



**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)



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.**

”

Teaching order

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and 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.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phoneme

Grapheme



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	 box	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.
		Smile, tongue to the top of your mouth say y without	Down and round the yo-yo, then follow the string round

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Show me your teeth and push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk		Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

Digraph

Trigraph

igh



a light in the night

Open your mouth in a relaxed way and say
igh igh igh

Blending to read words

Blend



Supporting your child with phonics



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



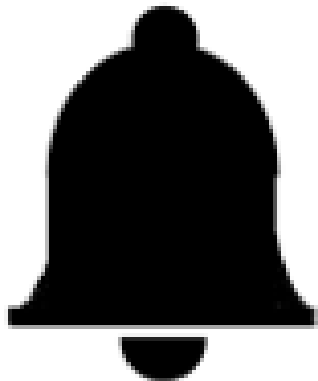
**Phase 2 sounds taught in
Reception Autumn 2**



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

Spelling

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



Grapheme mat

Phases 2 and 3

S s ss	t tt	p pp	n nn	m mm	d dd	g gg	c ck cc	r rr
h	b bb	f ff	l ll	j	v vv	w	x	y
z zz s	qu	ch	sh	th	ng	nk		

a	e	i	o	u
---	---	---	---	---

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

How we make learning stick



a astronaut
Around the
astronaut's helmet,
up and down into
space

pan



boil

Put the pan on to boil.

Tricky words

the



Gradually your
child learns the
entire
alphabetic
code:

Grow the code grapheme mat Phase 2, 3 and 5

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

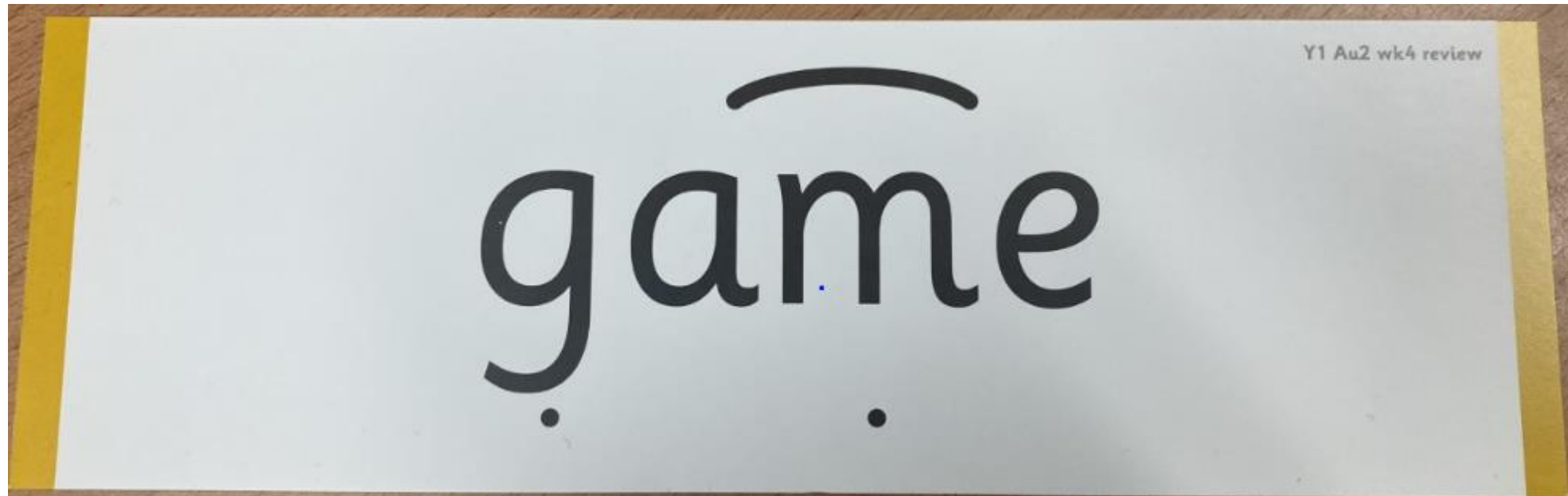
Grow the code grapheme mat Phase 2, 3 and 5

