

Phonics *Information for Parents*

15th November 2024



Aims of the meeting

- ▶ *To Introduce Little Wandle Letters and Sounds.*
- ▶ *To share how the school use this programme*
- ▶ *How you can support children at home!*

What is Phonics?

- ▶ *Phonics is the learning of letter sounds and how to put these together to read words.*
- ▶ *It is the main way children will learn to read and write.*
- ▶ *It provides the tools and strategies needed to read and spell new words.*

Phase 2 – Year R

- ▶ In Phase 2, letters and their sounds are introduced one at a time.
- ▶ s, a, t, p, i, n,
- ▶ m, d, g, o, c, k, ck
- ▶ e, u, r h, b, f, ff
- ▶ l, ll, ss
- ▶ The chn need to say, read and blend and segment words and captions with these sounds. Tricky words are introduced here.

Phase 3 – Year R

- ▶ *New sounds are taught in the following order:*
- ▶ *j, v, w, x, y, z, zz, qu*
- ▶ ***Consonant digraphs:*** *ch, sh, th, ng*
- ▶ ***Vowel digraphs:*** *ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er*
- ▶ *The children need to say, read and blend and segment words and captions with these sounds. Further tricky words are introduced here.*

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

Cued Articulation

<i>s</i>	<i>a</i>	<i>t</i>	<i>p</i>	<i>i</i>	<i>n</i>
<i>m</i>	<i>d</i>	<i>g</i>	<i>o</i>	<i>c</i>	<i>k</i>
<i>e</i>	<i>u</i>	<i>r</i>	<i>h</i>	<i>b</i>	<i>f</i>
<i>l</i>	<i>j</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>
<i>z</i>	<i>q</i>				



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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.*



Tricky words

- ▶ These words have unusual spellings e.g. he, the, was.
- ▶ They are taught in a systematic way.
- ▶ Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



Our Progression

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 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 /z/ 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 CCVC CCVC CCVC 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 /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

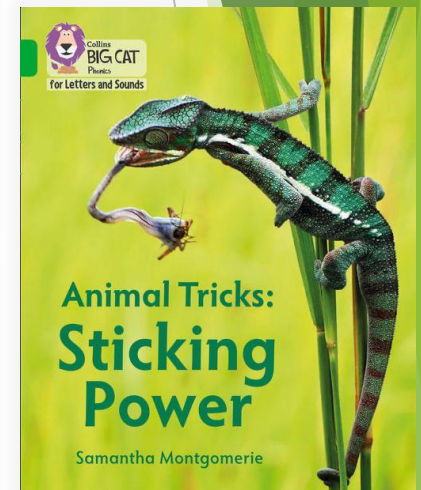
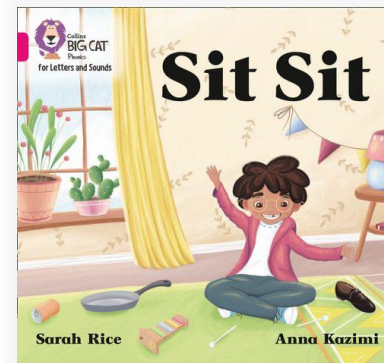
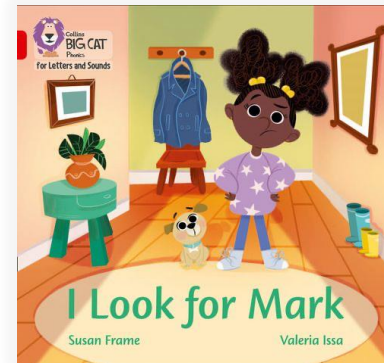
*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

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	any many again who whole where two school call different thought through friend work

How do we practice reading in books?

Reading practice sessions are:

- ▶ timetabled three times a week
- ▶ taught by a trained teacher/teaching assistant
- ▶ taught in small groups
- ▶ children in Reception will bring a book home by week 4 of the first half-term.



How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception Child assessment

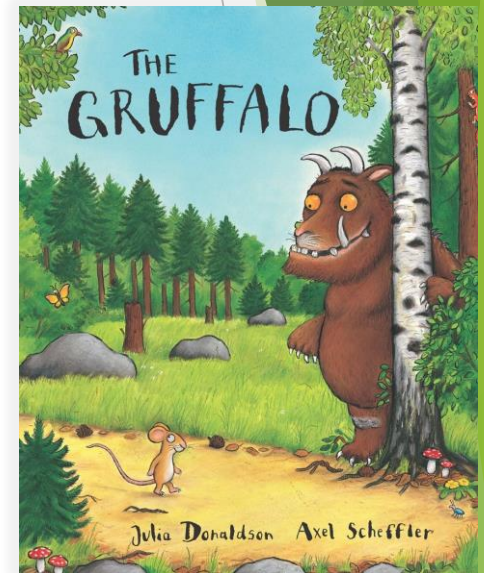
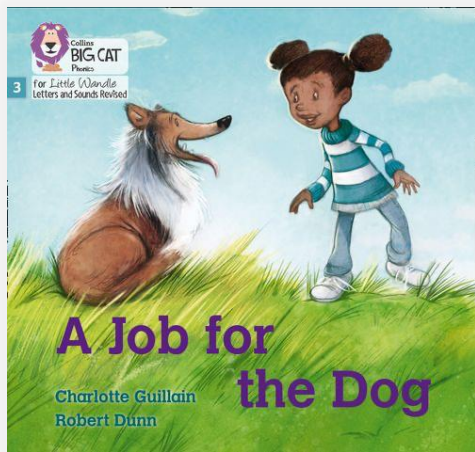
Autumn 1

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



Books going home



Listening to your child read their phonics book

- ▶ *Your child should be able to read their book without your help.*
- ▶ *They might sound out words and blend them before they read them fluently.*
- ▶ *If they can't read a word, read it to them.*
- ▶ *Talk about the book and celebrate their success.*



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.

REMEMBER... *even though they get 2 books weekly from school, please also read other books with your child!!!*



Supporting your child with phonics

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



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



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

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

(Carl Sagan)

Questions?

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