



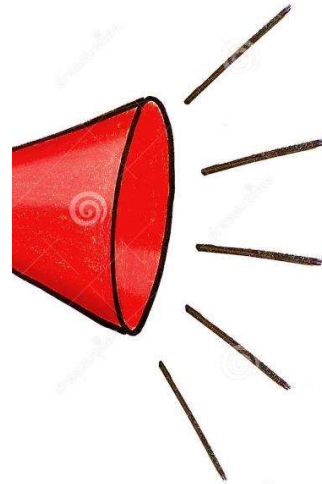
**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

**Teach reading:  
change lives**

**Parent workshop: Phonics and early reading**



# Phonics in the nursery



Children in the nursery are not taught phonic sounds in the same way as they are taught in reception.

Listening games are key to helping children identify an environmental sound, a spoken word, or the sounds that make up a word.

Only if children are ready will Laura and Michelle introduce children to some letters and phonic sounds in the summer term.



**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?

*Just think about how many times you have already read things today. It really is a vital skill.*

A photograph of a 'QUARTERLY Utilities Invoice' from Greater Vancouver Water Utility. The invoice includes account information, a table of charges, and a total amount due.

DATE	METER NO.	NO. OF DAYS	CURRENT READING	PREV READING	CONSUMPTION	AMOUNT
Mar 16, 2020	A12345678	91	206	146	60 CUBIC METERS	324.63
Apr 7, 2020					40.00 CUBIC METERS	-324.63
Apr 7, 2020					20.00 CUBIC METERS	7.48
Apr 7, 2020					20.00 CUBIC METERS	96.00
Apr 7, 2020					20.00 CUBIC METERS	55.60
Apr 7, 2020					20.00 CUBIC METERS	50.20
Apr 7, 2020					20.00 CUBIC METERS	117.60
Apr 7, 2020					20.00 CUBIC METERS	29.39
Apr 7, 2020					20.00 CUBIC METERS	4.11



