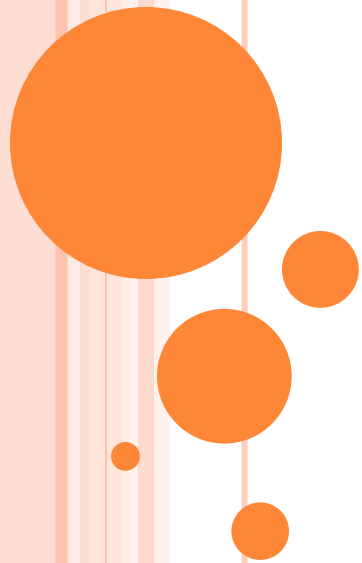
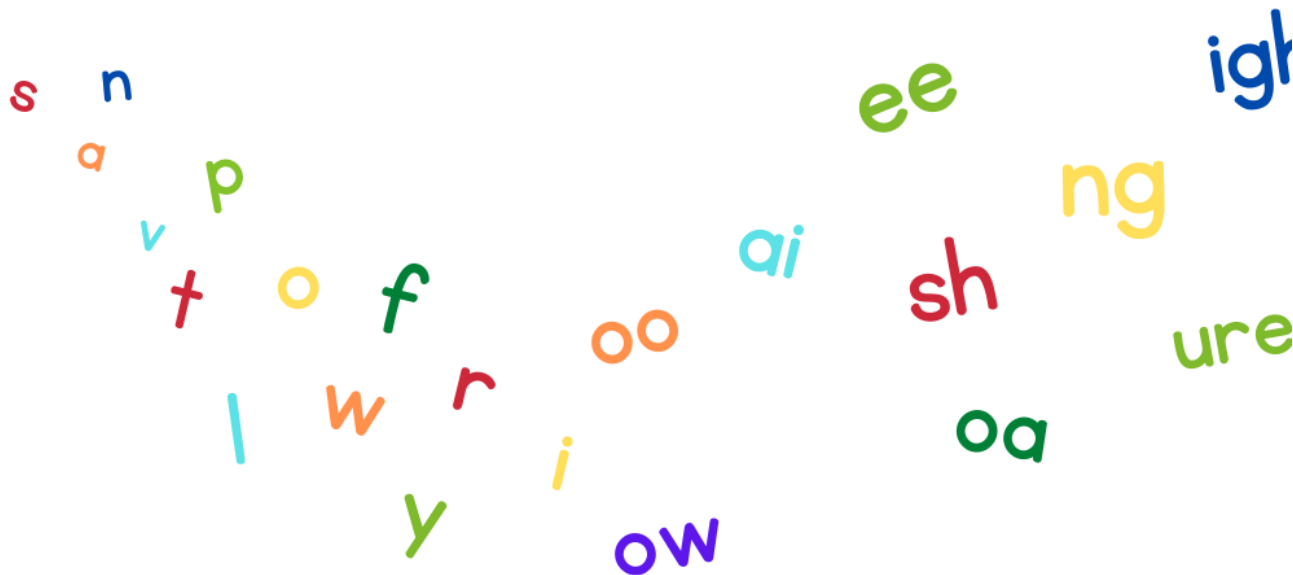


PHONICS
AND
EARLY
READING



PHONICS- WHAT IS IT?

- Phonics is a method of learning to read.
- Children develop the ability to recognise what sound a letter, or group of letters make.
- Phonics works by breaking each word up into it's individual sounds before blending those sounds back together to make the word.



LITTLE WANDLE

- We use a systematic synthetic phonics programme called Little Wandle.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.
- Children have phonics daily, which lasts approximately 20 minutes.



TERMINOLOGY- RECEPTION & YEAR 1

Phoneme

The smallest unit of sound that can be identified in words. Also known simply as a 'sound'

Grapheme

A letter or group of letters used to represent a particular phoneme when writing.

Digraph

A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'

Trigraph

A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'

Segment

To identify each of the individual phonemes in a word.

Blend

To combine individual phonemes into a whole word.



TERMINOLOGY- YEAR 1

Adjacent
consonant

Two or more consonants that come together in a word without any vowels e.g. 'd-r' in 'drop'

Split digraph

A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a_e' in 'take').



