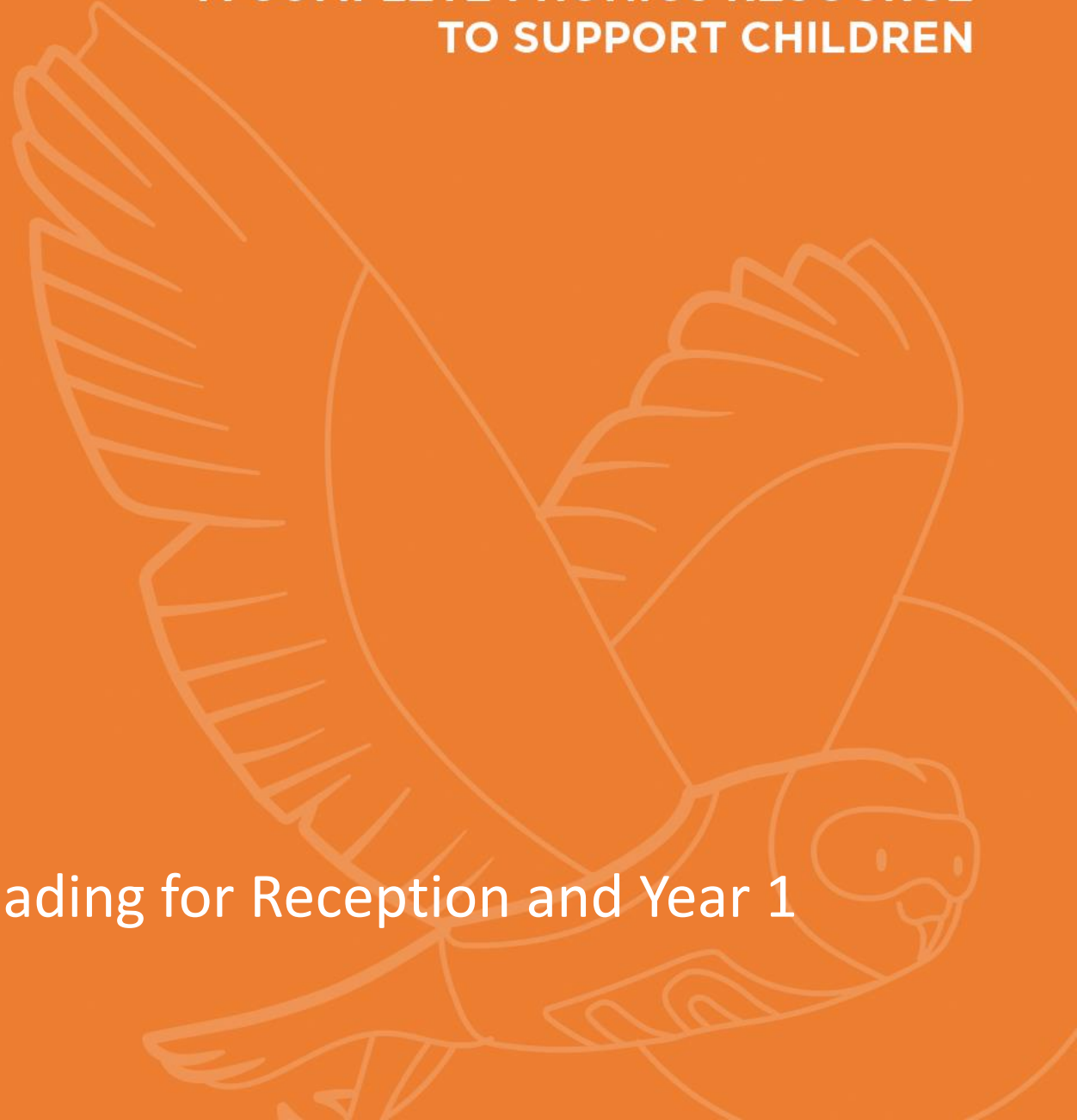




**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

**Teach reading:
change lives**

Parent workshop: Phonics and early reading for Reception and Year 1



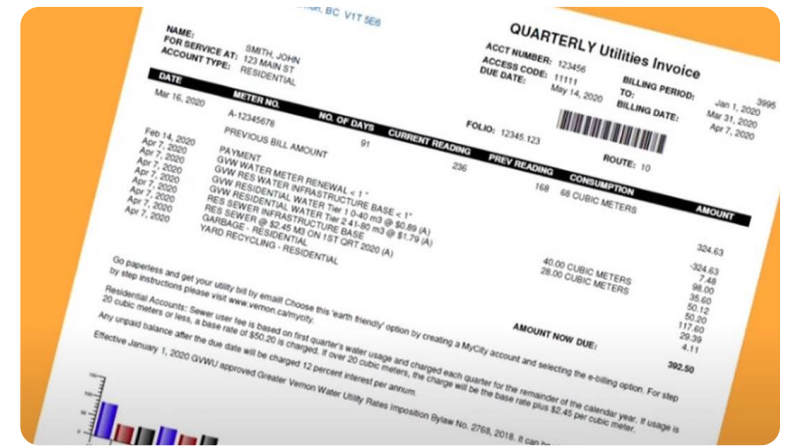


A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

What will we cover?

- What phonics is
- An explanation of phonic terms
- The letter sounds and their pronunciation
- How we teach phonics
- The Year 1 Phonics Screening Check
- The reading books
- How to make the most of your child's reading record
- How you can support your child at home
- How your child is being supported

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.**





A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

What is phonics?

- Phonics is an approach to teaching reading and writing skills.
- The ability to read and write well is an important skill for all children. This will pave the way for an enjoyable and successful school experience and future life.
- Phonics helps children to develop reading and spelling skills at an early stage, e.g. **cat** can be sounded out for reading and spelling.
- There are 44 phonemes in the English language.

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split-digraph

Blend

Segment

Schwa

Alien words

Tricky words

Sound buttons

Decoding

Prosody

Comprehension



Definitions:



Phoneme

Smallest unit of sound in speech

E.g: the word speech has 4
phonemes
S-p-ee-ch

Definitions:



Grapheme

A written representation of a phoneme. A phoneme may be represented by more than one letter in its written form

Definitions:



