



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Teach reading: change lives

Parent workshop: Phonics and early reading



## Today's Session...

- How we teach children to read and spell using phonics at LifeFull
- Supporting your child to learn to read at home
- The resources available for you on the Little Wandle website
- A chance to ask questions

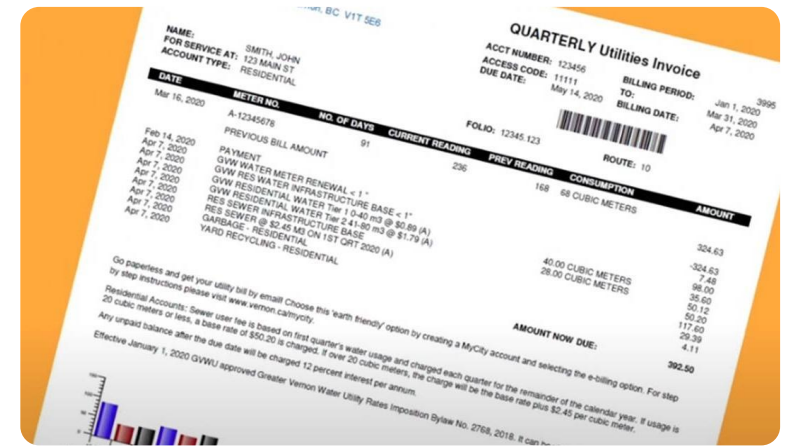


**A love of reading is the biggest indicator  
of future academic success.**

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.





## 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**

# Reception: Phase 2



- These are the first group of letters and sounds your child will learn.
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



# We teach phase 2 in this order:
















## Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s  snake	 snake	Show your teeth and let the s hiss out <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
 a  astronaut	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.
 t  tiger	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p  penguin	 penguin	Bring your lips together and push them open and say <b>p p p</b>	Down the penguin's back, up and round its head.
 i  iguana	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>	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 <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.

## Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j  jellyfish	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 v  volcano	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	Down to the bottom of the volcano, and back up to the top.
 w  wave	 wave	Pucker your lips and keep them small as you say <b>w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x  box	 box	Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	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 it without	Down and round the yo-yo, then follow the string round

# The phase 2 sounds:



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

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

# 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.

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

# In year one, we will be starting phase 5.



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.

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

# 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 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"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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"> <li>words with double letters</li> <li>longer words</li> </ul>	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"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -est</li> </ul>	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 <b>Phase 5</b> /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

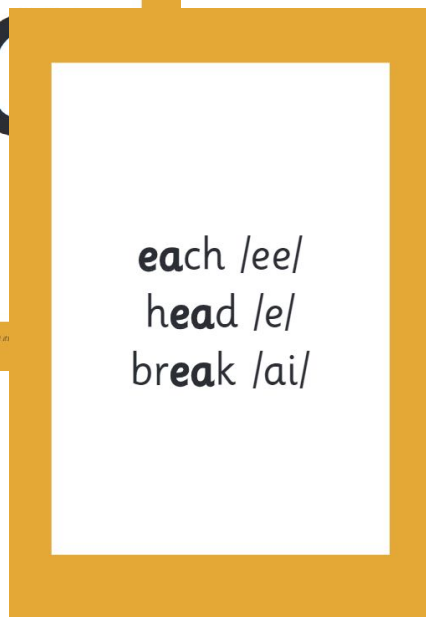
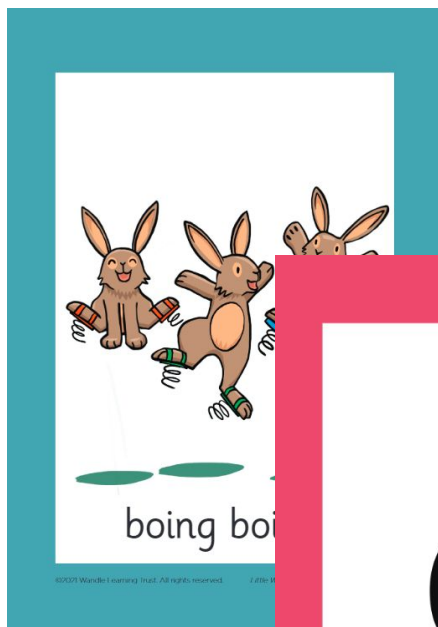
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

