



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

North Leigh School

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)

”

How many times have you already read today?

A photograph of a 'QUARTERLY Utilities Invoice' from Greater Vernon Water Utility. The invoice includes fields for NAME, ACCOUNT TYPE, METER NO., and BILLING PERIOD. It contains a table with columns for GATE, METER NO., NO. OF DAYS, CURRENT READING, PREVIOUS READING, CONSUMPTION, and AMOUNT. The 'AMOUNT NOW DUE' is listed as 392.50. The invoice also includes a barcode and a small bar chart at the bottom left.

GATE	METER NO.	NO. OF DAYS	CURRENT READING	PREVIOUS READING	CONSUMPTION	AMOUNT
Mar 16, 2020	A-12345678	91	236	168	68 CUBIC METERS	324.63
Apr 7, 2020					40.00 CUBIC METERS	7.48
Apr 7, 2020					28.00 CUBIC METERS	96.00
Apr 7, 2020						35.60
Apr 7, 2020						50.12
Apr 7, 2020						117.60
Apr 7, 2020						29.39
Apr 7, 2020						4.11
Apr 7, 2020						392.50

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.**

”

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
 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.
		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
 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		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.

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 - 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
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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 /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ 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
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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	ck	rr	
c			kn	mb			cc	wr	
se			gn				ch		
ce									
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	gg	vv	wh			zz	
	ph	al	dge	ve				s	
			ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
ture	ch					ea	y	a	o-e
	ti								ou
	ssi								
	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*	a*
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	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
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 ccc	ch
r	Show me your teeth to make a rrrr sound rrrr	wr
ph	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound pfff pfff	ph
le	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	le al

In Year 1 we are teaching Phase 5. These sounds are revisited in Year 2 Term 1.



In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

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

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.



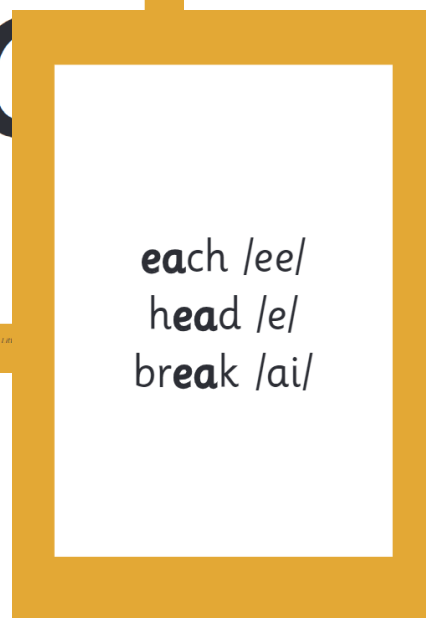
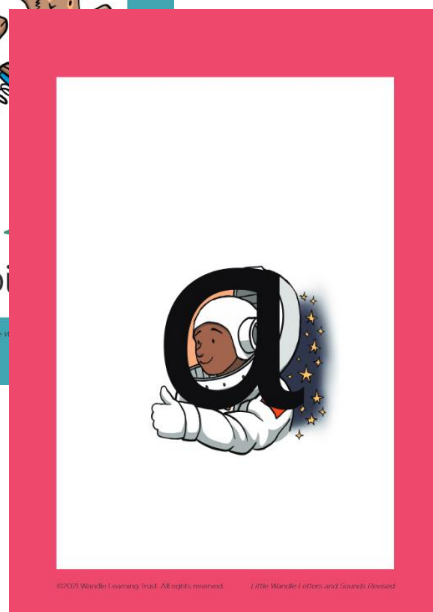
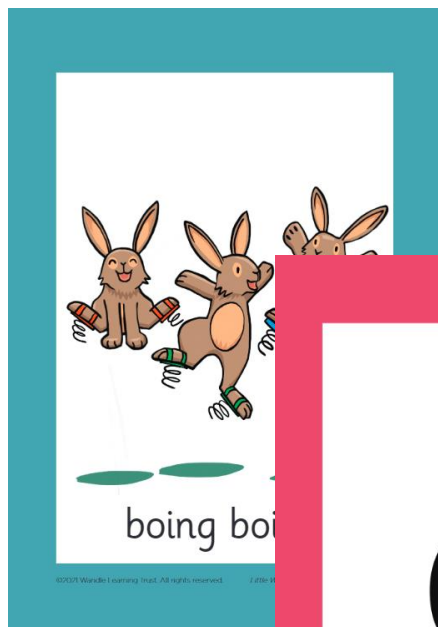
Phase 5 tricky words

