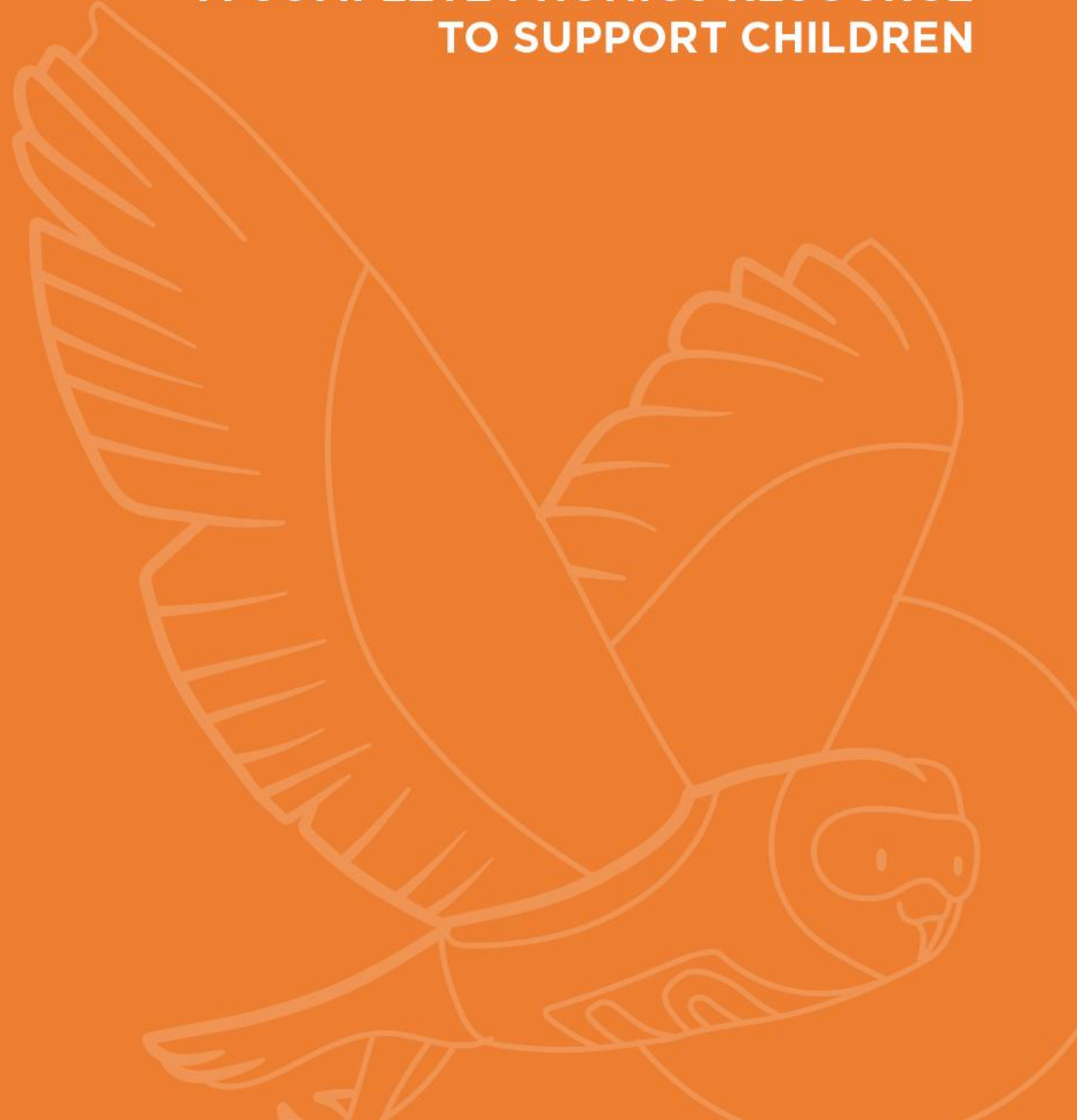




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

**Teach reading:
change lives**



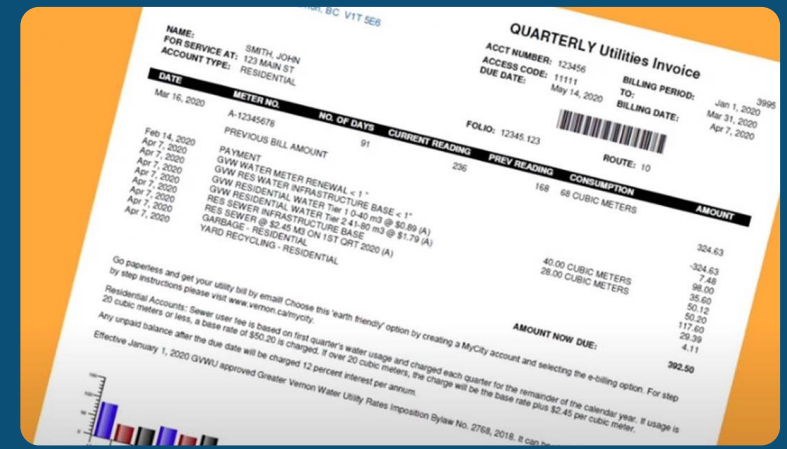


**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



How many times have you already read today?





Phonics

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

Adjacent consonant

Split digraph

The 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 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 <ul style="list-style-type: none"> 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 <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 CCVCC CCCVC CCCVCC 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 /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
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oa ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

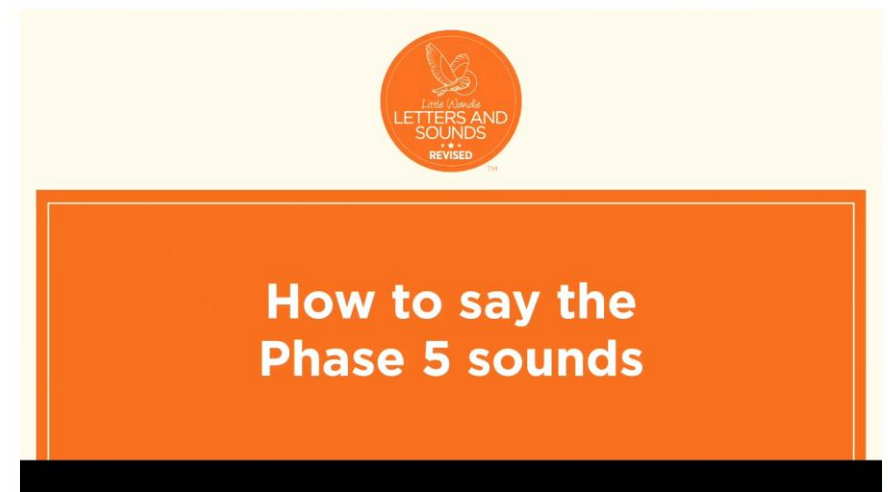


What your child is learning

Your child is learning Phase 5:

- new graphemes for the Phase 2 and 3 sounds
- 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

Supporting your child with phonics



Videos



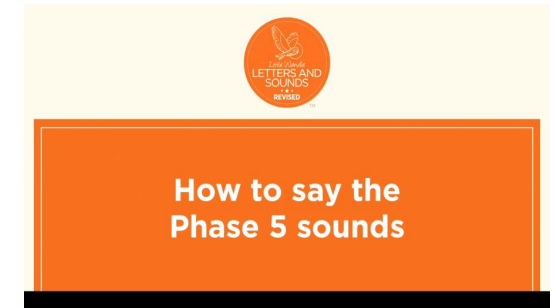
**Phase 2 sounds taught in
Reception Autumn 1**



