	Mrs	The word 'Mrs' is an abbreviation of the word 'missus'.	Point to 'Mrs'. <b>Say:</b> <i>This tricky word says 'missus'.</i>
Y1 Au2 wk2	Ms	The word 'Ms' is a combination of 'Mrs' and 'miss'.	Point to 'Ms'. <b>Say:</b> <i>This tricky word says 'muz'.</i>
Y1 Au2 wk2	q <u>sk</u> *	The grapheme 'a' makes the sound <b>ar</b> and is not yet decodable.	Point to 'a'. <b>Say:</b> <i>This grapheme says ar.</i>
Y1 Au2 wk3	cou <u>ld</u>	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book') and is not yet decodable.	Point to 'oul'. <b>Say:</b> <i>This trigraph says oo.</i>
Y1 Au2 wk3	wou <u>ld</u>	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book') and is not yet decodable.	Point to 'oul'. <b>Say:</b> <i>This trigraph says oo.</i>
Y1 Au2 wk3	shou <u>ld</u>	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book') and is not yet decodable.	Point to 'oul'. <b>Say:</b> <i>This trigraph says oo.</i>
Y1 Au2 wk3	ou <u>r</u>	The trigraph 'our' makes the sound <b>ow</b> followed by the schwa sound.	Point to 'our'. <b>Say:</b> <i>This trigraph says our.</i>
Y1 Au2 wk4	hou <u>se</u>	The digraph 'se' makes the sound <b>s</b> and is not yet decodable.	Point to 'se'. <b>Say:</b> <i>This digraph says s.</i>



# Blending to read words



# Chunk it up for longer words

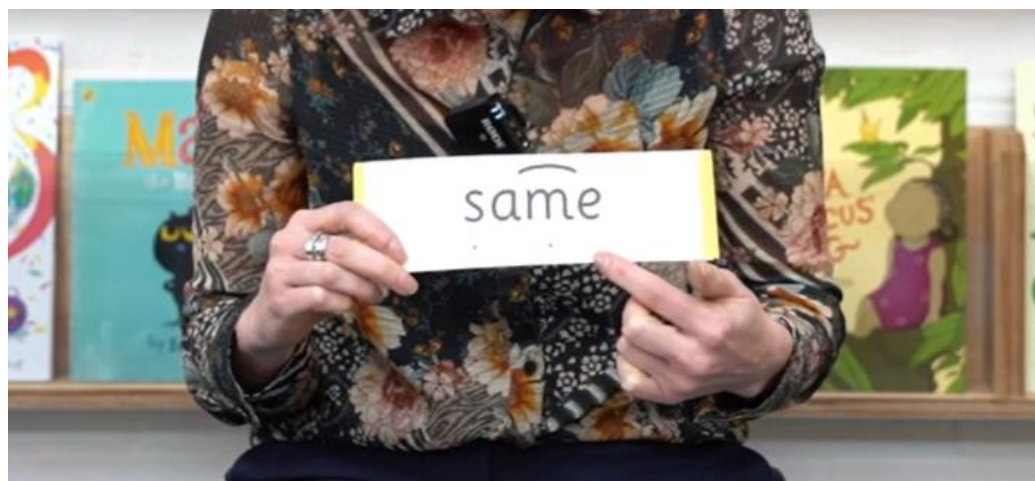
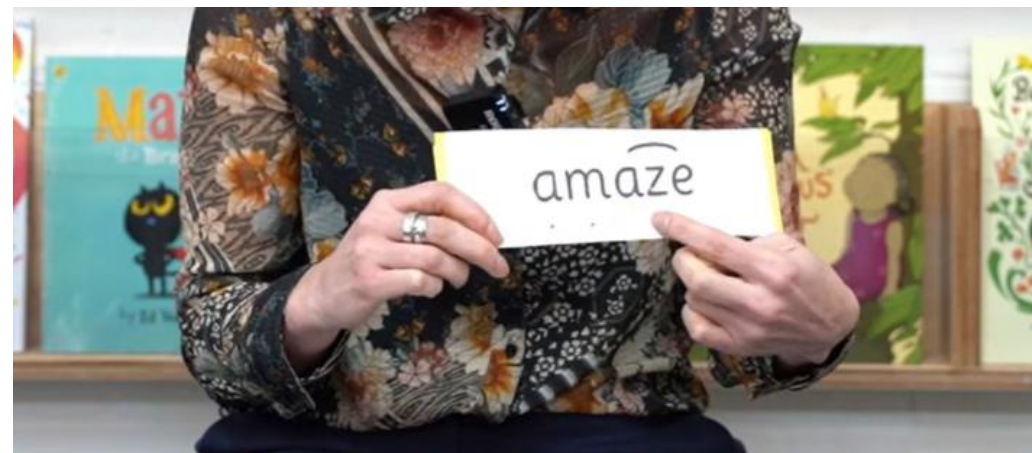
Try these

- Ladder
- Lightning
- Perfect
- Chimpanzee



# Split vowel digraphs

- “Two letters one sound but the letters are not next to each other.”