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 /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ 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 we make learning stick





# Reading and spelling

# Reading and spelling



ea

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

And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion

# 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
s	tt	pp	nn	mm	dd	gg	ck	rr	h
ss			kn	mb			ck	wr	
c			gn				cc		
se							ch		
ce									
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	ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch				ea	ea	y	a	o-e
ture	ti							a	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*	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			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 his out: <b>ssssss</b>	c se ce st sc
n	Open your lips a bit, put your tongue behind your teeth and make the <b>nnnn</b> sound: <b>nnnn</b>	kn gn
m	Put your lips together and make the <b>mmmm</b> sound: <b>mmmm</b>	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 <b>ccc</b>	ch
r	Show me your teeth to make a <b>rrrr</b> sound: <b>rrrr</b>	wr
ph	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound: <b>pppp</b>	ph
l	Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press <b>llll</b>	le al

# Tricky words



How we teach tricky words



# Spelling



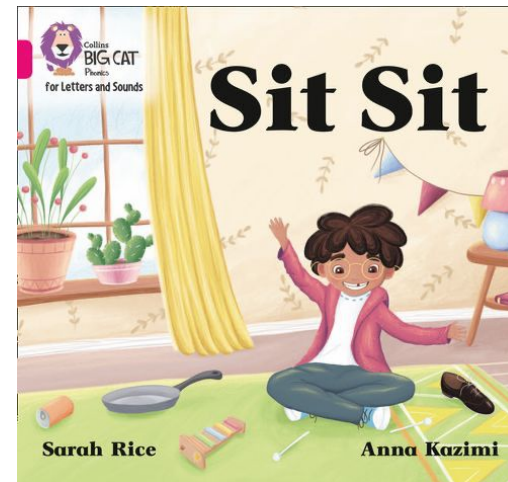
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# 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 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.

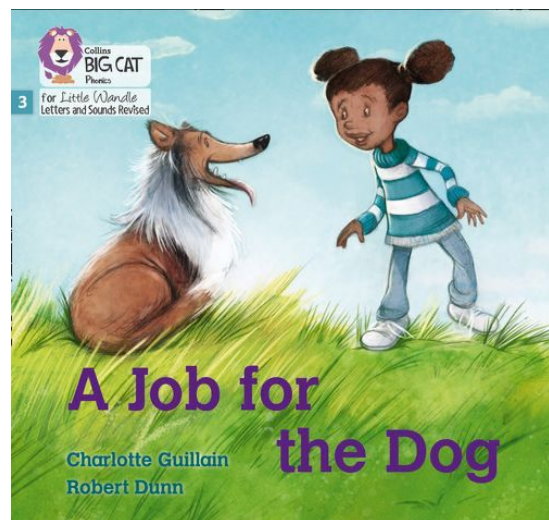
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



