



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Parent workshop: Phonics and early reading

Thursday 25th January





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

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





Phonics

Little Wandle Letters and Sounds Revised

At St Luke's, we have chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling from Reception onwards.





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:



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
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	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 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 /yoo/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oal/ 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
/eel/ y funny /e/ ea head /w/ wh wheel /oal/ oe ou toe shoulder /igh/ y fly /oal/ ow snow	any many again who whole where two school call different thought through friend work



Reading and spelling

Reading and spelling



ea

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



How many different ways can you think of to spell the sound *sh*?

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

Spelling



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



What a lesson looks like:



Revisit and review



Teach and practise

Grow the code



Practise and apply



Reading practice session three times a week

Revisit and Review

In this section we:

- activate prior knowledge
- get the children ready for new learning and reduce cognitive load
- develop fluent reading
- support orthographic mapping (the transference of the sounds and words that have been learned into the orthographic store which leads to automaticity)

Teach and Practise

In this section we explicitly teach a new GPC.

1. Pronunciation of the phoneme.
2. A new grapheme (Phase 2: mnemonic, Phase 3: catchphrase).
3. How to orally blend with the new GPC.
4. How to teach children how to blend.



Practise and Apply

- Practise and apply the new knowledge.
- Read a phrase /sentence.
- Practise spelling words with new GPC and new tricky word.
- The phrase /sentence is ONLY made up of GPCs and tricky words that the children have been taught so far.

Each week, a document with the sounds learned that week will be released on Google Classroom



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 focusing on this week in school -

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

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

tail	deep	fight	load
food	hard	born	surf
foot	town	boil	hear

We will be reading sentences. Can you spot any tricky words? Can you segment and blend the words and look out for this week's phonemes?

The man has a long boat. He has buckets of carrots.
The night is dark. The cat has a curl in his tail.
We put the rabbit down on the carpet.

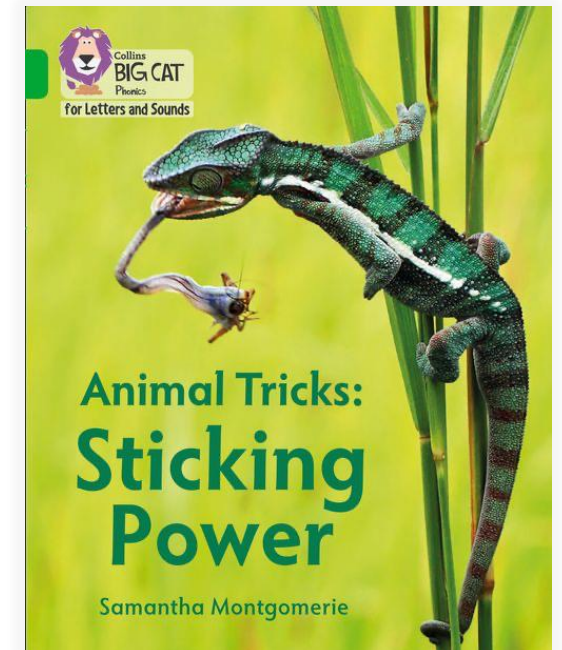
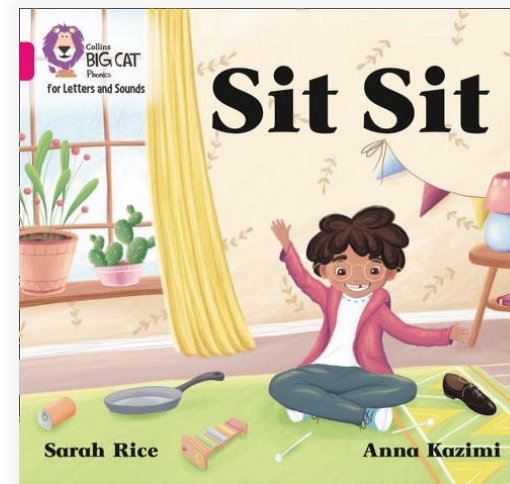
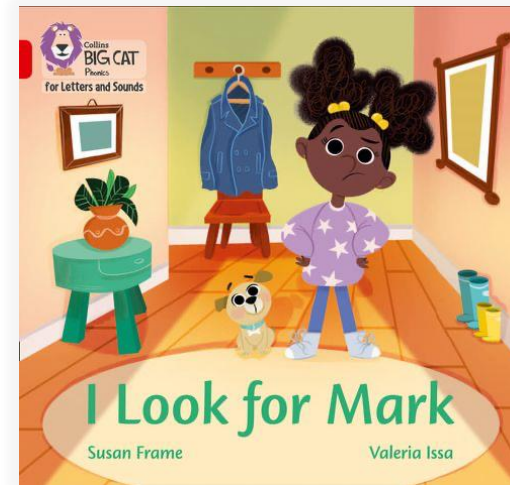
We will be practising tricky words. Can you spot the tricky part of the word?

is as his has the I

How do we teach reading in books?

Reading practice sessions are:

- Timetabled three times a week
- Delivered by Mrs Jevons, Miss Byrne or a trained teaching assistant
- Small groups.



Reading practice session video



We use assessment to match your child the right level of book

Children are assessed every 6 weeks



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.