RECEPTION- PHASE 2

- In Autumn children learn phase 2.
- We usually teach four new sounds a week and have a review lesson on a Friday.
- Children are taught to segment and blend words using these phonemes.

This is how they are pronounced...

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

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k 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				

PHASE 2- SEGMENTING AND BLENDED

- During Phase 2 there is teacher-led blending. This is where we teach children to read. It is very directed, repetitive and heavily modelled.
- Some children learn to blend really quickly, and others take a little longer- that's ok!






This is how it can be taught...

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



RECEPTION- PHASE 3

- In Spring children learn phase 3.
- We usually teach four new sounds a week and have a review lesson on a Friday.
- Children are taught to segment and blend words using these sounds. These are digraphs and trigraphs.
- Children are taught to read longer words (chuncking up)

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

This is how they are pronounced...

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



PHASE 3- SEGMENTING AND BLENDED

- During Phase 3 most children can now start to blend independently.
- Children are taught to spot the digraphs/trigraphs in words first.
- Children are taught to read longer words with a method called 'chunking'. This is where you break down the word so it is easier to read.



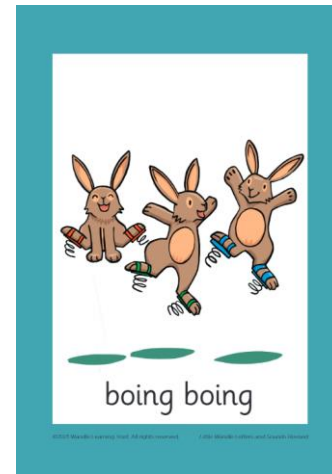
wow owl

ow



zoom to the moon

oo



boing boing



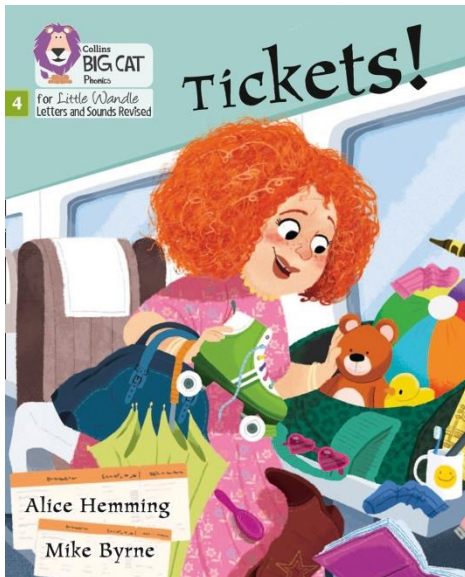
march in the dark

ar



RECEPTION- PHASE 4

- Children will continue reviewing Phase 2 & 3 phonemes to secure their knowledge.
- Children will learn to read words containing adjacent consonants (words with two or more consonants next to each other).
- These include two adjacent consonants e.g. drip, jump, or three adjacent consonants e.g. strap, strong.



ai

sh sh

































YEAR 1- PHASE 5

- In the Autumn term, children begin with a review of Phases 3 and 4.
- Phase 5 covers the last remaining graphemes of the Little Wandle progression and alternative pronunciations and spellings of graphemes learned.

This is how they are pronounced...

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

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g 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	 e ea	 i y	 o a	 u o-e ou

 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	 oo 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	



TRICKY WORDS

- These are words that have an unusual spelling and can not be sounded out.
- These words are taught in a systematic order to follow the progression of the Little Wandle programme.
- It is important for children to regularly practice tricky words so they are able to read them automatically. This will help with their reading fluency.

This is how tricky words are taught...

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

is	her	me	pure	here
I	go	be	said	little
the	no	was	so	says
put	to	you	have	there
pull	into	they	like	when
full	she	my	some	what
as	push	by	come	one
and	he	all	love	out
has	of	are	do	today
his	we	sure	were	



RECEPTION-SPELLING

Phase 2







- Children will learn how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters.

Phase 3/4

- Children will continue spelling words of growing complexity, using the graphemes they have been taught.
- They will practise writing a dictated sentence.

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 sssss sssss	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, push them open and say p p p	Down the penguin's back, up and around its head.