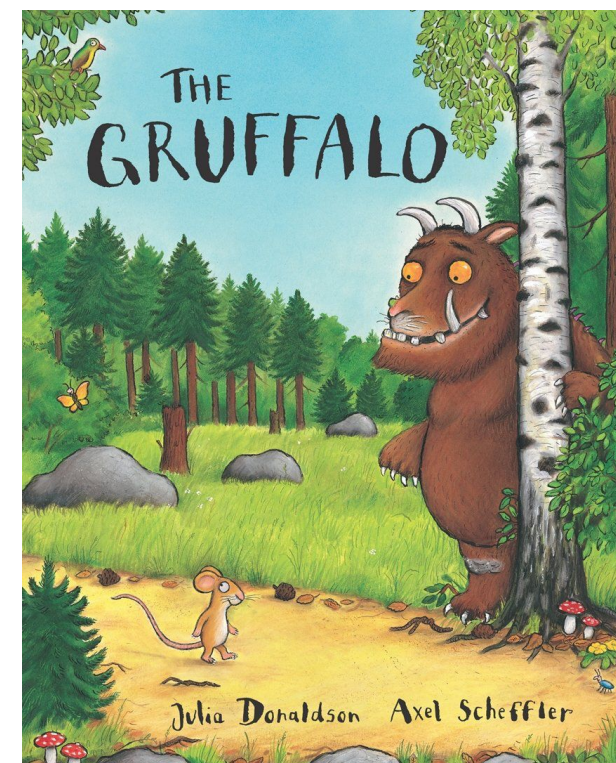
# Books going home



Sharing book

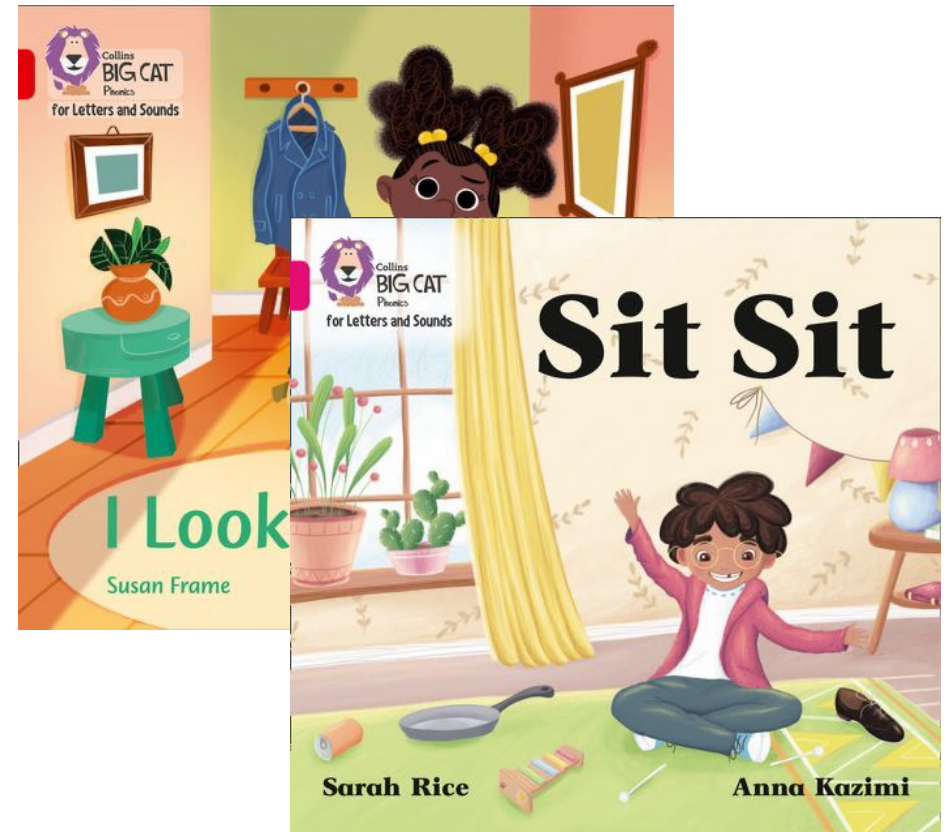


A Reading Practice Book



# 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.



# The reading practice book: phase 2



## 🐾 Before reading 🐾

**Practising phonics: Phase 2**

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandleL&Srevised](http://collins.co.uk/BigCatLittleWandleL&Srevised)

**Revisit and review: Pre-read**

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words 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](http://www.littlewandlelettersandsounds.org.uk)

**Read the GPCs**

g	r	h	ck	o
e	u			

**Read the words**

Hip	duck	gets
red	sock	

**Read the tricky words**

is	has	no
and		

**Vocabulary**

Ask the children to read these words. Check understanding.

sack	dots
rock	dig

**Practise and apply: Read the book**

- Now ask the children to read the book.
- Tap-in and listen to each child read.

## 🐾 Review: After reading 🐾

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

**Read 1: Decoding**

- Point to the word **Duck** on the front cover. Model sounding it out, d/u/ck, and blending the sounds together. Ask the children to sound out and blend the words **socks** (page 2), **sack** (page 7) and **rock** (page 13). Ensure the children understand that the two letters "ck" make one sound.
- Look at the "I spy sounds" pages (14-15). Say the sounds together. How many items can the children spot with the /r/ sound in them? (e.g. *red, robot, rainbow, rabbit, rocket, rocking horse, rat*)
- How many words can they spot with the /h/ sound in them? (e.g. *horse, hat, helmet, hippo, hopscotch, helicopter, house*)

**Read 2: Prosody**

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.