# Reading and spelling

# Spelling

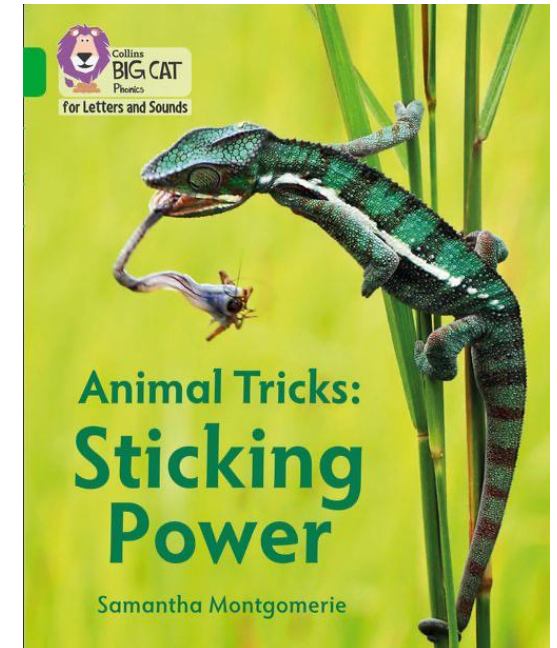
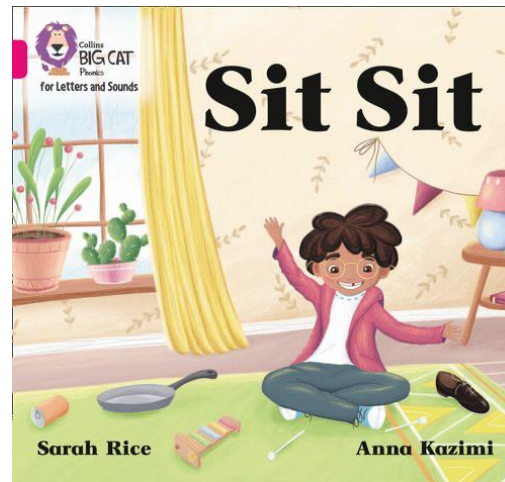
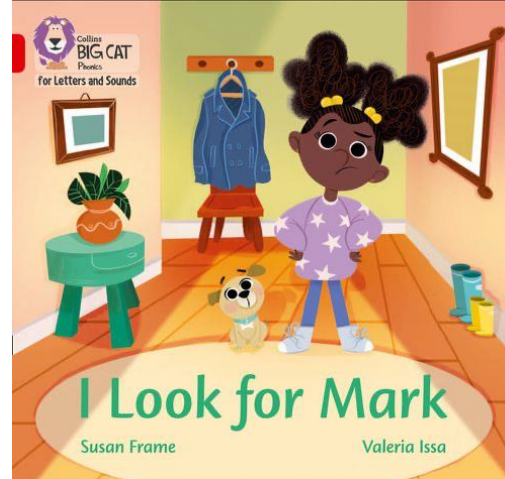
- Say the word.
- Stretch it.
- Segmenting fingers
- Write them down.
- Add the sound buttons



# 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.



# 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...**

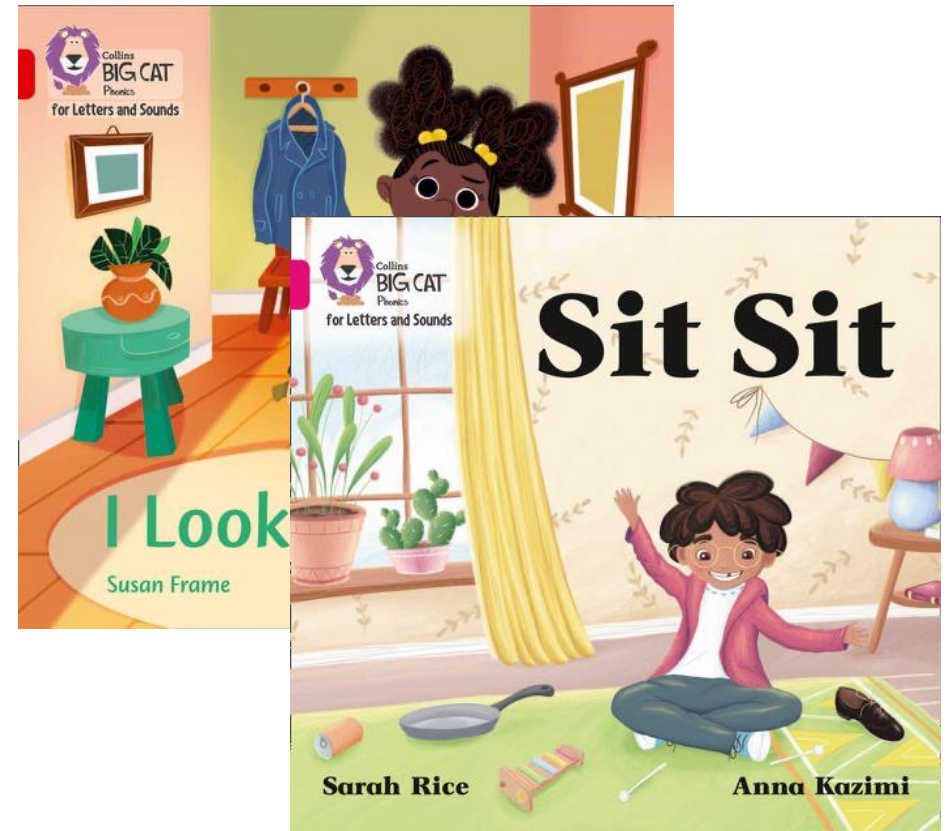
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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



# 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.



# Phonics Screening Check

- In June in Year 1 children are expected to complete the Phonics Screening Check (PSC)
- The aim is to ensure that each child is making progress in phonics. Children are expected to read a mixture of real words and 'nonsense' words

- If a child has not reached the expected standard, schools must provide additional support to help the child to make progress in year 2.





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

Carl Sagan