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

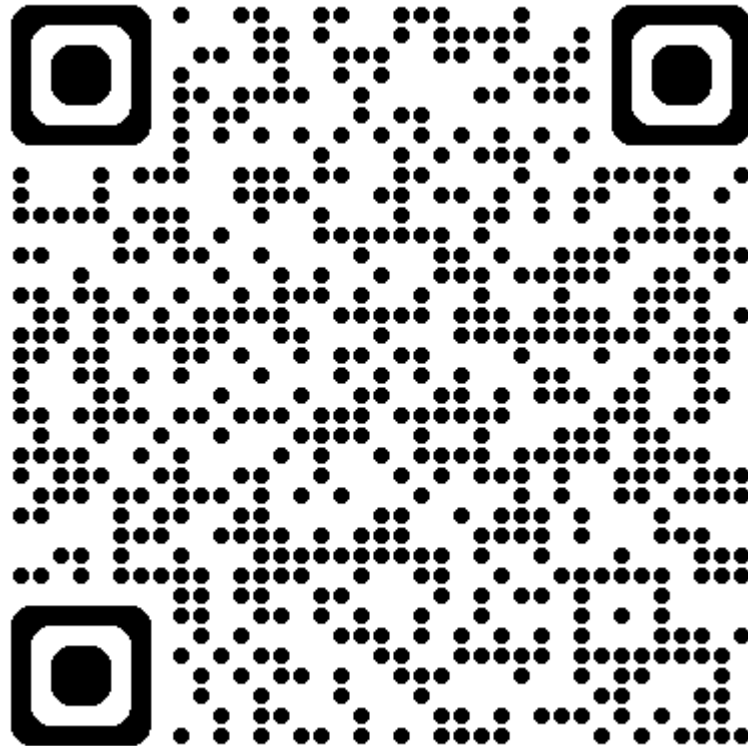


**Phase 3 sounds taught in
Reception Spring 1**



How to say Phase 5 sounds

QR code to access parents' information



Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence
- start to distinguish between different phonemes/graphemes







In the summer term your child will take part in the Phonics Screening Check

What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge, administered by the teacher
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

Section 1

sut	
yad	
dop	
uct	

Section 1

shop
yell
peel
check

'Alien words'

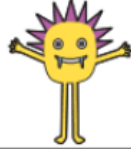





- The check will contain 20 'alien words'
- The children will be familiar with alien words and will start to practise reading them in the spring term
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode

Phonics Screening Check

- We will practise reading alien words during the spring term once we have learnt more of Phase 5
- We will let you know when we have introduced the concept of alien words and start to add alien words to our Learning Letter so that you may practise reading them at home with your child

Section 1

sut	
yad	
dop	
uct	

Section 1

shop
yell
peel
check



Teaching spelling

Reading longer words

- During Phase 3, your child was taught how to read longer words
- We do this using a method called chunking 'chunk it up'
- The children still need practise using this method throughout Year 1 and 2

Reception
Teach and practise
Phases 3 and 4:
Reading longer words

How do we teach spelling?



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



Tricky words

- These words have unusual spellings e.g. he, the, was
- They are taught in a systematic way
- We have recapped the tricky words learnt in Reception and are now learning the Y1 tricky words



Reading tricky words





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...