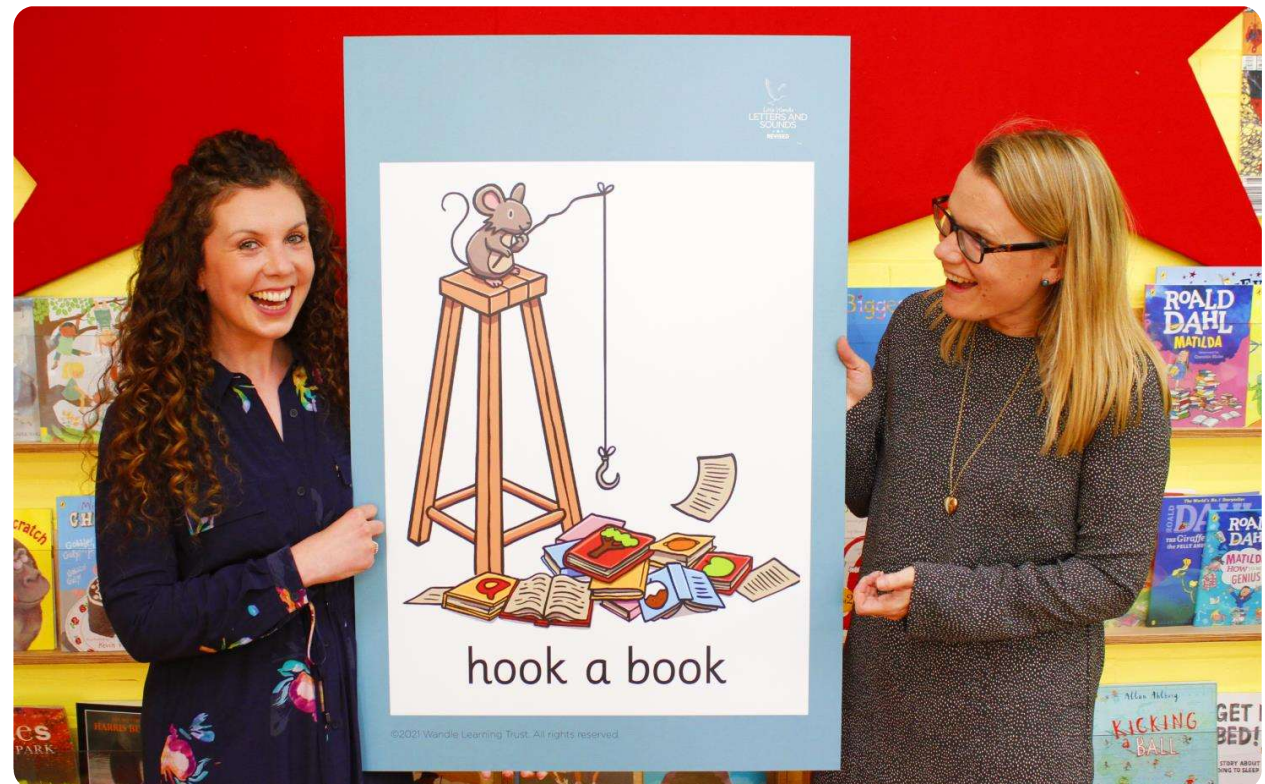
# Phonics



# 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.



*It sounds complicated but it really isn't!*



**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

See video link below.



<https://youtu.be/IL5YUCPyC5I>

*Some children learn to blend really quickly, and others take a little longer. If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful!*



# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Segment**

**Blend**

**Split vowel digraph**

## Phoneme



The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme'.

You can hear the phonemes when I sound out...



Think of hearing someone's voice on the phone.



## Grapheme



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

This time I can write the word **cat** using graphemes.



Think of 'graph' in 'graphite' pencil. You write with a pencil.



## Digraph



A grapheme using two letters to represent one phoneme (sound).

With children, we frequently reinforce it with the mantra 'two letters, one sound'. You can see the digraphs here in red and green.

shell



coat



chain



## Trigraph



Writing three letters to represent one phoneme (sound).  
With children, we frequently reinforce it with the mantra  
'three letters, one sound'.

dear



night



pair





## Segment



To identify each of the individual phonemes (sounds) in a word.

sh-e-ll

b-r-igh-t

b-u-s

## Blend

To combine individual phonemes into a whole word, working all the way through from left to right.



Practice in oral blending is very helpful, both before and during the process of learning to read.

It is important to understand that blending sounds into a word is not simply a matter of saying them more quickly, nor of mixing them together like paint.

Phonemes need to be joined into one continuous stream of sound to make a spoken word.

# Blend



sh-e-ll

shell

b-r-igh-t

bright

b-u-s

bus

## Split vowel digraph



A digraph representing a vowel sound where its two letters are split by an intervening consonant. For example,

take

Despite having a consonant in between them, the two letters involved (here 'a' and 'e') still count as one digraph, making one sound.

At early learning stages, a split digraph is often highlighted with a short line joining the two halves of the digraph above the intervening consonant, as shown below.

take

# Teaching order







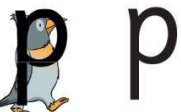



Scroll down to the bottom to find where to download these grapheme information sheets.

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



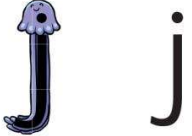




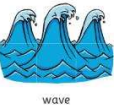


## Phase 2 grapheme information sheet

### Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 snake	Show your teeth and and let the s hiss out <b>ssssss ssssss</b>	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 <b>aaa</b>	Around the astronaut's helmet, and down into space.
	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	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 <b>ppp</b>	Down the penguin's back, up and round its head.
	 iauana	pull your lips back and make the 'i' sound at the back of your mouth <b>iii</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.

## 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 <b>jjj</b>	All the way down the jellyfish. Dot on its head.
	 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.
	 wave	Pucker your lips and keep them small as you say <b>www</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
		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.


















# Teaching order

We usually teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.















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 		Mouth open then push the <b>cs</b> sound through as you close your mouth <b>cs cs</b> ( <b>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.

# 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 <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

*We will work our way through the whole Little Wandle programme until your child can read fluently.*

#### 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

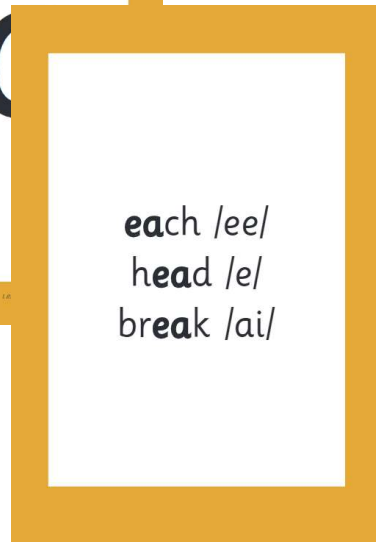
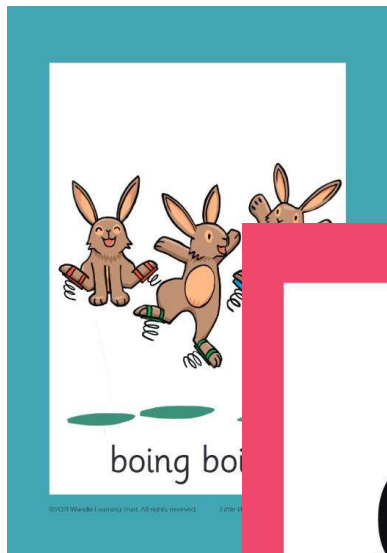
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