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

How we make learning stick



Reading and spelling

Reading and spelling



ea

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

Spelling



- In Year 1 and 2, 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.



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.

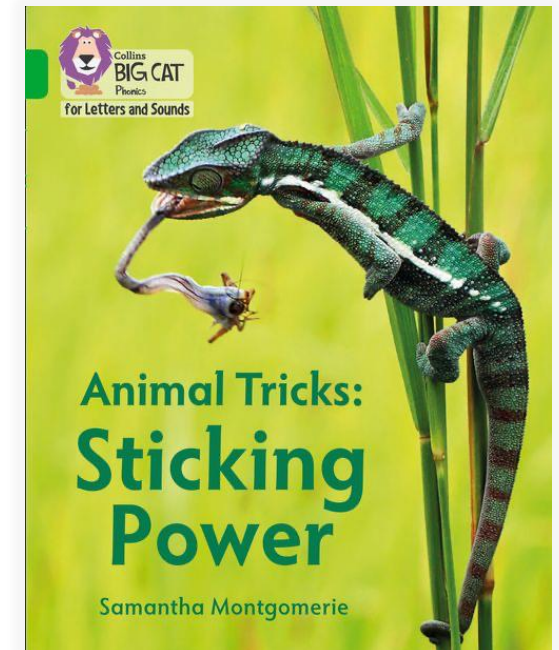
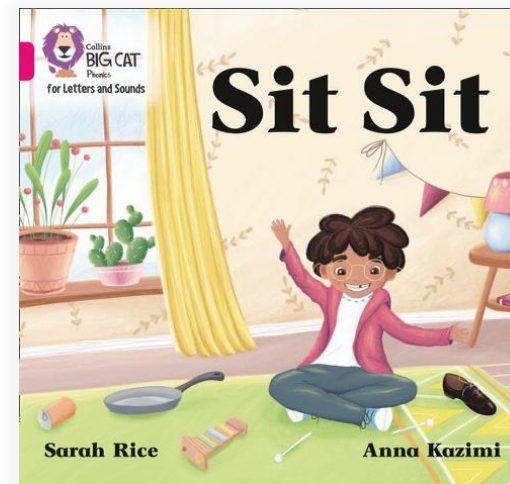


How do we teach reading in books?



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.





