

Teach reading: change lives

Parent Workshop



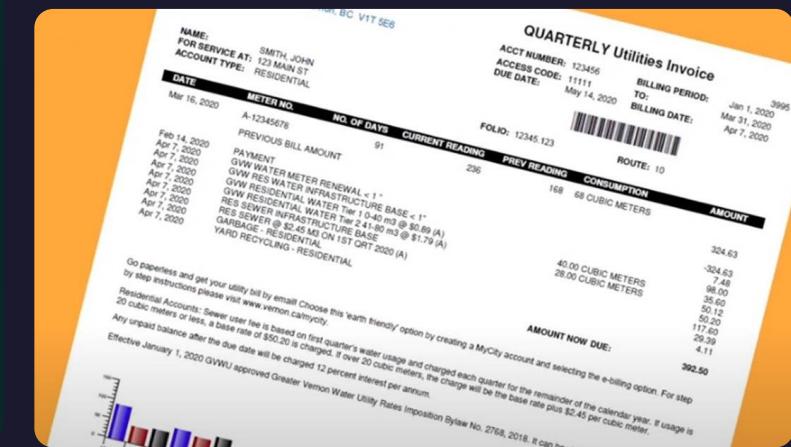
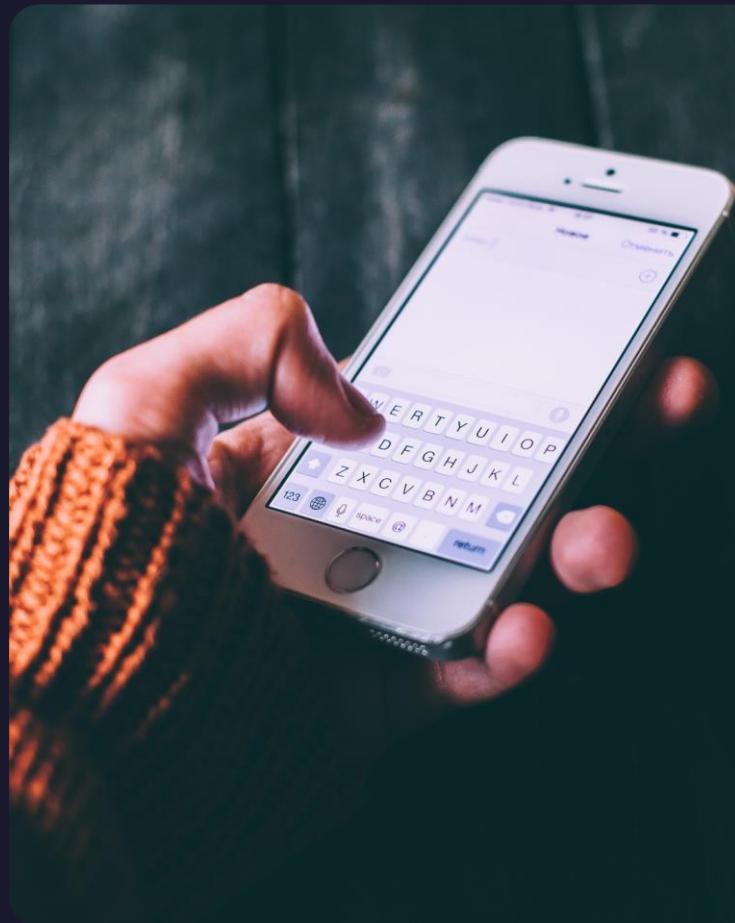
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**A love of reading is the biggest
indicator of future academic success.**

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.



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Phonics is:

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

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Terminology

Phoneme

Blend

Grapheme

Segment

Digraph

Adjacent consonant

Trigraph

Split digraph

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 • 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 • 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 • 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 • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /d/ /ed/, –est	said so have like some come love do were here little says there when what one out today

The progression

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.

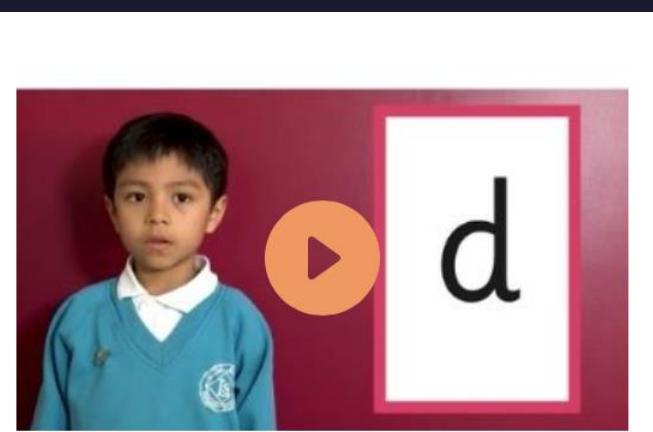
Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people 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.