YEAR 1-SPELLING

Phase 5

- Children will continue spelling words of growing complexity, using the graphemes they have been taught.
- They will practise writing a dictated sentence.
- Children will have additional handwriting lessons throughout the week.

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 sssss sssss	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, push them open and say p p p	Down the penguin's back, up and around its head.



SPELLING

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



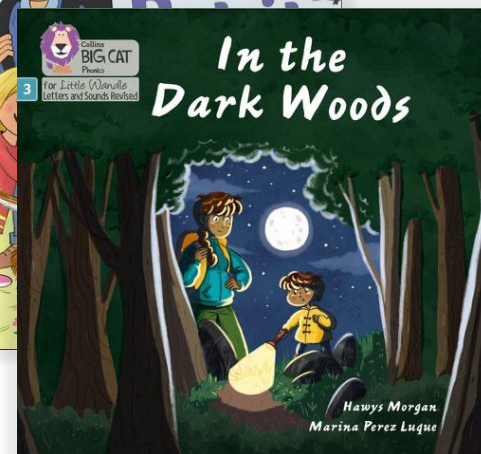
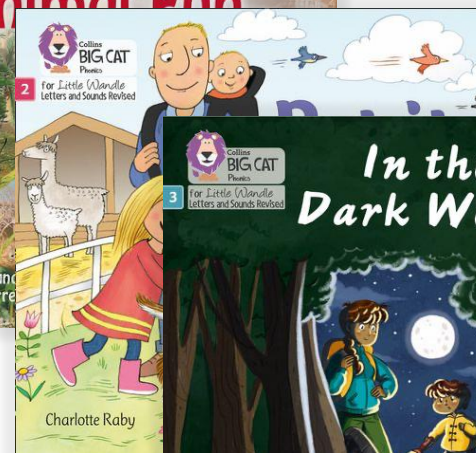
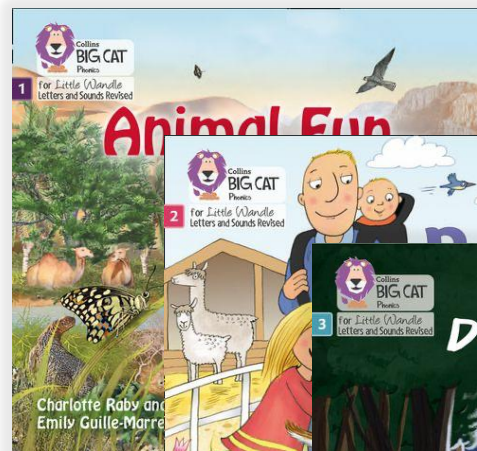
READING IN SCHOOL

- Every six weeks we assess the children.
- This allows teachers to see the children's progress and to identify those who made need additional support.
- From this information we are able to match their phonic knowledge to the correct Little Wandle book level.

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

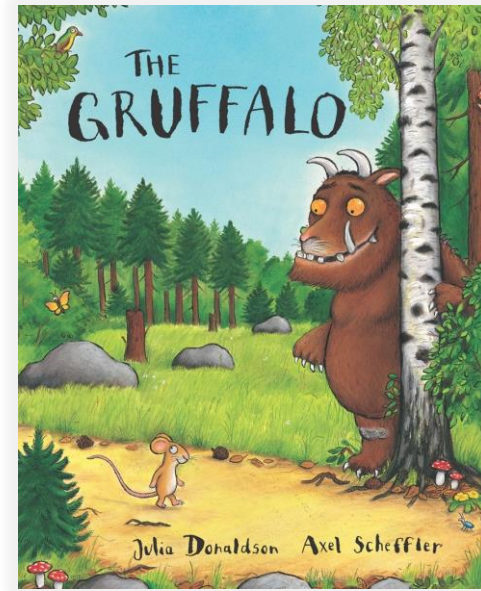
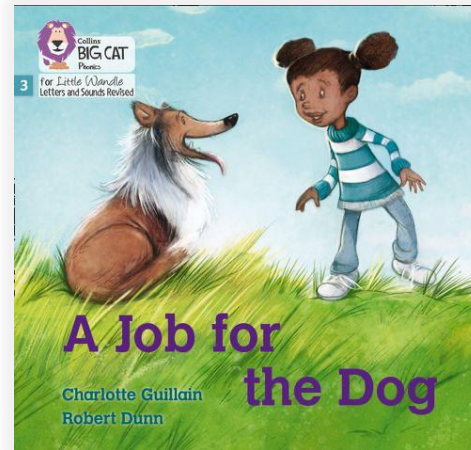


