



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Phonics and Early Reading Parent Workshop

Jessica Roe





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 Phonics, 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.



Learning a new sound

Children are taught 4 new sounds a week. They then have a recap of all sounds taught on a Friday. This involves playing a range of games.

A lesson looks like this:

- Recap previous sounds
- Teach a new sound
- Practice the new sound
- Apply the new sound (writing)

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	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
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*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.

Blending to read words



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Segment

Blend

Teaching order

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
 	 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.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 	 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.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 	 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.
 	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 		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.



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

Tricky words



Spelling



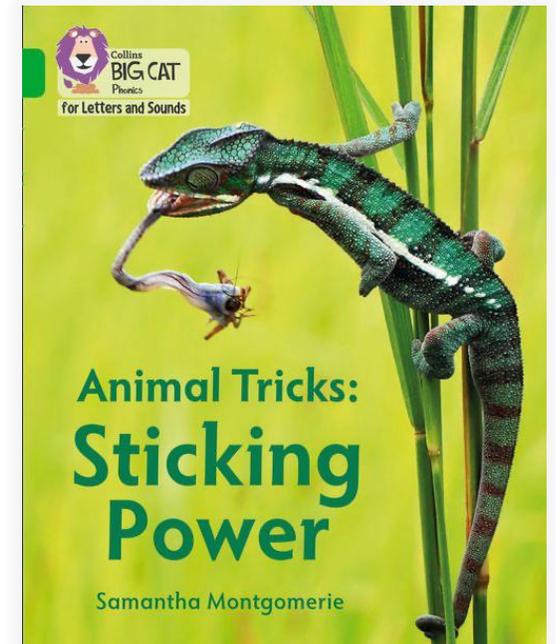
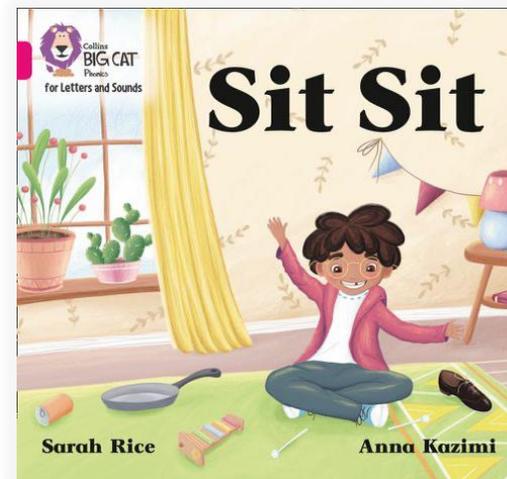
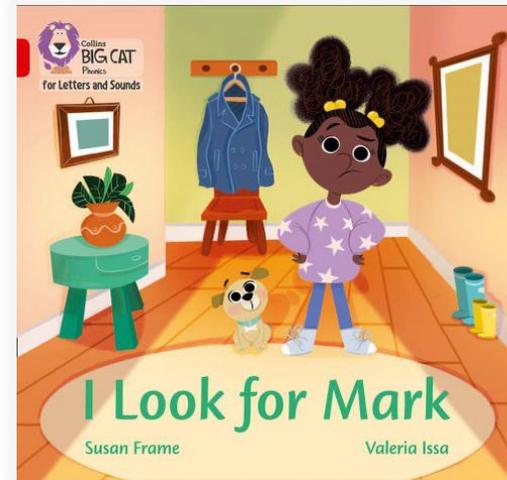
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



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 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



