



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)



# Why Can't I Skip My 20 Minutes of Reading Tonight?



Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



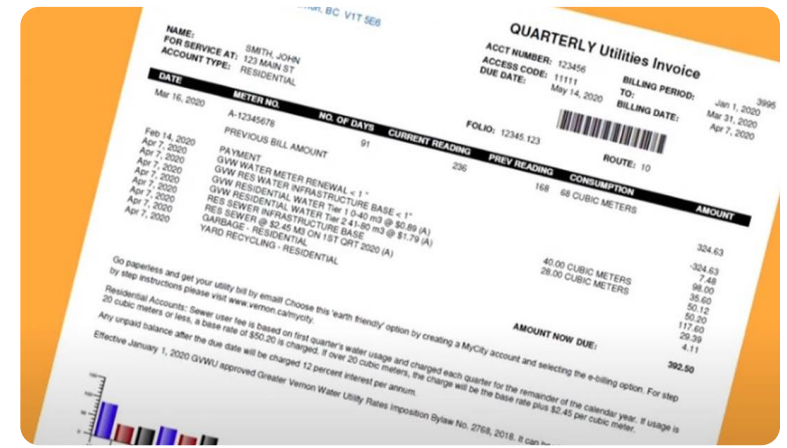
Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



# 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.



# Phase 1 Foundations for phonics



Pre-school and first three of weeks of school

Rhymes, stories, word play, talk, interest in words and awareness of sounds.

“What’s the first sound you can hear in ‘cat’?” (oral segmenting)

I spy this word: “s-o-ck”. What can I spy? (oral blending)

A continued phase.



## 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

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 and compound words</li> </ul>	Review all taught so far



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

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

# 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
 	 snake	Show your teeth and let the s hiss out <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say <b>ppp</b>	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>iii</b>	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
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>jjj</b>	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	Down to the bottom of the volcano, and back up to the top.
 	 wave	Pucker your lips and keep them small as you say <b>www</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 		Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	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

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\*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.

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#### Year 1

Autumn 1	Review tricky words Phases 2–4
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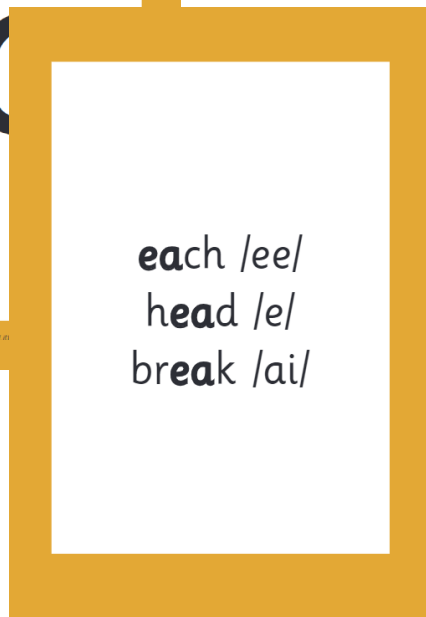
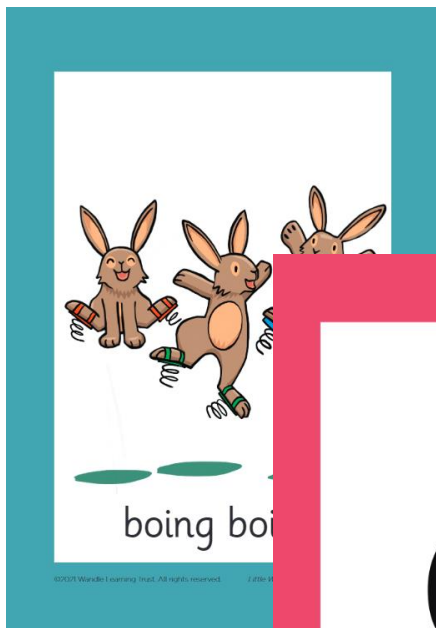
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Autumn 2 Phase 5 graphemes	New tricky words
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\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words