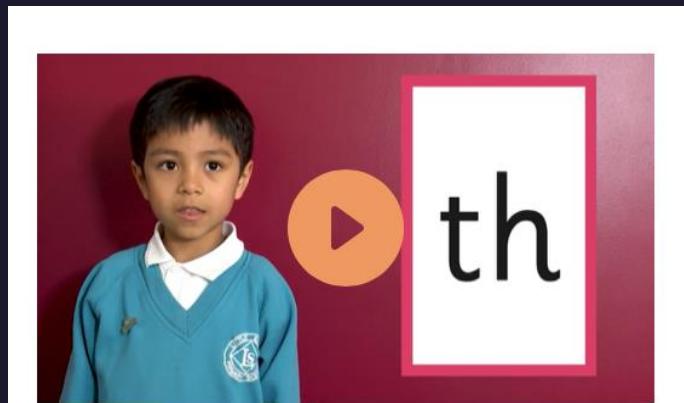
Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

Let's say the Phase 2 sounds

S s ss								
t tt	p pp	n nn	m mm	d dd	g gg	c ck	r rr	
h bb	b ff	f ff	l ll	j				
z zz	qu	ch	sh	th				
s					ng	nk		
								
a	e	i	o	u				



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2

Let's say the Phase 5 sounds

Grow the code grapheme mat Phase 2, 3 and 5

S		t	p	n	m	d	g	c	r	h
ss		tt	pp	nn	mm	dd	gg	k	rr	
c				kn	mb		ck	wr		
se				gn			cc			
ce							ch			
st										
sc										
b		f	l	j	v	w	x	y	z	qu
bb		ff	ll	g	vv	wh			zz	
ph		le	dge	ve					s	
		al	al	ge					se	
									ze	
ch		sh	th	ng	nk	a	e	i	o	u
tch		ch				ea	ea	y	a	o-e
ture		ti							o	ou
ssi										
si										
ci										



Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u*	ar*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	zh		
aw	er	ou	oy	ere			
au	ir			ere			
aur	or			ear			
oor							
al							
a							
oar							
ore							

*depending on regional accent



How to say Phase 5 sounds

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
S	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
n	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
m	Put your lips together and make the mmmmm sound mmmmm	mb
c	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say cc c	ch
r	Show me your teeth to make a rrrr sound rrrrrr	wr
f	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffffff	ph
l	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press 	le al

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



Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.