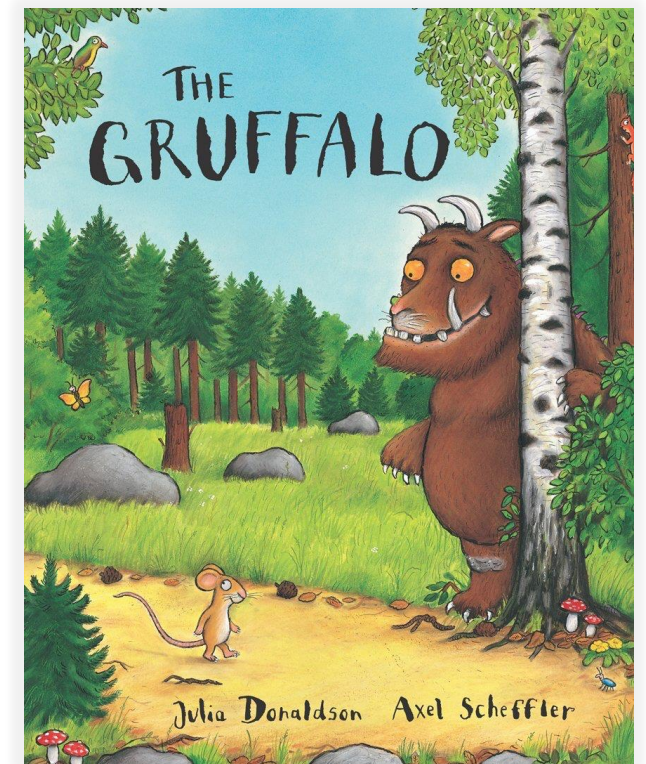
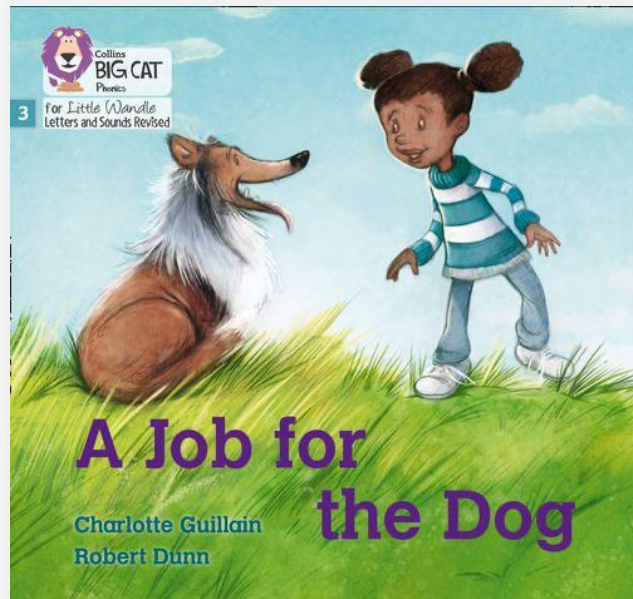
Reading at home

Books your child will bring home...

- Children will bring home the book that they have been reading during their reading practice sessions.
- Children will be 90% fluent at reading this book independently when they bring it home.
- The aim is to support your child to be reading that book at 95-100% fluency before they are given their next book.

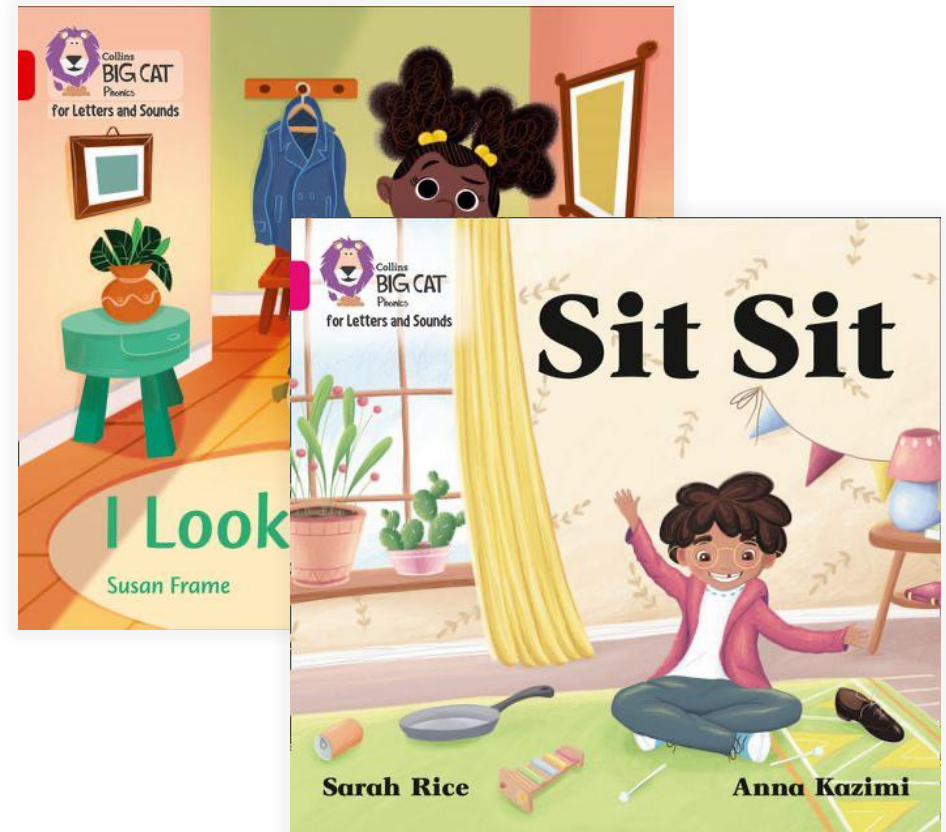


Books going home



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, avoid using picture clues
- 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.