# How we make learning stick







# 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



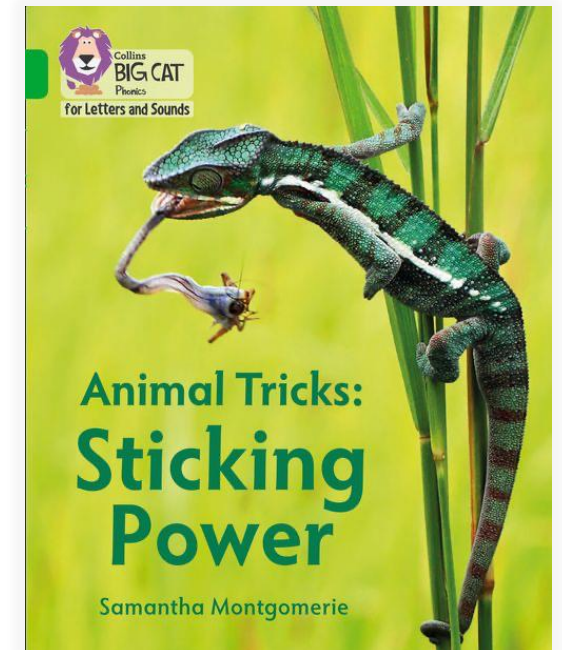
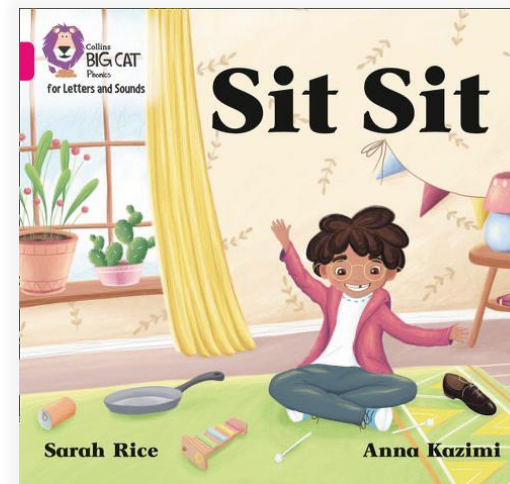
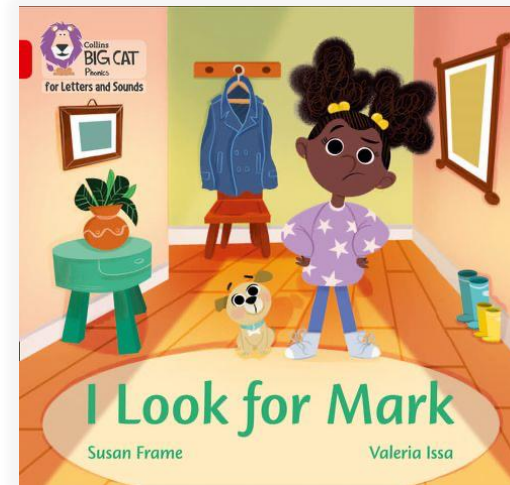
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# 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.







# A book with GPCs the child does not know

I can read: s a t p i n m d g o c k c k e u r h b f l l ff and ss

Sinbad **3** **3** **10** a **s** **3** **0** **l** **6** **9** from Bagdad. H **3** had **0** **3** **5** **3** **3** **6** sell, **l** **0** **k** **3** **6** **0** **l**, **3** **3** **9** **3** and **c** **3** **9** pets.

Sinbad **s** **3** **0** led **t** **6** distant land **3** **t** **6** sell **h** **10** **g** **6** **6** **d** **3**. H **3** set up a **10** **3** **o** **p**