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

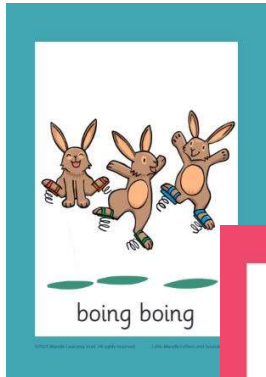
\*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words

# How we make learning stick



# How we make learning stick



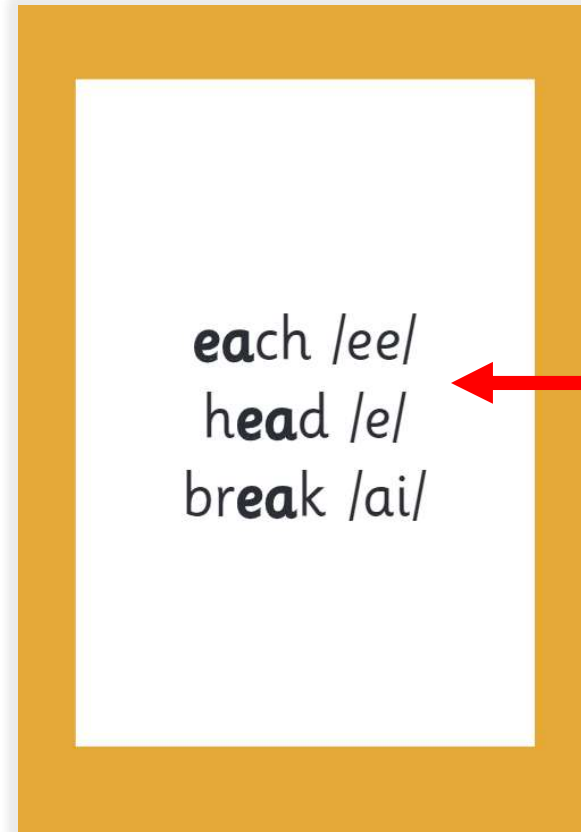
*There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.*



# Reading and spelling



# Reading and spelling



*One grapheme (sounds written down), can have many different phonemes (sounds). Here there are 3 different ways of saying the grapheme 'ea'*

*This is an example of what the children learn in Year 1.*

*Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.*

# And all the different ways to write the phoneme sh:

Children in reception will look at spellings such as 'shell'.

From year 2 upwards children will learn how to spell these other more difficult words containing the phoneme (sound) 'sh'



shell

chef

special

caption

mansion

passion

# Tricky words

Have a look at this video on the website:

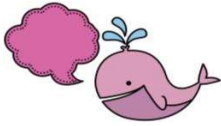
<https://youtu.be/NTCOPbtmeUA>



# Spelling



- Say the word.



duck

- 
- Segment the sounds.

d-u-ck

- 
- Count the sounds.

d (1)- u (2)- ck (3)



- 
- Write them down.