Reading at home

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



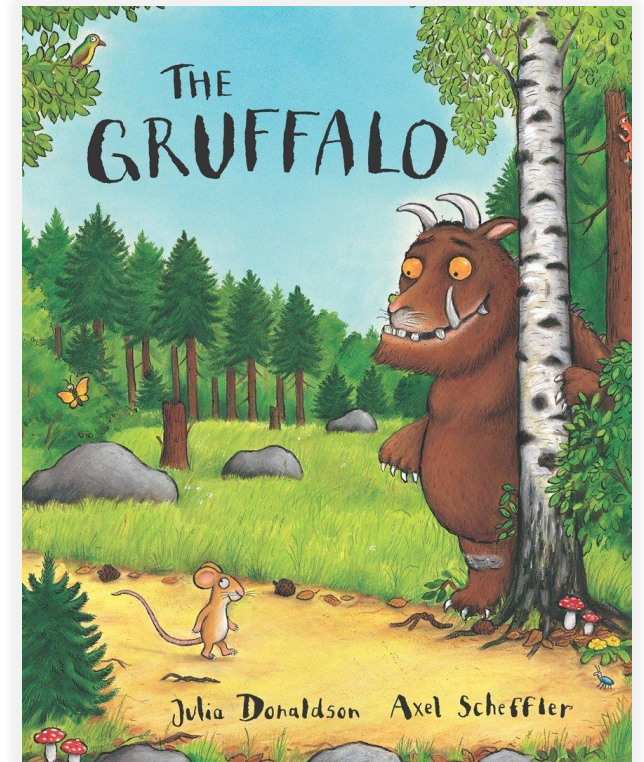
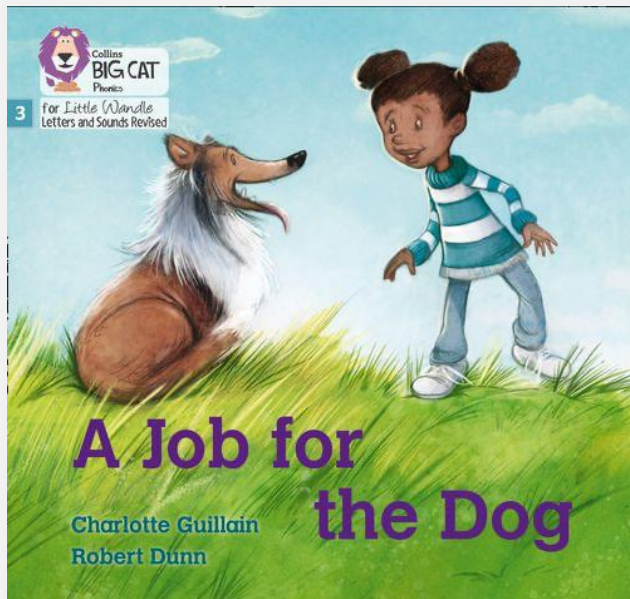
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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.

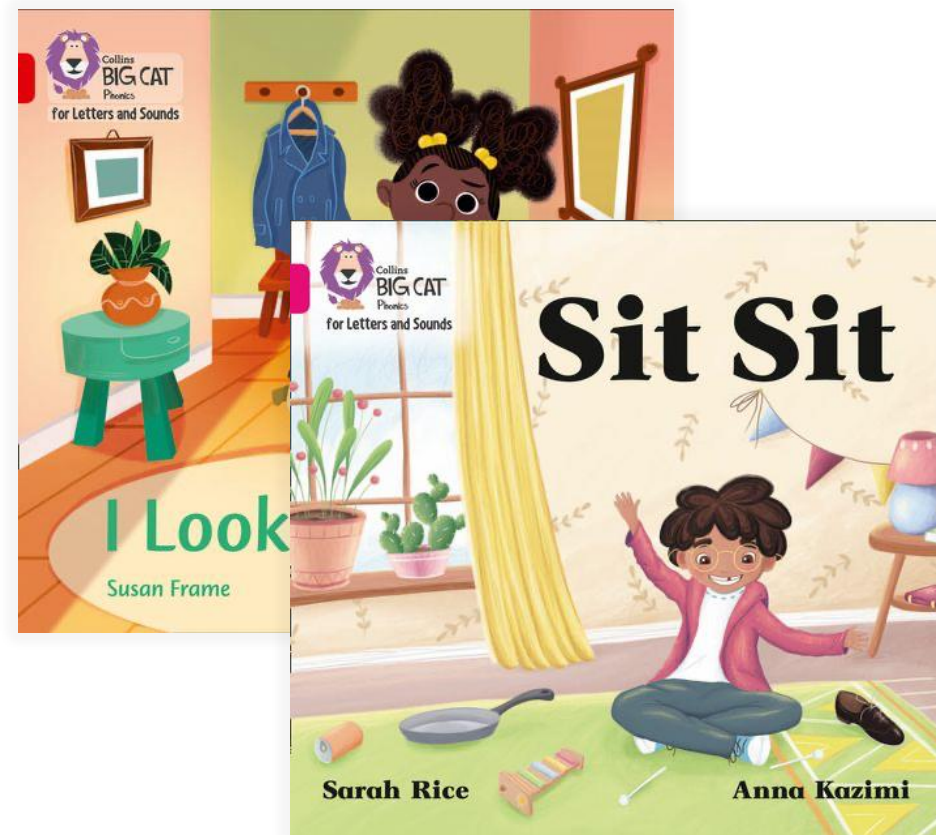


Books going home



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.