Digraph

Two letters representing one sound.

A consonant digraph contains 2 consonants, e.g.: **sh;**
ck; th; ll

A vowel digraph contains at least one vowel, e.g.: **ai;**
ee; ar; oy

Definitions:



Trigraph

Three letters representing one sound.

igh dge

Definitions:



Split-digraph

A digraph in which the two letters are not adjacent, i.e. have been split by a consonant – e.g. **ma**ke

There are six split digraphs in English spelling: 'a-e', 'e-e', 'i-e', 'o-e', 'u-e', 'y-e', as in *make, scene, like, bone, cube, type*.

Definitions:



Blend

Merging phonemes to build and pronounce a word.

Definitions:



Segment

Breaking down a word into its phonemes to sound it out and/ or write it down.

Definitions:



Schwa

The 'uh' sound sometimes added to a sound e.g. d-uh, b-uh, w-uh. When used incorrectly this can cause confusing when blending.

Often used for short vowel sounds but should not be over pronounced e.g a, e, u.

Definitions:



Alien words

Alien words, nonsense words or pseudo words are letter sequences that follow phonetic rules and are pronounceable but have no meaning. E.g. Yif, dax and flet.

Definitions:



Tricky words

Tricky words are usually words that early readers may struggle with. They may have unusual spellings or they may not follow the ordinary phonetic rules. E.g. the, people and could.

Definitions:



Sound buttons

Sound buttons are small dots or lines that can appear under words to help children identify the sounds in words to support their reading.



Segmenting Activity



- Using 'sound buttons' can you identify how many phonemes are in each word.