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

*depending on regional accent



Split Vowel Digraphs



Reading and spelling



ea

each /ee/
hea**d** /e/
brea**k** /ai/

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

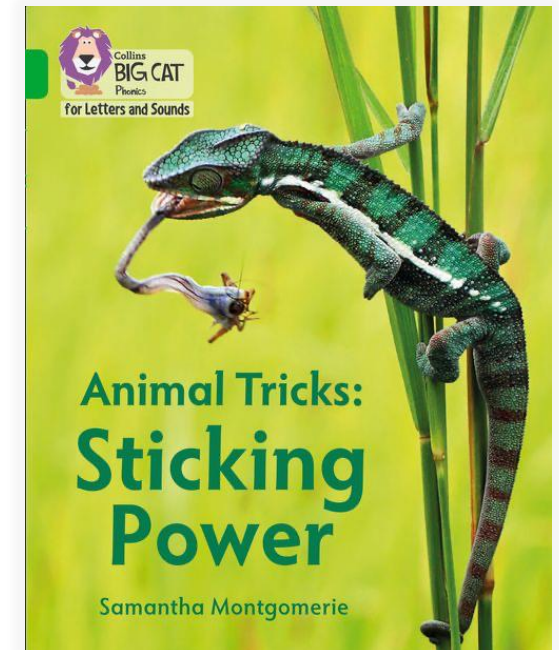
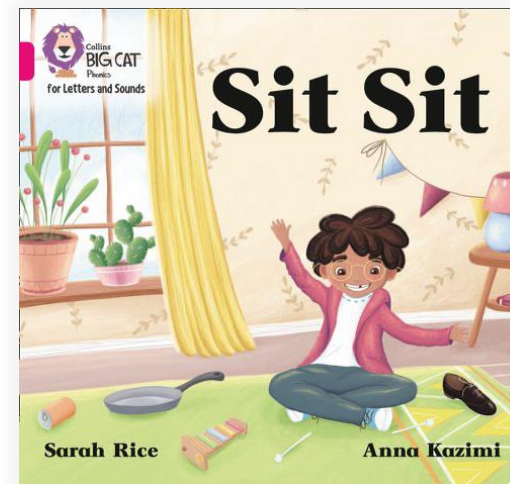
passion

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 to 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.

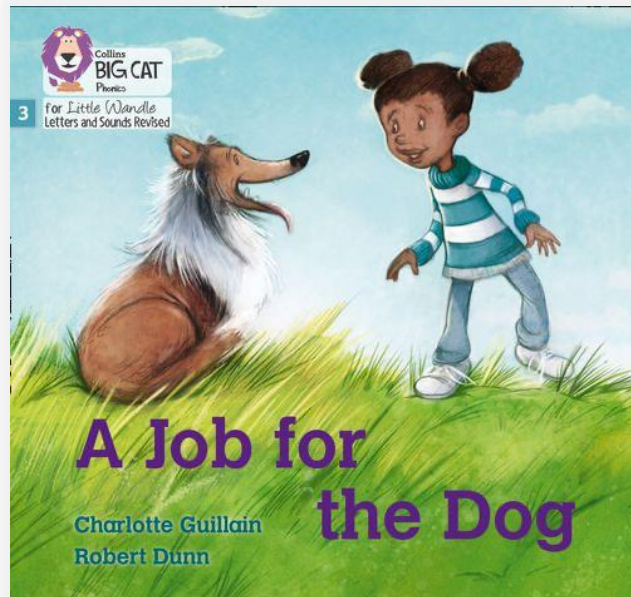
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