Tricky words



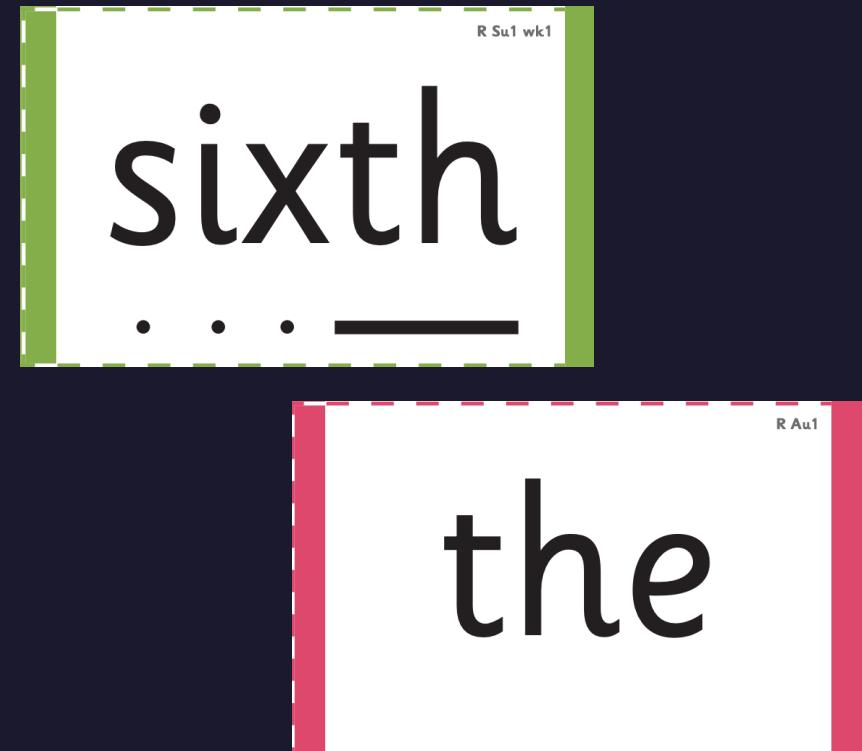
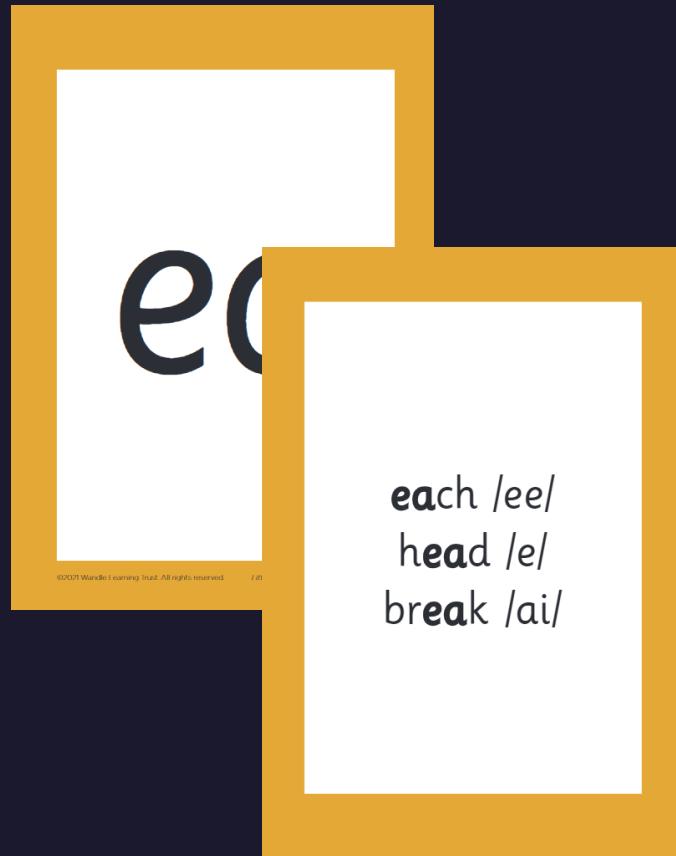
Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

Children are now learning to read Phase 5 tricky words.



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.

As your child moves through the programme, your child will be taught how to spell words every day using the graphemes they have been taught so far.

They will practise writing a dictated sentence.

Handwriting is referred to but is taught at other times of the day.



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s 		Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
q 		Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
t 		Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.

How do we teach spelling?

Say the word.

Segment the sounds.

Count the sounds.

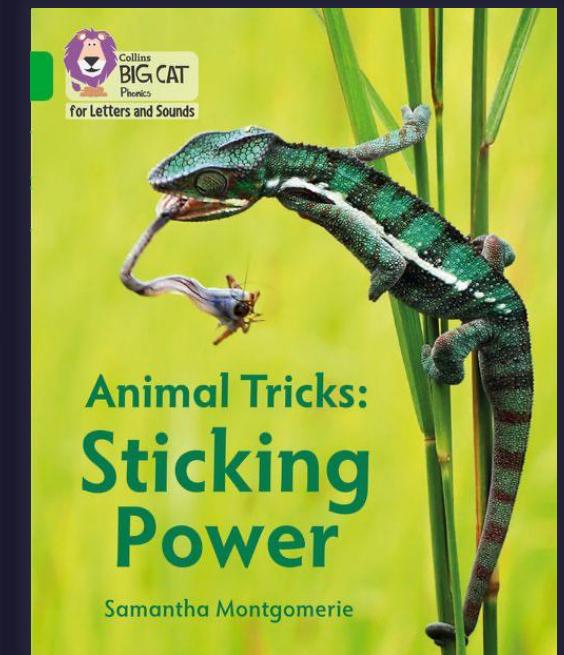
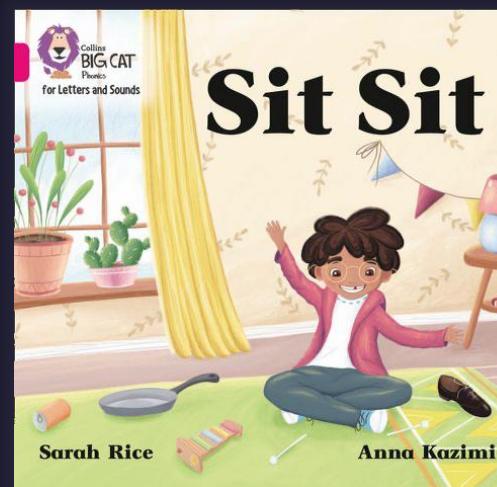
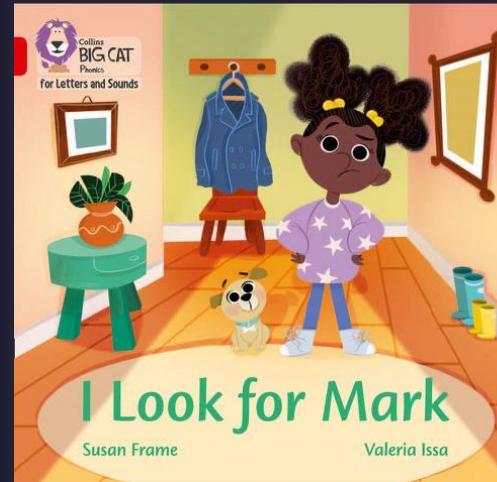
Write them down.