- chair
- laptop
- sings
- parking

- chair = ch – air = 2 phonemes
● ●
- laptop = l – a – p – t – o – p = 6 phonemes
● ● ● ● ● ●
- sings = s – i – ng – s = 4 phonemes
● ● ● ●
- parking = p – ar – k – i – ng = 5 phonemes
● ● ● ● ●

Definitions:



Decoding

Decoding is the process of segmenting and blending words to read.

Definitions:



Prosody

Prosody is the ability to read with speed, accuracy, fluency and with expression.

Definitions:



Comprehension

Comprehension is the ability to understand what has been read.



Letter sounds and their pronunciations

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

It is very important to pronounce sounds correctly as this supports blending.



How do we teach phonics?

- We use the Little Wandle Letters and Sounds Revised scheme.
- Children in Reception and Year 1 have a phonics lesson every day. Monday-Thursday the children are taught a new sound and on Fridays they are given the opportunity to review the weeks learning.
- Each phonics lesson has a clear aim and structure:
 - -**Revisit and review**- we recap sounds or words that have been taught previously
 - -**Teach**- A new sound, words including the sound and a new tricky word are taught
 - -**Practise**- the children practice the new sound and words by reading and writing them
 - -**Apply**- the children will apply their new learning by reading or writing the words individually and in sentences

Teaching order










The sounds are taught in a specific order. This starts in reception and the children build on their learning through their time in reception and Year 1.








Teaching order









Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and let the s hiss out sssss ssssss	Under the snake's chin, slide down and round its tail.
a a	 astronaut	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 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 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
i i	 iguana	Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n	 nail	Open your lips a bit, put your tongue behind your teeth and make the n sound nnnn	Down the stick, up and over the nail.
m m	 mouse	Put your lips together and make the m sound mmmm	Down, up and over the mouse's ears, then add a flick on the nose.













Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound ddd	Round the duck's body, up to its head and down to its feet.
g g	 goat	Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the g sound ggg	Round the goat's face, up to his ear, down and curl under his chin.
o o	 octopus	Make your mouth into round shape and say ooo	All around the octopus.
c c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
k k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
ck ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. Catchphrase: Rock that sock!
e e	 elephant	Open your mouth wide and say eee	Around the elephant's eye and down its trunk.













Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
u u	 umbrella	Open your mouth wide and say uuu	Down and around the umbrella, stop at the top and down to the bottom and flick.
r r	 rainbow	Show me your teeth to make a r rrr sound rrrr	From the cloud to the ground, up the arch and over the rainbow.
h h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter.
b b	 bear	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
f f	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound fff	Down the flamingo's neck, all the way to its foot, then across its wings.
l l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll	All the way down the lollipop.

Teaching order

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j 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 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
 w 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 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.
 y y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
 z z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.

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	 pink panda	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.

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 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 CCCVC * 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

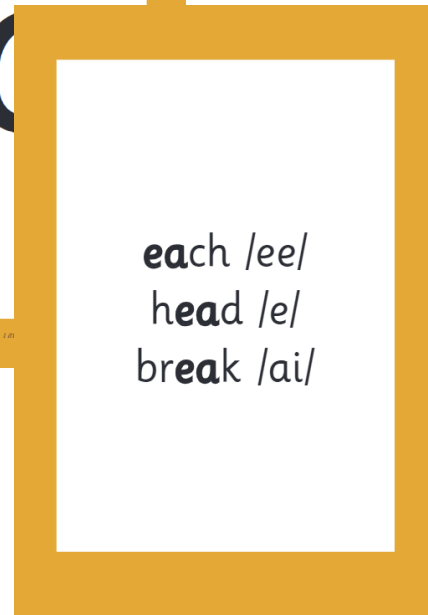
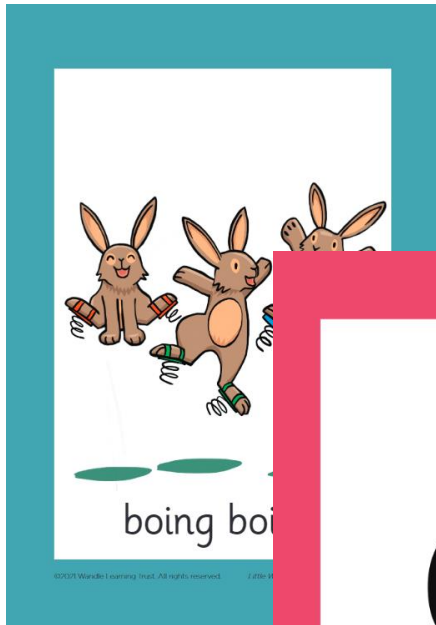
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ur 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/ ie time /oa/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /or/ ow 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 /ea/ ew 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/
h**e**ad /e/
br**e**ak /ai/