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

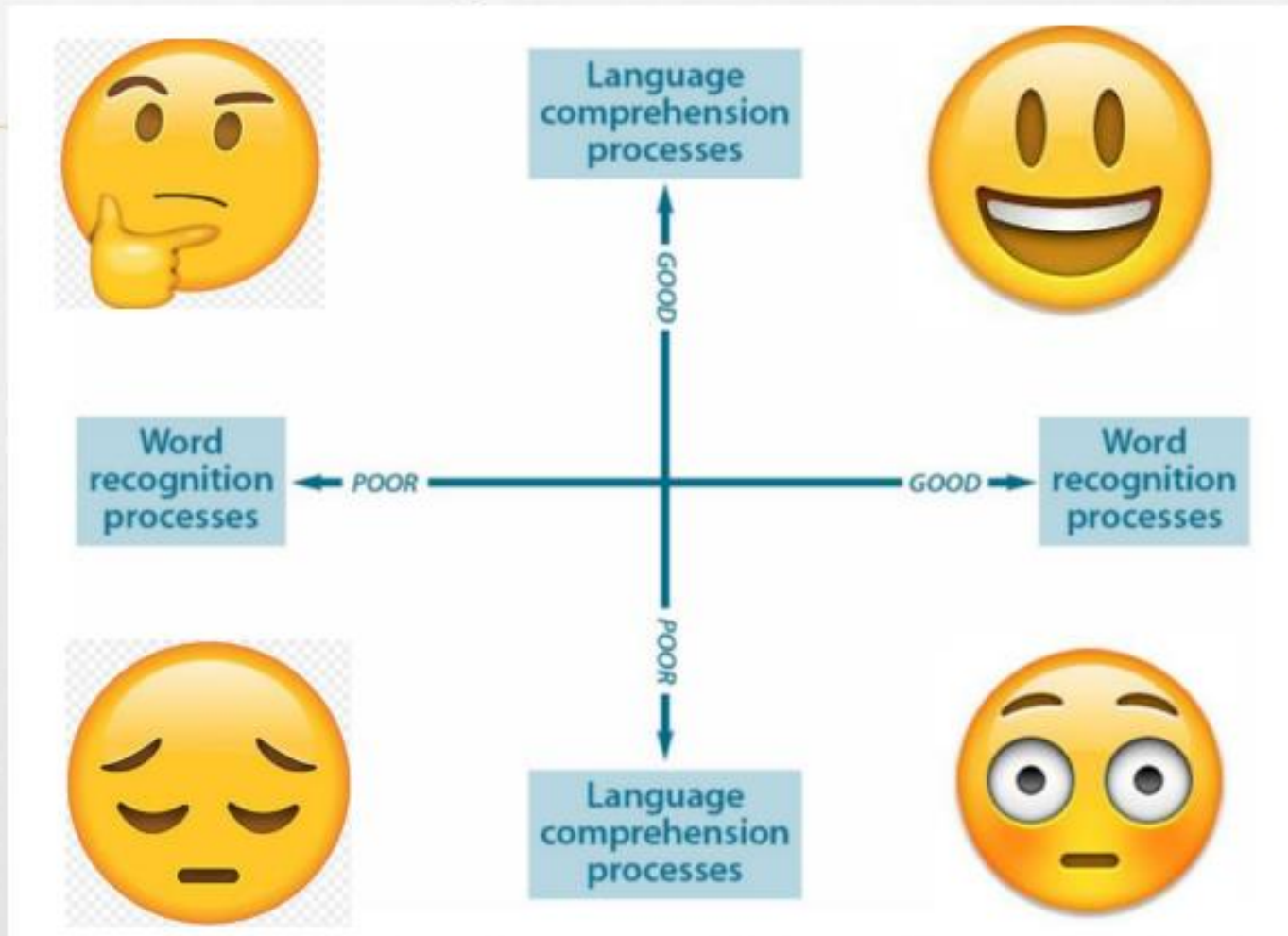
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Moving On From Little Wandle