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small group



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.



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 peck





Reading at home

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

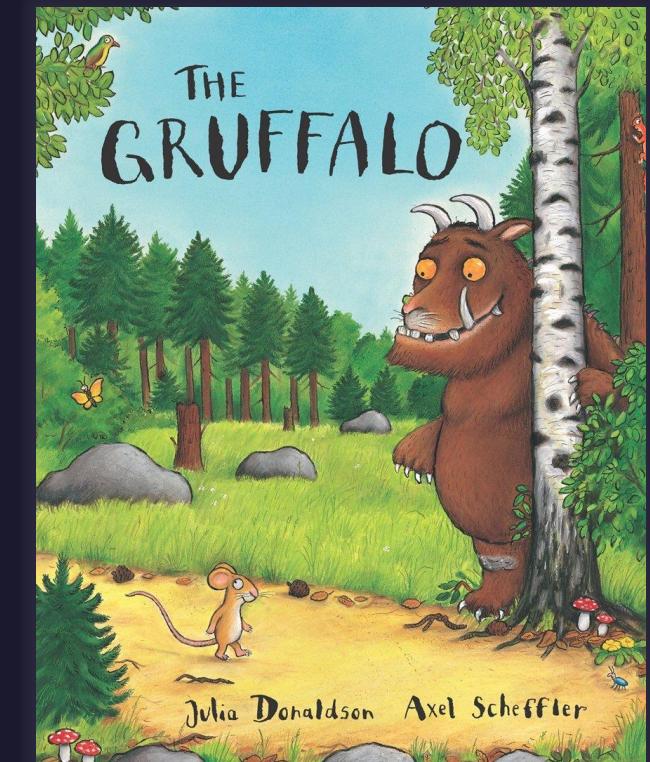
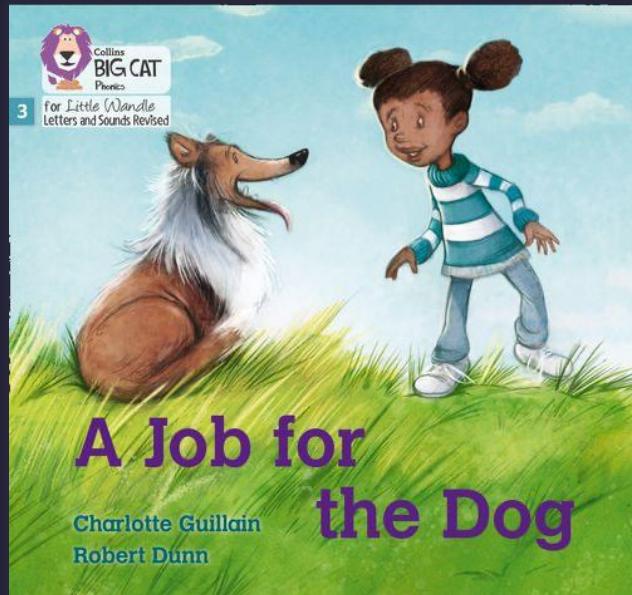
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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, read it to them.

Talk about the book and celebrate their success.



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

Videos



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



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



**Phase 3 sounds taught in
Reception Spring 1**



How to say Phase 5 sounds

“

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

Carl Sagan

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