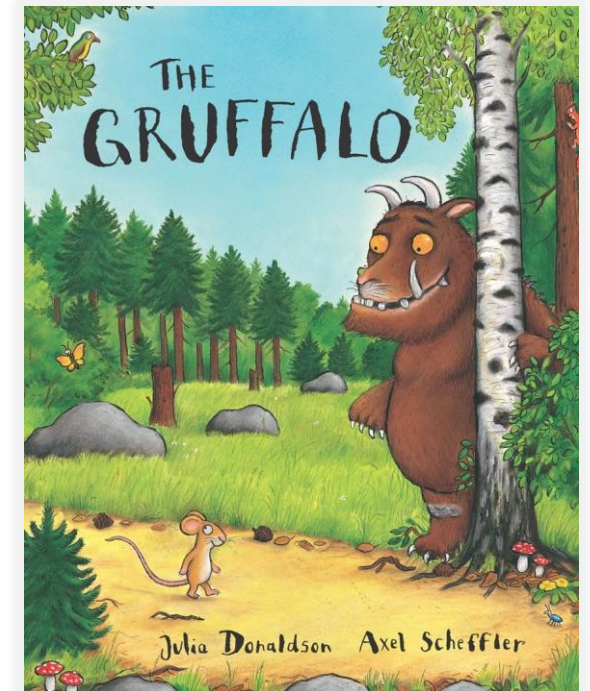
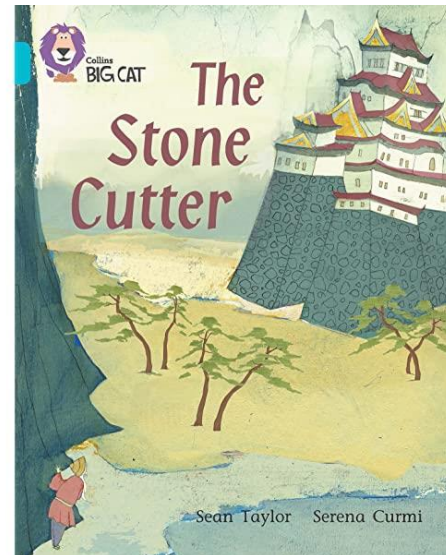
Books going home



E-book



Banded Books and Sharing Books





E-books – Phonics Practice Books

These are allocated by the class teacher each week to a virtual bookshelf.

Your child will be allocated a phonically decodable book if they are reading **pink, red, yellow, blue or green banded books.**

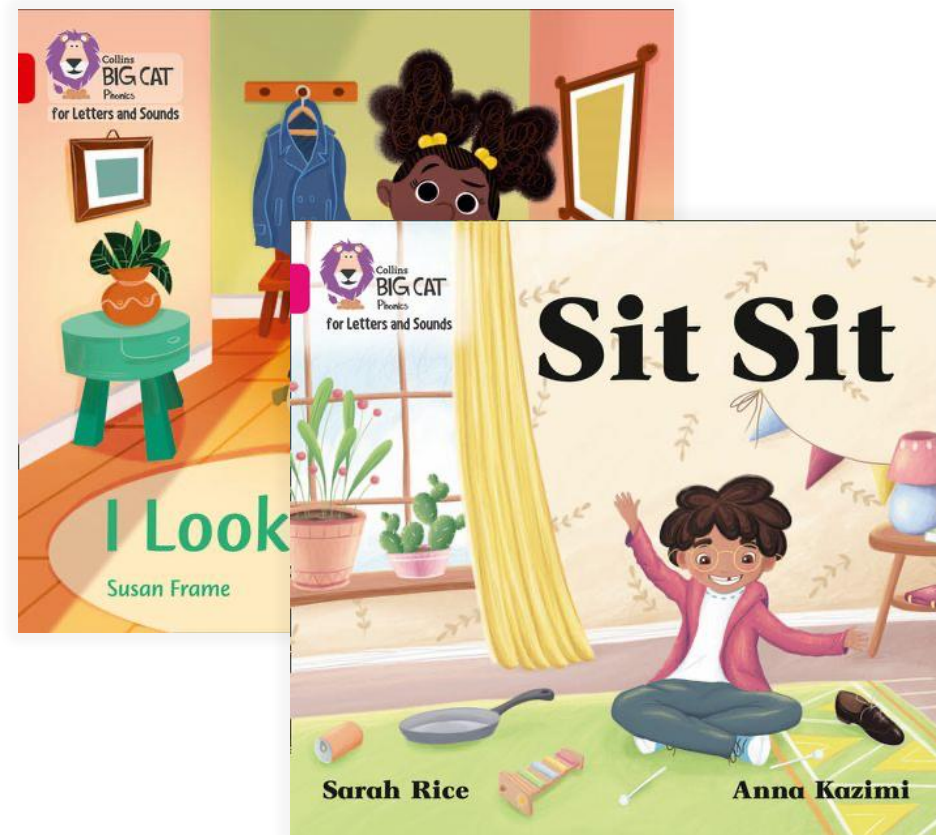
When children are reading orange books and above they will not be able to access e-books as they are secure in this stage of phonics.

A note will go home in the reading records telling you when your child's E-book is available. As we continually assess children this day may change.

If you have difficulties with accessing the equipment to read the E-book please talk to your child's teacher

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.