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

How do we teach spelling?



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





The Year 1 Phonics screening check

What is the Year 1 Phonics screening check



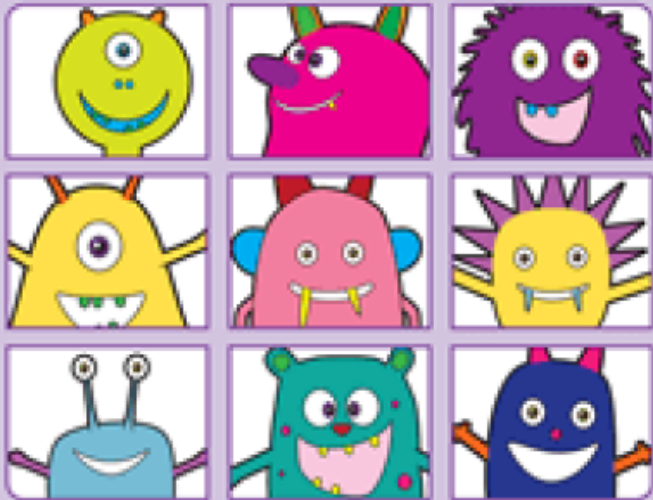
The Year 1 Phonics screening check is a national assessment in England. It is carried out in school by a familiar adult.

2019 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



How does the check work?

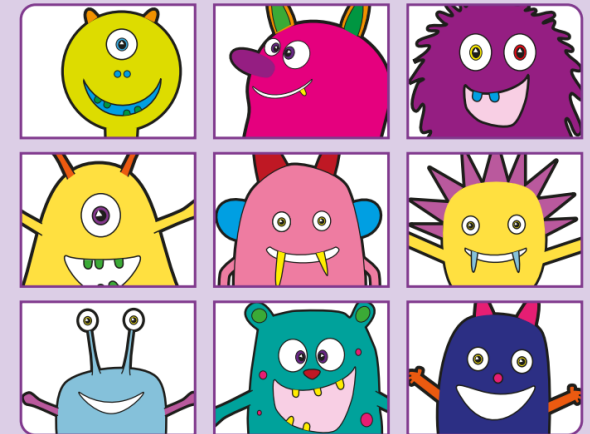
- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.
- **Week commencing 8th June 2026**

2023 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



'Alien words' recap



- The check will contain 20 'alien words'.
- The children will be familiar with alien words and will start to read them this term.
- Alien words assess children's decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- The Phonics Screening Check will be administered in June.



Reading at home



A love of reading is the
biggest indicator of future
academic 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 number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Why does reading together every day matter?