READING IN SCHOOL

- Children will read their Little Wandle book three times in a week with an adult.
- Each session has a different focus:
 - *Read 1*- Decoding: sounding out the words
 - *Read 2*- Prosody: reading with expression
 - *Read 3*- Comprehension: understanding what has been read
- Books are read three times to develop fluency. The more children see words the more they begin to read them automatically without having to sound them out.

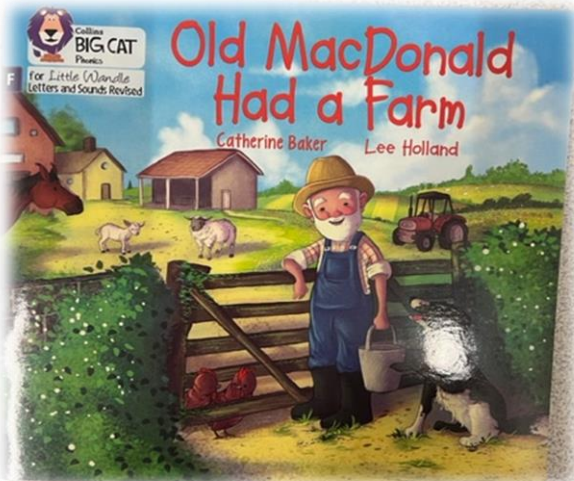


BOOKS FOR HOME



LITTLE WANDLE-WORDLESS BOOK

- Wordless picture books are told entirely through their illustrations as they are books without words, or sometimes just a few words.
- Sharing wordless books with a child provides an opportunity for literacy-rich conversations. It also helps children to develop their imagination and creates the opportunity to tell their own story using their own words.
- Help develop their phonic awareness by asking to spot something in the book with the initial sound. For example 'd' for 'dog'.



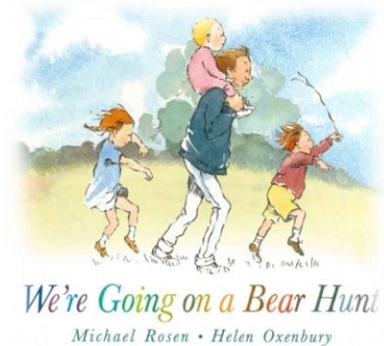
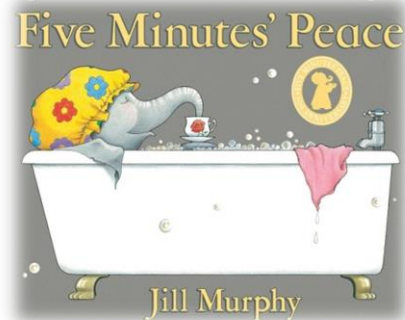
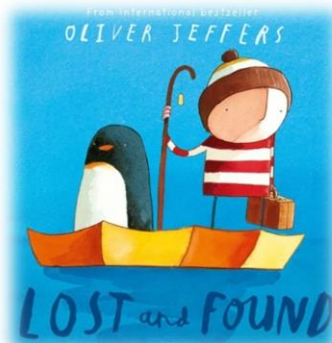
LITTLE WANDLE-DECODABLE BOOK

- Decodable books have been matched to their phonic knowledge and can be read by decoding.
- Before reading the book, take a look at the inside page and read through it. These are all the words and tricky words that appear in the book.
- Encourage children to use their finger to point to each sound before blending the word.
- Be patient; give lots of encouragement and praise.



READING FOR PLEASURE BOOK

- A reading for pleasure book has been chosen by your children from the book corner.
- This is a book for you to read to them.
- It is so important to find time to enjoy reading stories together to help foster a love of reading.
- Talk about books that you and your child share together, spend time asking questions, talking about new words that appear in books and ask them for their opinion.
- To encourage a love of reading, it is important that you are a model reader by showing your love of reading.