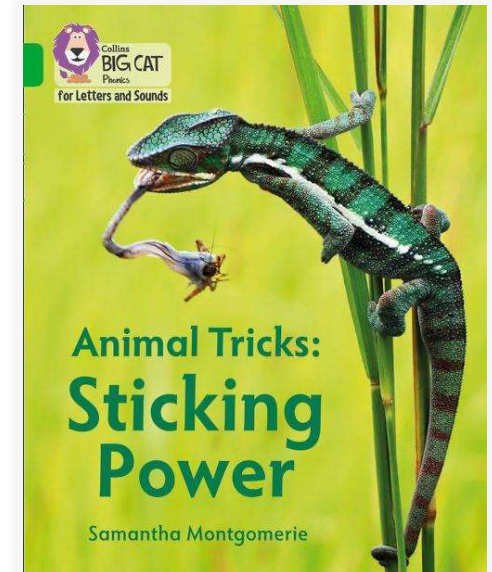
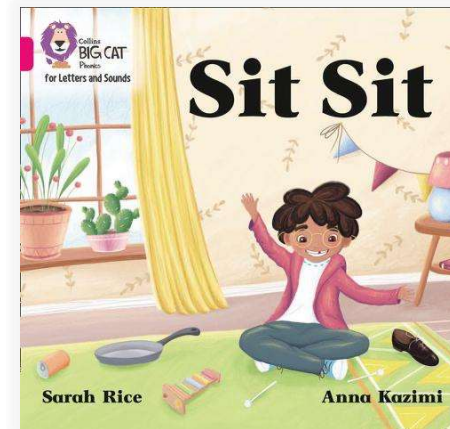
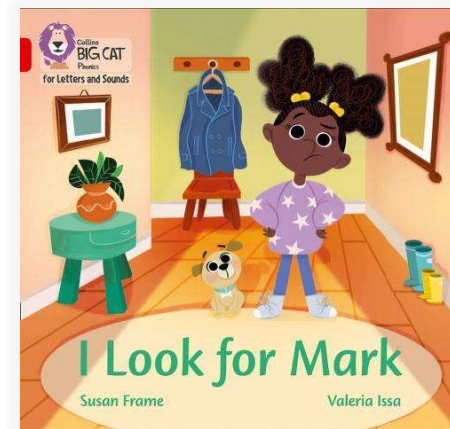
duck

# How do we teach reading in books?



**Reading practice sessions are:**

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



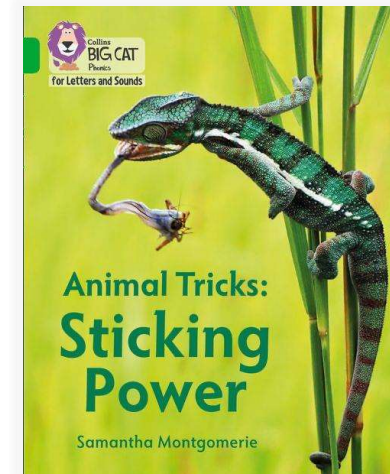
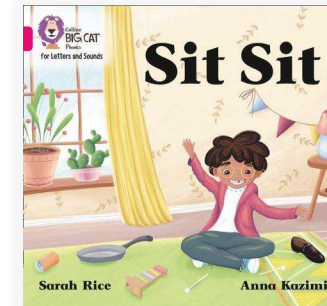
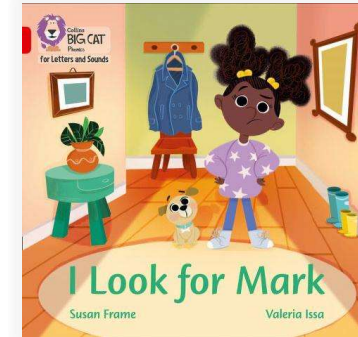
# How do we teach reading in books?

*The children read the same book three times in a week.*

- *The first time we work on decoding (sounding out) the words.*
- *The second time we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice or our David Attenborough voice.*
- *The third time we look at comprehension.*

*We read the books three times at school because we want to develop the fluency.*

*The more they see words the more they begin to read them automatically without having to sound them out.*