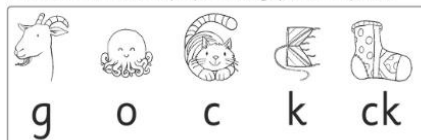
E-books – Phonics Practice Books

🐾 Before reading 🐾

Practising phonics: Phase 2, Set 3

Read the graphemes

- Ask the children to read as you point to the graphemes in any order.



How to use this blending practice book

Blend, find and check

- Ask the children to:
 - sound out each word and blend
 - find the image that matches the word or phrase in the picture
 - check their answer by turning the page to see the image
 - read the word or phrase again.
- Read the book again, encouraging the children to focus on reading fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.LittleWandleLettersAndSounds.org.uk

A Cat, a Kid, a Dog



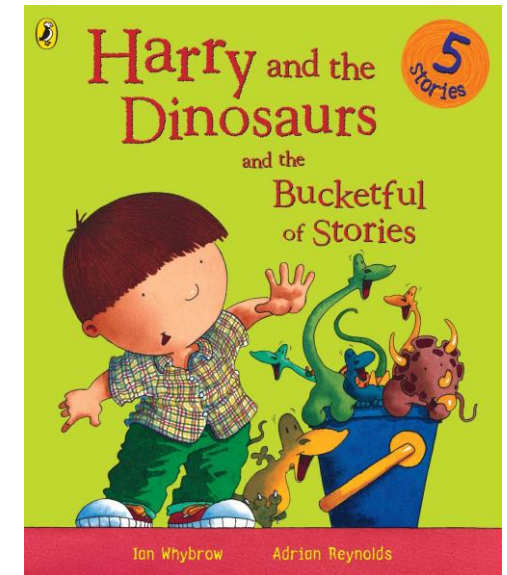
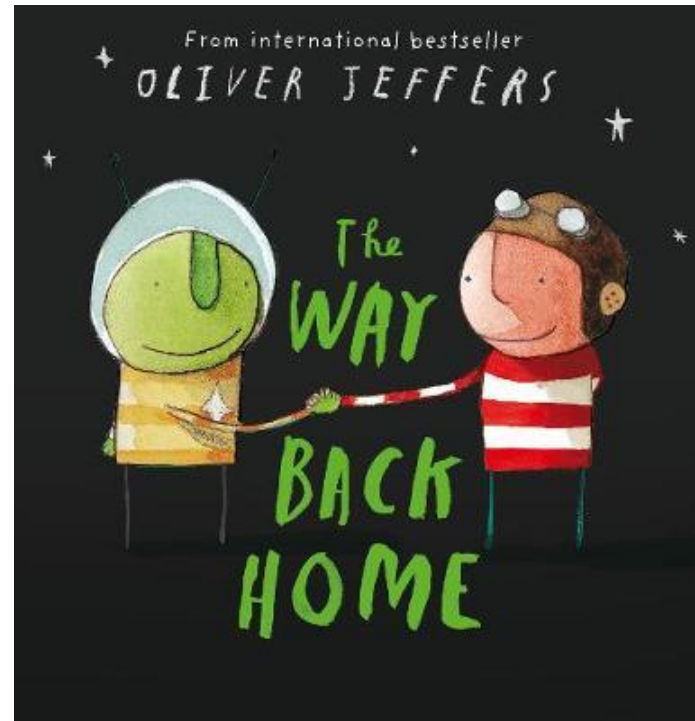
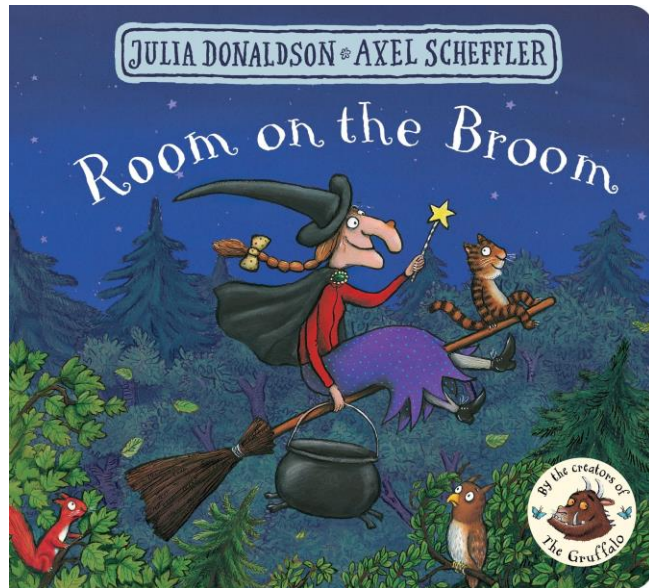
Written by Charlotte Raby
Illustrated by Camilla Galindo
Collins

a dog



Sharing Books

- Your child can bring home, each week, up to two sharing books from our school library. Read these together at Bedtime and bring them back into school on your child's book changing day:



Read to your child



The Sharing 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.