**Read 3: Comprehension**

- For every question ask the children how they know the answer. Ask:
  - Why was Hop a sad duck? (*his socks were odd – one spotted and one plain*)
  - What do you think Hip said to Hop when he was sad? (e.g. *"Don't be sad, I can help."*)
  - How did Hip help Hop? (*he brought a sack of socks*)
  - Do you think Hop was happy by the end of the story? Why? (*yes, he had a pair of spotted socks – just like Hip*)

# The reading practice book: phase 5



## Before reading

### Practising phonics: Phase 5, Set 1

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandleL&Srevised](http://collins.co.uk/BigCatLittleWandleL&Srevised)

### Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words 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](http://www.littlewandlelettersandsounds.org.uk)

### Read the GPCs

/ai/ ay	/ee/ ea
/igh/ ie	/oo/ ue
/ow/ ou	/ur/ ir

### Read the words

twirled	day	found
blue	cried	

### Read the tricky words

the	into	put	my
he	said	one	have
me	do	like	little
of			

### Vocabulary

Ask the children to read these words. Check understanding.

seaweed	urchin
armpit	pouch

### Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

## Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

### Read 1: Decoding

- Look together at page 15. Ask the children to find the two words that contain the /ow/ sound (*found, brown*). Point out that the spellings are different. (*ou, ow*)
- Challenge the children to find some other words with the /ow/ sound spelled "ou" in the story. (e.g. *around, page 10; pouch, page 21*)

### Read 2: Prosody

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.
- Show the children how you take the part of narrator or Otter and demonstrate how you give life to the characters.

### Read 3: Comprehension

- Look together at pages 22 and 23. For every question ask the children how they know the answer. Ask:
  - What are these things?
  - What did Otter think they were?
- What problem does Otter have in this story? (*he loses his rock*)
- Which two creatures would hurt Otter if he put them in his pocket and why? (*the crab and the urchin, because they were sharp*)
- Which part of the story do you like best, and why?

# Filling out the reading journal

- When your child has read their reading practice book to you please fill out the reading journal.
- Please record every time your child reads to you (even if it is the same book) - the information will be checked by your child's class teacher and used to help your child to progress in reading.



**St Clement and St James CE Primary School**  
Reading Journal

Date of reading: 6/4/19	Found these words tricky:
Title of book: Chip and Bill get lost	come, they
Pages read: 1-6	Optional comment:
Happy to read: <input checked="" type="checkbox"/>	He found this particular book
Read 90% accurately: <input checked="" type="checkbox"/>	tricky.

Date of reading: 7/4/19	Found these words tricky:
Title of book: Chip and Bill get lost	
Pages read: 6-10	Optional comment:
Happy to read: <input checked="" type="checkbox"/>	We took it in turns to read a page. He
Read 90% accurately: <input checked="" type="checkbox"/>	He remembered 'come' and 'they' today.



# Supporting your child with phonics



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

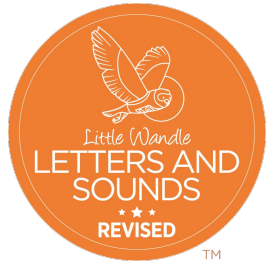


**Phase 2 sounds taught in  
Reception Autumn 2**



**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.



# A note on North Kensington Library

- North Kensington Library is a wonderful local resource.
- It is easy to set up a library card and then books can be borrowed for free.
- We take the children roughly once a month from Year Two upwards but there are lots of book choices for younger children too. Unfortunately, it is a bit too far away for us to take the smallest children at school.
- Research has found a link between library use and reading for pleasure; young people that use their public library are nearly twice as likely to be reading outside of class every day. Public library users are nearly twice as likely to say that they enjoy reading either very much or quite a lot.



# Useful Links



[Resources for parents](#)

[Everybody Read!](#)

[Books for Topics - Great for book recommendations](#)

[Reading at St Clement and St James and St Thomas' School](#)





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

Carl Sagan