# We use assessment to match your child the right level of book

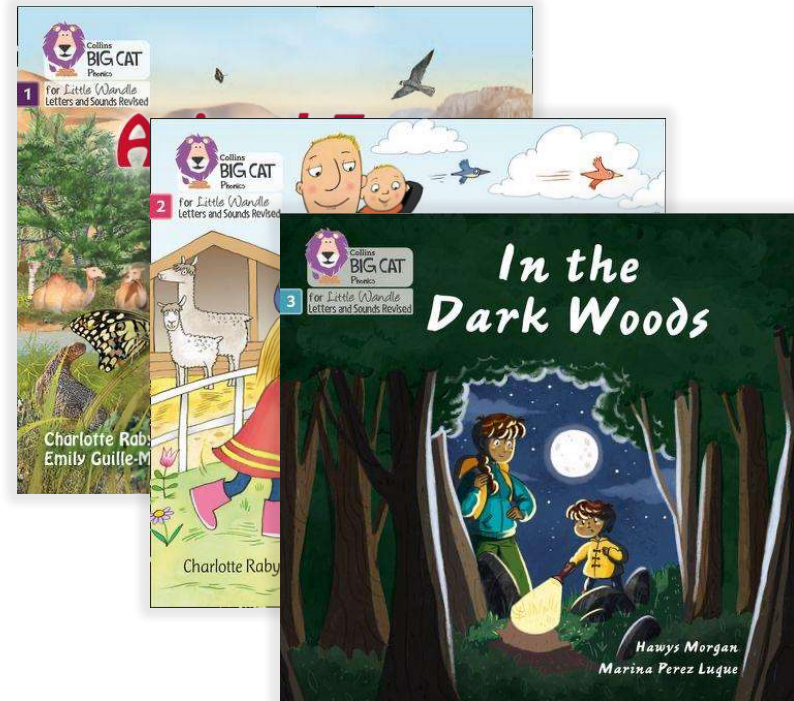


## Little Wandle Letters and Sounds Revised Reception Child assessment

### 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



*We assess your child every six weeks to check progress. Any child who needs extra support has daily keep-up sessions planned for them.*



# 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.





If a child can read these phonemes (sounds):

s a t p i n m d o c k c k e u r h b f l l f f , s s

and is given a book with phonic sounds they do not know yet, this is what it could be like for them to read.

Have a go. What does it say?

Sinbad ʒ ɔ a s ɔ l ɔ from Bagdad. H ɔ had  
ɔ i ɔ t ɔ sell, l ɔ k ɔ ɔ l, e ɔ ɔ and  
c ɔ ɔ pets.

Sinbad s ɔ led t ɔ distant land ɔ t ɔ sell hi ɔ  
g ɔ ɔ d ɔ. H ɔ set up a ɔ op

Sinbad ③⓪⑩ a ①⓪①⑥⑨ from Bagdad. H⓪ had  
①⓪i⑤⓪♦ t⑥ sell, l①k⓪ ⑥①l, ⓪⓪⑨♦ and  
c⓪⑨pets.

Sinbad ①⓪led t⑥ distant land♦ t⑥ sell hi①  
g⑥⑥d♦. H⓪ set up a ①⓪op



Can you see the problem?

Sinbad **was** a **sailor** from Bagdad. He had **things** to sell, like **oil**, **jars** and **carpets**.

Sinbad **sailed** to distant lands **s** to sell his **goods**. He set up a **shop**.



The letters in red are the children they have not learnt yet or the letter has a different phoneme (sound).

e.g. the 's' in 'lands' is not a hissing 'ssss' sound as in 'sun', but a 'zzzzz' sound

Can you see the problem?

Sinbad was a sailor from Bagdad. He had things to sell, like oil, jars and carpets.

Sinbad sailed to distant lands to sell his goods. He set up a shop.





## Reading with 90% accuracy

The being finished and fixed his looks upon the of a reply. But I was bewildered, perplexed, and unable to arrange my ideas to understand the full extent of his. He continued,

“You must a female for me with whom I can live in the of those sympathies for my being. This you alone can do, and I it of you as a right which you must not to concede.”

The being finished speaking and fixed his looks upon me in the expectation of a reply. But I was bewildered, perplexed, and unable to arrange my ideas sufficiently to understand the full extent of his proposition. He continued,

"You must create a female for me with whom I can live in the interchange of those sympathies necessary for my being. This you alone can do, and I demand it of you as a right which you must not refuse to concede."

## Reading with 100% accuracy.

The being finished speaking and fixed his looks upon me in the expectation of a reply. But I was bewildered, perplexed, and unable to arrange my ideas sufficiently to understand the full extent of his proposition. He continued,

"You must create a female for me with whom I can live in the interchange of those sympathies necessary for my being. This you alone can do, and I demand it of you as a right which you must not refuse to concede".