Colour Banded Books

- As your child moves through the colour bands, a label will be stuck into their reading record book which provides an overview of the features of their new colour band.
- The Collins ebooks align to the colour bands.

PINK

- understand stories make sense and sound right
- find the title, turn the pages, start reading on the left
- read each word as they point to them
- guess what might happen in a book
- use what they know about letter sounds to read words
- ✓ ask them about the story and talk about the pictures
- ✓ say 'Where do we start reading?'
- ✓ let them hold the book and turn the pages themselves
- ✓ if they get stuck ask, 'what would make sense?' or say, 'sound it out' or 'go back and try again'
- ✗ adults interrupting and pointing is not helpful

RED

- make sure it makes sense and sounds right
- make the reading sound like talking – not like a robot
- find the title, turn the pages, start reading on the left
- read words they know automatically
- re-tell the story including all the main parts
- ✓ if the reading doesn't make sense ask them what they can do to fix it
- ✓ if they get stuck say, 'go back and try that again' or 'sound it out'
- ✗ telling them about **all** their mistakes is unhelpful

YELLOW

- listen to their reading, notice mistakes and correct
- use their eyes to follow the sentence
- make the reading sound interesting using punctuation
- relate the story to own experiences and other stories
- retell the story in detail
- ✓ say, 'You said ... Did that sound right? Fix it!'
- ✓ show different ways to read new words: what word would fit, sound it out, chunk it – play/ing, to/day
- ✓ ask, 'What might happen next?'
- ✓ let them read the book again to make it sound smooth
- ✗ using a finger to point can make reading sound robotic

BLUE

- read longer and more complicated books
- be able to say why they like or don't like the book
- take turns to talk about a wide range of stories
- notice and fix mistakes quickly
- re-read to make it make sense and sound like talking
- ✓ ask, 'What's your favourite part?', 'Why?'
- ✓ say, 'Check it', 'Does it make sense **and** look right?'
- ✓ tell them to go back and try it again to check
- ✓ show how punctuation changes the way you read
- ✗ sounding out some words is not helpful – said, was, come

Reading with your Child at Home



Helping struggling readers

-  Listen to your child read as often as you can. Every day is ideal. Sessions do not need to be long and drawn out. Little and often generally works best.
-  Praise your child for the effort that they are putting into the reading. Be specific in your praise.
-  Take it in turns – you read a page and your child reads a page.
-  Read two pages, close the book and count back from a given number. How much can your child tell you about the two pages? Over time, extend the number of pages.

Helping struggling readers

 When you have finished a story, walk through the story, looking at the pages to support your discussion. Together retell the story. You can use different voices for different characters and involve toys in the role play and re-telling.

 It is fine for your child to not enjoy reading a particular book.

 As well as school reading books, encourage your child to read recipes, instructions for games or LEGO, notices and signs when you are out and about.

 Read in a quiet place away from distractions such as computers and televisions.

Helping struggling readers

If your child is stuck on a word try the following:

-  Sound out the first and the last letter.
-  Break the word into parts – y-e-s-t-er-d-ay
-  Read the earlier part of the sentence.
-  Miss the word out – read ahead and see if this helps.
-  Are there any clues in the picture?



Any Questions?



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

Tricky Words - Year 1

the
A
do
to
today
of
said
says
are
were
was
is
his
has
I

you
your
they
be
he
me
she
we
no
go
so
by
my
here
there

where
love
come
some
one
once
ask
friend
school
put
push
pull
full
house
our

Year 2 - Common Exception Words

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

Band	Colour
11	Lime
10	White
9	Gold
8	Purple
7	Turquoise
6	Orange
5	Green
4	Blue
3	Yellow
2	Red
1B	Pink (dark)
1A	Pink (light)

End of year Expectations

Reception – red/yellow

Year 1 – orange/turquoise

Year 2 – gold/white