The Simple View of Reading

The SVR was adopted by the Rose Report (Independent review of the teaching of early reading) and forms a central part of the National Curriculum's view of learning to read.





Word Recognition

The National Curriculum 2014 deals first with the horizontal axis - word recognition: 'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.'

Comprehension

Second, it looks at the vertical axis: 'Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion..... as well as from reading and discussing a range of stories, poems and non-fiction.'

Strong comprehension

Weak word reading

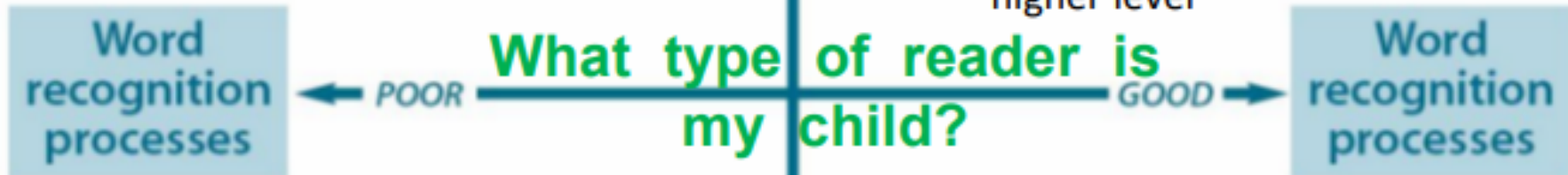
- 1-1 reading is key in developing word recognition and decoding skills
- read stories higher than their word recognition level to keep them motivated
- Focus your efforts on phonics, encourage your child to sound out and blend

Language
comprehension
processes

Strong comprehension

Strong word reading

- Choose challenging, engaging texts
- Create lots of discussion and debate
- Explore different text types, for example graphic texts, to develop inference and deduction to a higher level



Weak comprehension

Weak word reading

- 1-1 reading is key in developing word recognition and decoding skills
- focus on engaging your child with stories and develop comprehension skills
- phonics can make all the difference
- Reading to these children works well

Language
comprehension
processes

Weak comprehension

Strong word reading

- Talk, talk, talk, talk, talk!
- Questions and discussion all develop understanding

How do we continue to support your child with their reading journey?



- Your child will continue with the Little Wandle scheme until they are fluent readers
- They will then start on our banded reading books
- In the Autumn term we review phase 5 sounds
- At the start of the year we teach reading in small groups
- As the children progress, we begin to teach through whole class reading lessons, with questions based around the VIPERS acronym

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence



Spelling Shed

Scheme

-- Choose a stage --

stage 1 & 2

stage 3 & 4

stage 5 & 6

More...

SPAG?

b

u

z

z



Reading at home in Year 2

Children will continue to regularly bring reading books home.



- Read with your child at least 4 times a week and record this in their reading diary.
- Try to set aside a specific time for reading each day and make reading a priority.
- Be positive and praise your child, letting them know it is ok to make mistakes.
- Talk about the stories that your child reads with you but remember that it is not a test!
- Continue reading to your child every day
- Respect your child's book choice

How else do we celebrate reading at North Leigh school?



- Weekly library visits
 - Book week
 - Celebrating World Book Day
 - Reading high quality texts in class
- Book shares with other classes
 - Author visits
 - Books and Bangers





Links to websites that can help you further

- [Books for KS1](#)
- [cbeebies](#)
- [BookTrust](#)
- [/literacytrust.](#)