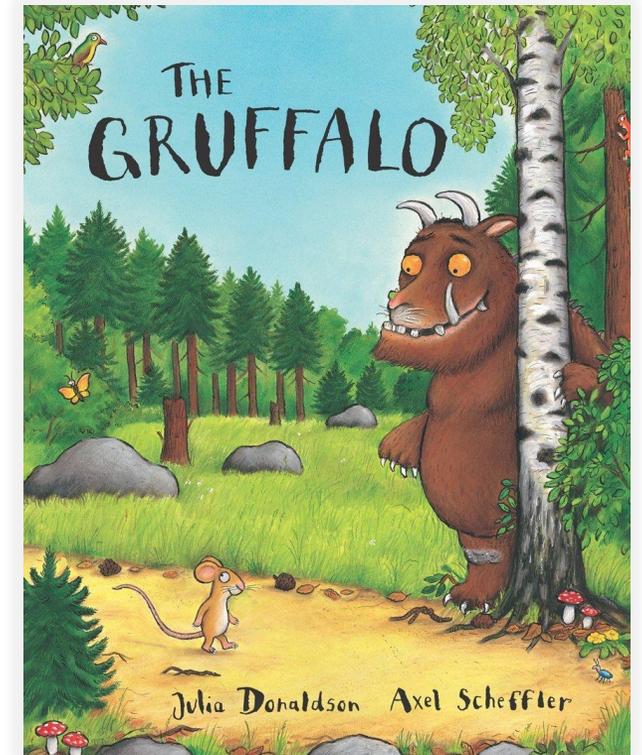
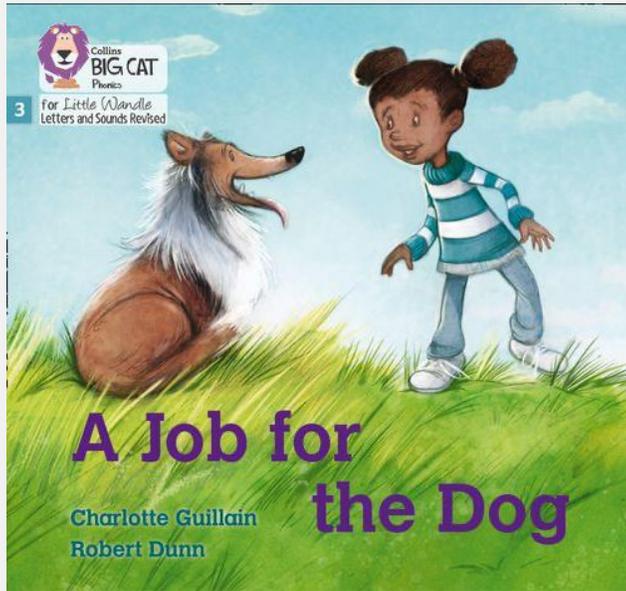
Reading a book and chatting had a positive impact a year later on children's ability to...

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



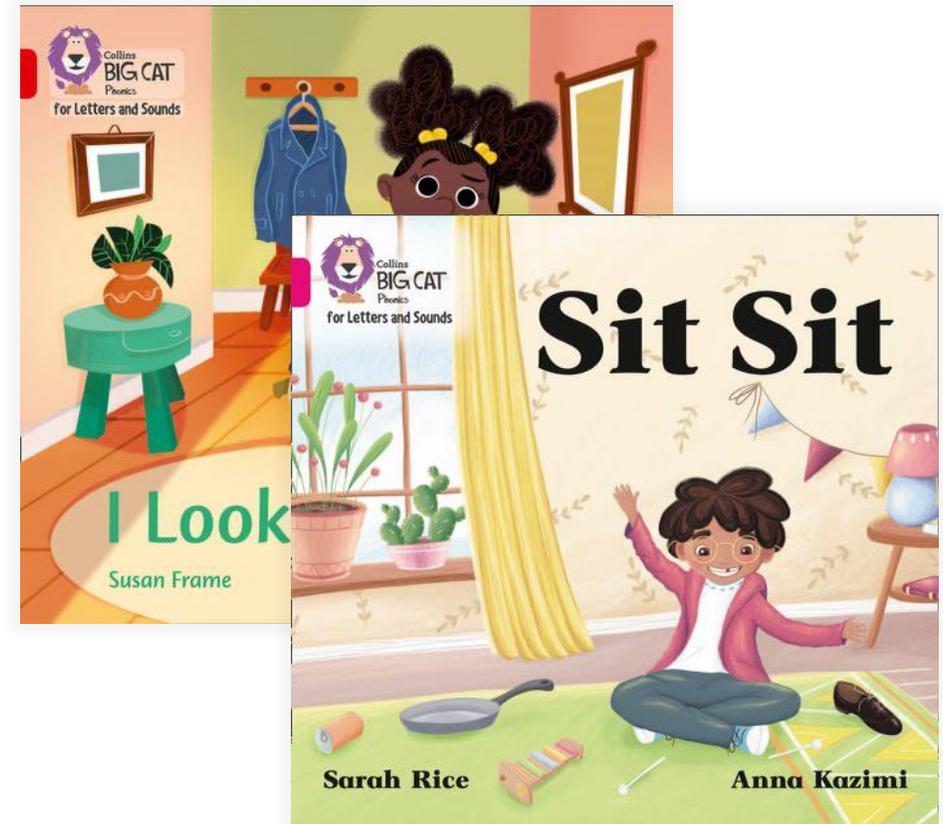
Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Books going home



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.



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.





Any Questions?