PHONICS SHEET & SPELLING

- Once a week, children in Reception and Year 1 will receive a phonics work sheet that corresponds to the learning that has taken place at school.
- This does not need to be brought back. It is just for your use at home as an addition to reading.
- Once a week, children in Year 1 will receive a spellings sheet, which they will review on a Thursday in school.

Little Wandle-
EYFS Phonics Home Learning



Spring 1: Phase 3 Week 3

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school:



Sentences we will be focusing on this week:

Join me in the park.
We curl and turn in the surf.

Spellings we will be focusing on this week:

hurt down join hear into

We will be practising tricky words. Can you spot the tricky part of the word?

was you they into my by all

Little Wandle-
Year 1 Phonics Home Learning



Autumn 2: Phase 5 Week 4

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school:



Reading and spelling words we will be focusing on this week:

these	stew	shield	draw
even	chew	brownie	straw
athlete	blew	bodies	crawl

Sentences we will be focusing on this week:

I like to munch and chew brownies.
The parrot squawks and uses its claw to draw.
These athletes will win the games.

We will be practising tricky words. Can you spot the tricky part of the word?

could would should our house mouse
water want

Year 1- Weekly Spelling List

Autumn 1: Week 4

Phonetic Words

oil

join

coin

point

soil

Tricky Words/ Common Exception Words

he

she

we

no

me



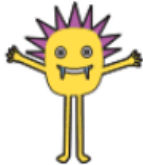





**YEAR 1
PHONICS
SCREENING
CHECK**

WHAT IS IT?

- It is a quick check of your child's phonics knowledge and your child's decoding skills.
- Your child will be asked to read 40 words - 20 are real words, 20 are known as 'alien words' (made-up words).

Section 1

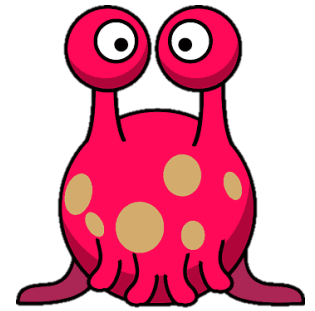
sut	
yad	
dop	
uct	

Section 1

shop
yell
peel
check



ALIEN WORDS

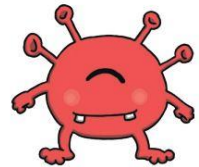


- Children cannot read alien words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- We introduce alien words in phonics lessons. Therefore, children are familiar with alien words for the check.

geck



quemp



tord

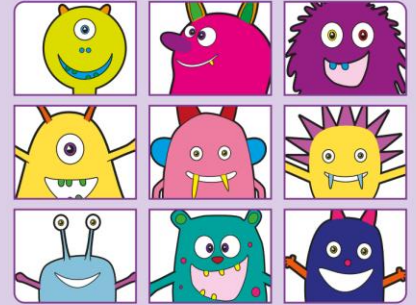


THE CHECK ITSELF

- The check will happen in June.
- It will be carried out by myself and will be done in a relaxed and calm environment.
- The check should only take a few minutes to complete, but there is no time limit.
- If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.

Phonics screening check

Pupils' materials



HOW TO SUPPORT AT HOME

- Little Wandle have created a useful page for parents and carers, which you can access at home.
- You can find it by searching on Google and it is printed on the homework sheets.

Here is the link:

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

The screenshot shows the 'Support for phonics' section of the Little Wandle website. It features a navigation bar with links for 'Support for phonics', 'How we teach', 'Books coming home', 'Nursery rhymes - videos', and 'Nursery rhymes - downloads'. Below the navigation bar is a 'Videos' section with four video thumbnails:

- Phase 2 sounds taught in Reception Autumn 1**: A video showing a child with the sound 'd'.
- Phase 2 sounds taught in Reception Autumn 2**: A video showing a child with the sound 'th'.
- Phase 3 sounds taught in Reception Spring 1**: A video showing a child with the sound 'oo'.
- How to say Phase 5 sounds**: A video showing a woman speaking.

Below the videos is a 'Reception Autumn 1 sounds' section. It includes a 'Download' button and a 'Preview' button. The preview shows a grid of sounds (s, a, t, p, i, n, m) with corresponding illustrations. A 'Need help?' chat bubble is visible in the bottom right corner.



THANK YOU!