The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



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

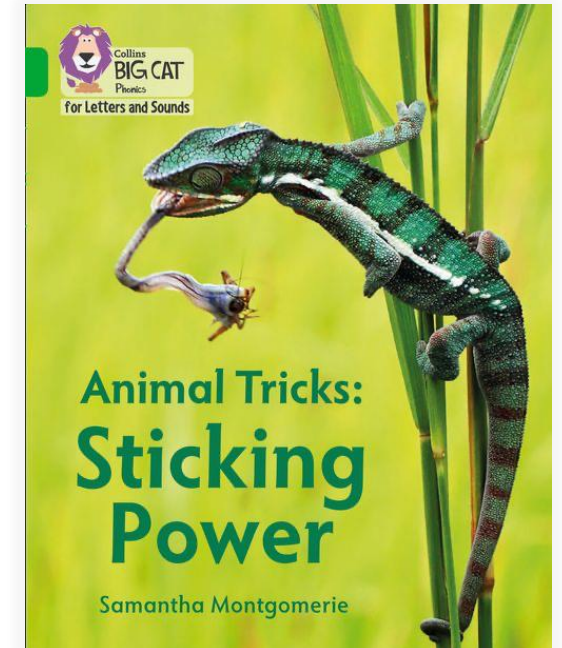
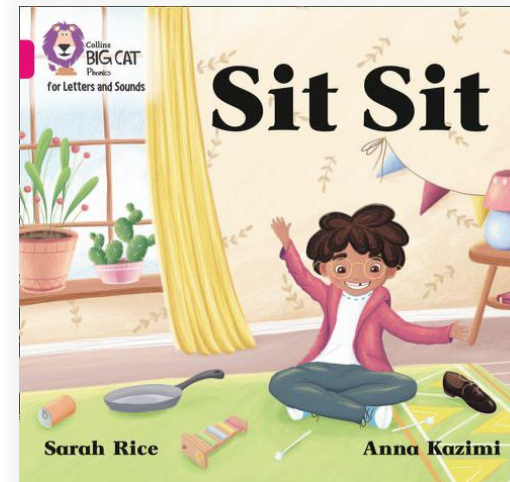
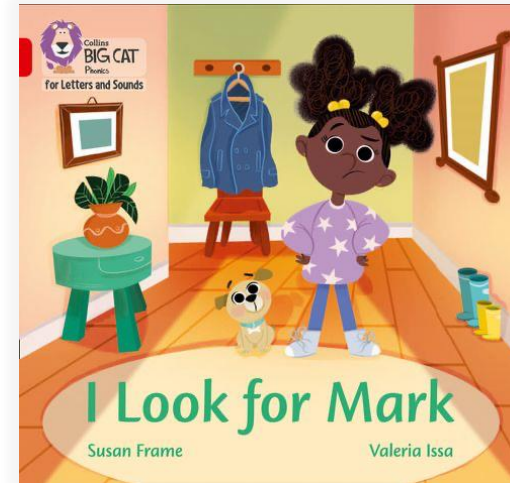
sat man hug red peck



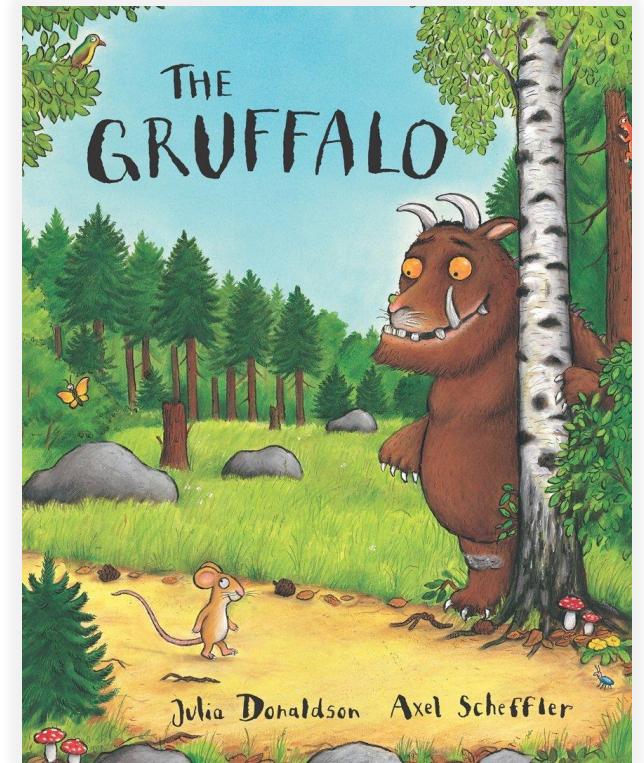
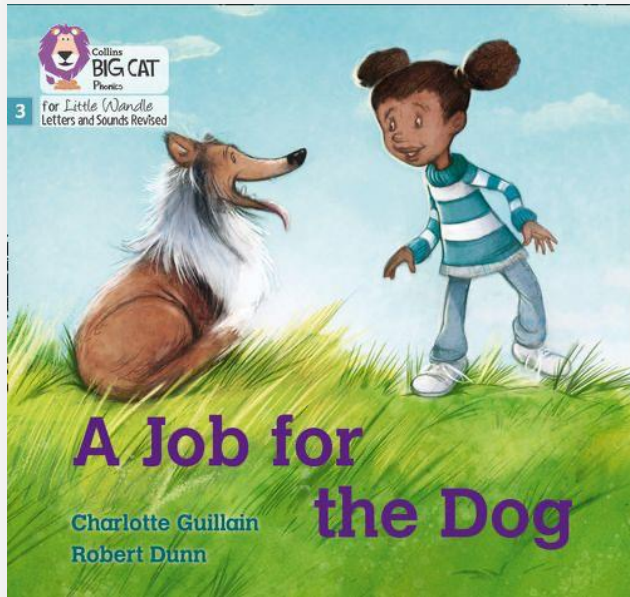
How do we practise reading in books?