# Reading at home

# The most important thing you can do is read with your child



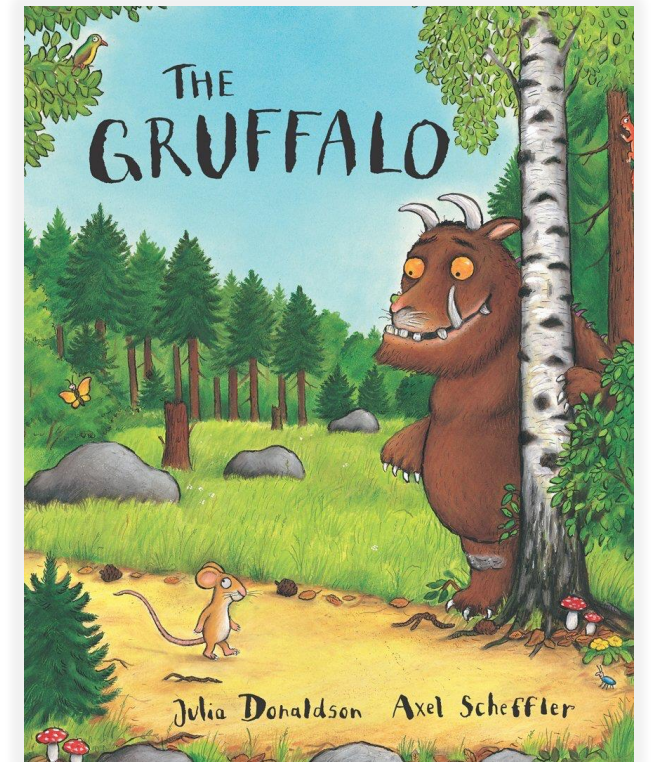
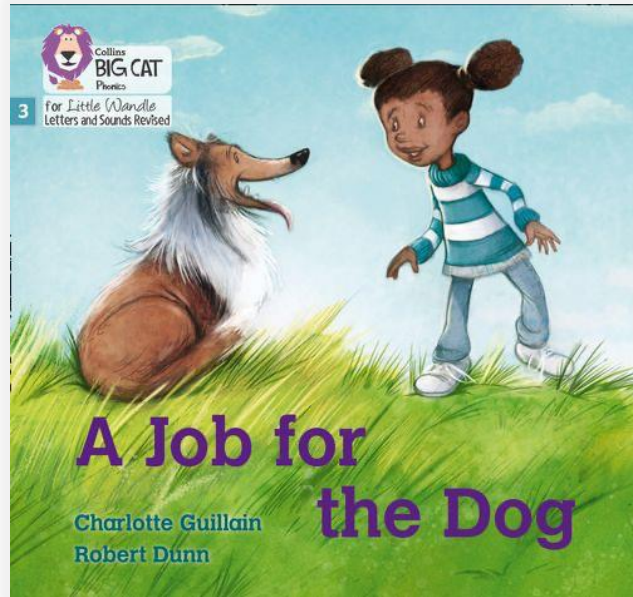
**Reading a book and chatting had a positive impact a year later on children's ability to...**

- 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.

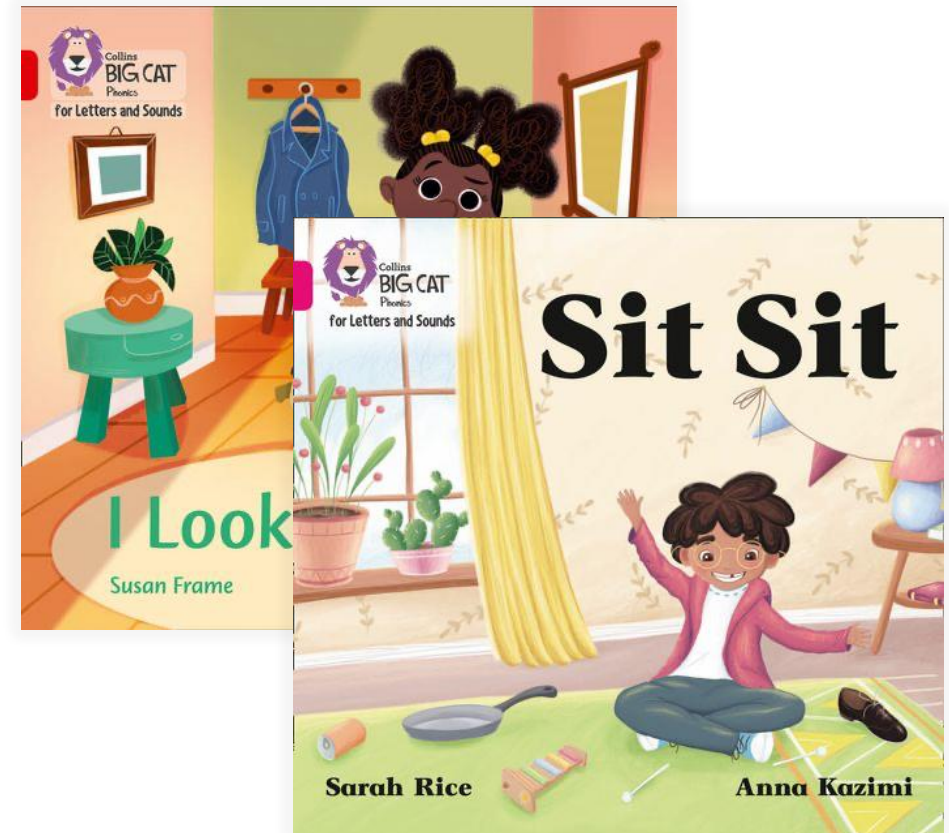


# Books going home



# 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, ask them to sound it out.
- 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





# For further support and information:



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