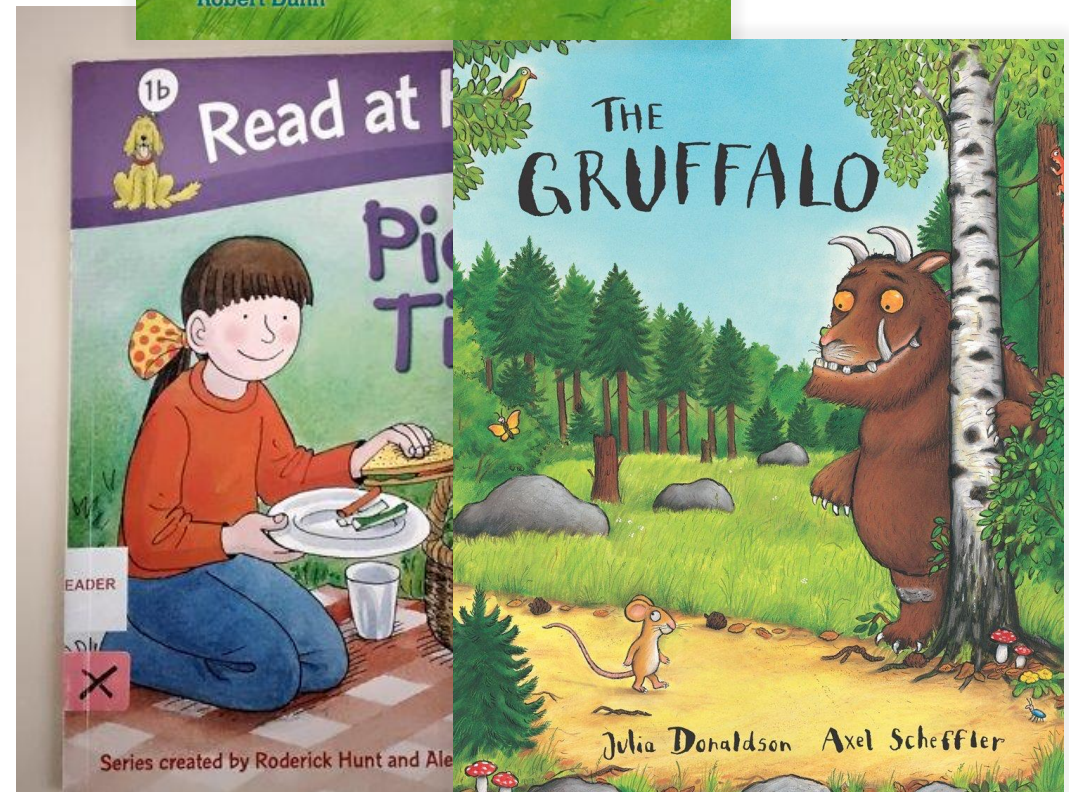
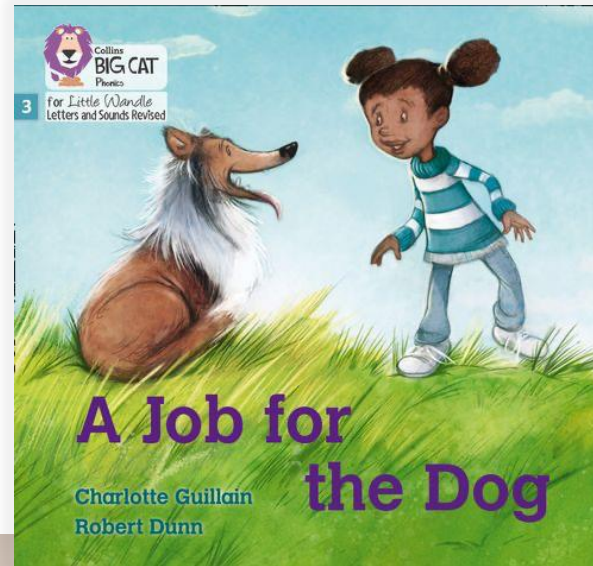
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills

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



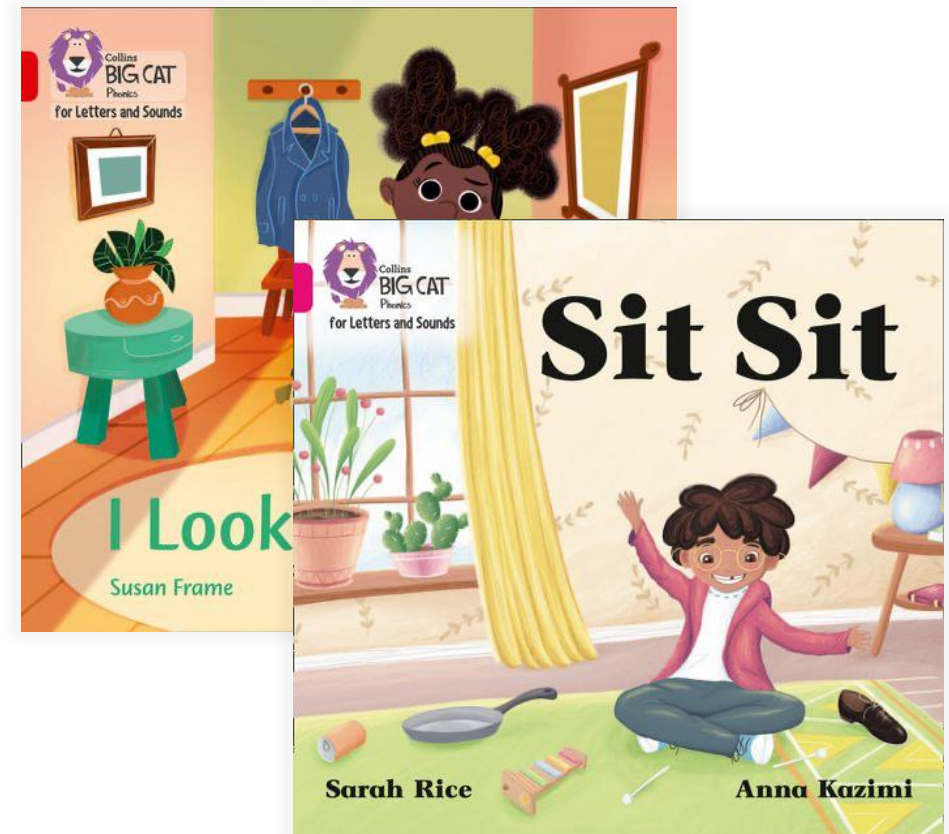
Books going home

- A decodable book
- A non-decodable book (your child may like to change this throughout the week)
- A library book



Listening to your child read their phonics book

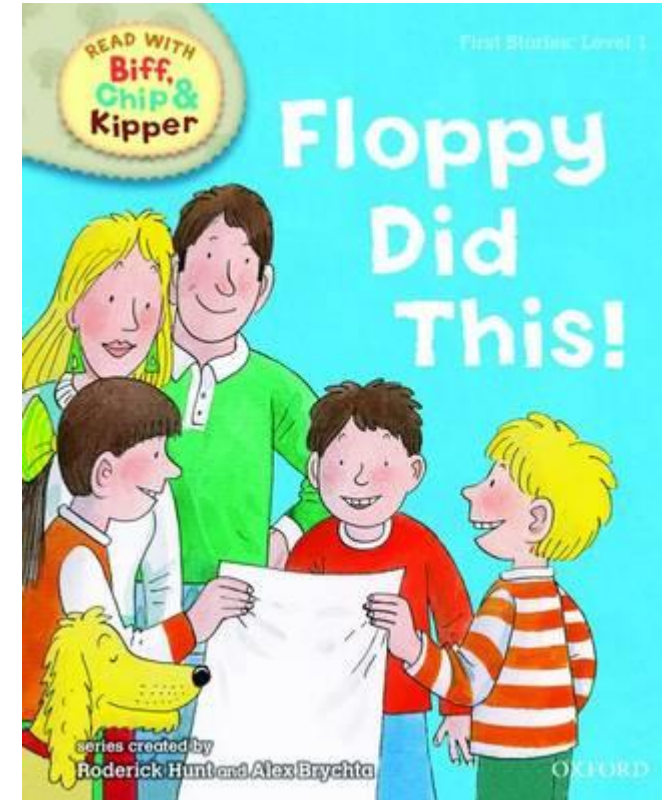
- Your child should be able to read their book without your help
- They may need to decode and blend aloud
- If they can't read a word read it to them
- Talk about the book and celebrate their success



Listening to your child read their non-decodable book



- Your child may need more support to read their book
- They may need to decode and blend aloud if appropriate
- If they can't read a word read it to them



Tips for reading at home

- Please write a short comment in your child's Reading Record
- Build reading into your routine
- Have fun with reading, keep reading sessions short
- Let your child see you as a reader, talk to them about books you have enjoyed



Read to your child



The library book is for you to read, either together or, to your child:

- 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



Does it matter how we read with our children?

Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



What if they always want to read the same book?

Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!





**Children are made readers
on the laps of their parents.**

— Emilie Buchwald