Reading practice sessions are:

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

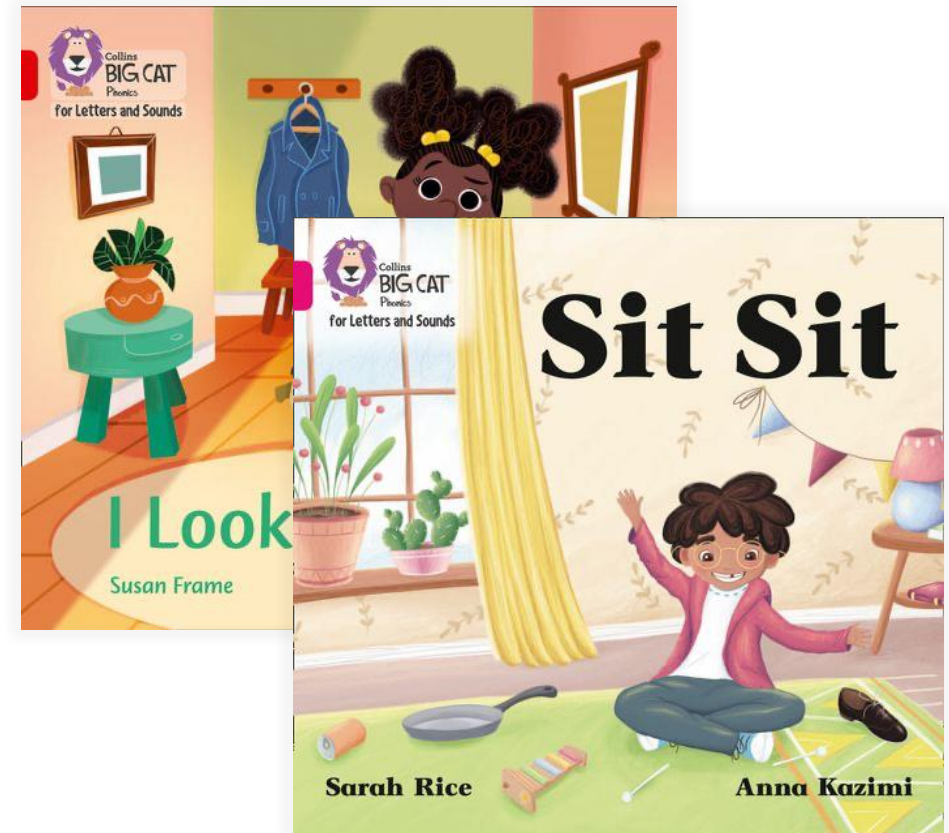


Books going home



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.



Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



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



**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