Frankenstein by Mary Shelley



# 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.

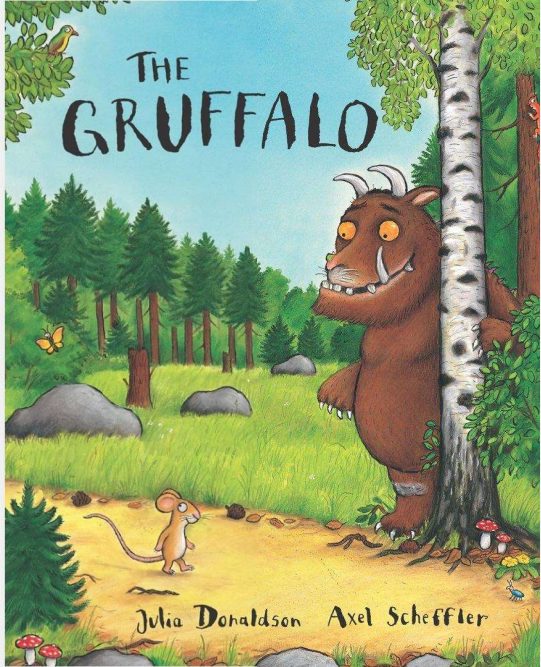
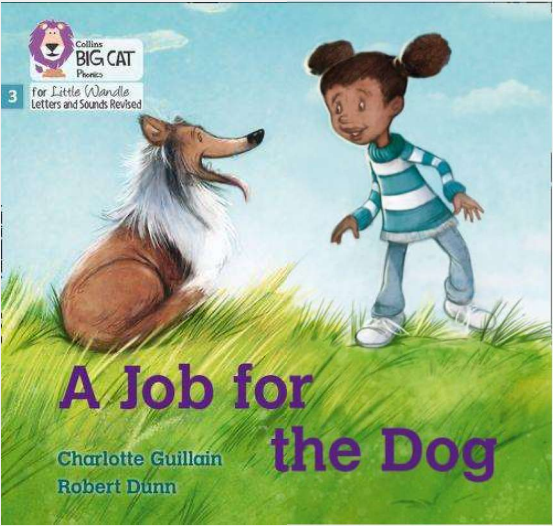
*Celebrate child's success at school, make time for reading at home!*

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



As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.

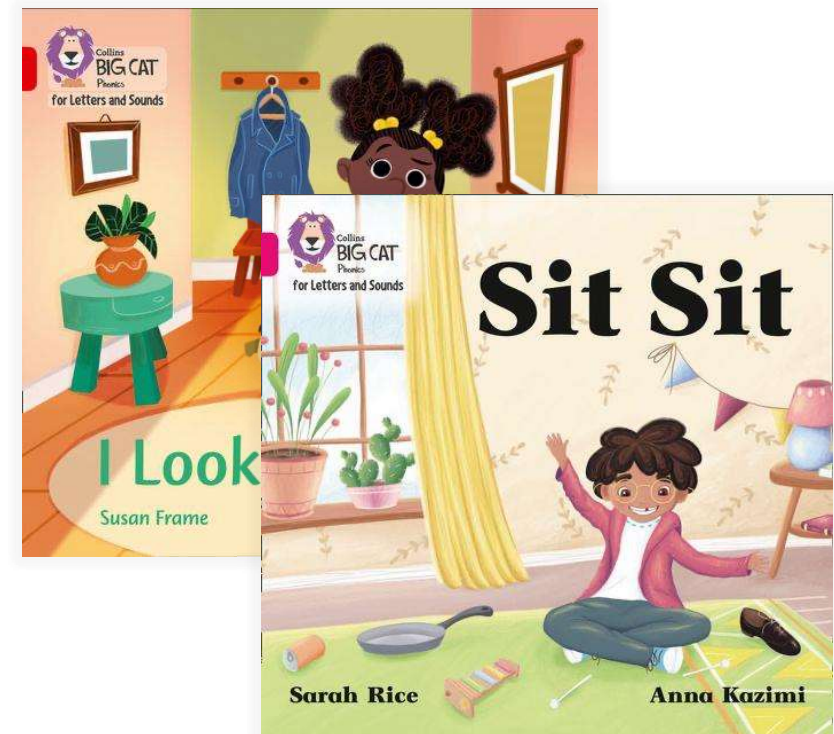
# Books going home



# 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.





# Supporting your child with phonics

*It is really important that you pronounce the sounds correctly at home if you are supporting your child. These videos are on the website for you to refer to and if you are unsure, please ask your child's teacher.*

*Click on the link under each video to watch it.*



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

<https://youtu.be/-ZtjFlvA fs>



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

<https://youtu.be/qDu3JAjf-U0>



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

<https://youtu.be/DvOuc7cWXxc>

# 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
  - Spot any of the words your child has learnt in their current or previous reading books
  - Find different words to use
  - Describe things you see.





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

Carl Sagan





If you have any questions, please email Steph or the office using the subject line phonics question. We will put together a sheet with all the questions we have received along with the answers and send it out to all parents from nursery to year 2, along with a link to the Little Wandle website.



[swelburn@gillespie.islington.sch.uk](mailto:swelburn@gillespie.islington.sch.uk)

[office@gillespie.islington.sch.uk](mailto:office@gillespie.islington.sch.uk)

Subject line- phonics question





These are the questions that we received-

*Q: Are you using the terminology such as phonemes or split vowel digraph with the little ones? It seems complicated terminology.*

*A: When we introduce new and complicated words such as a phoneme, we always add a context and use a word alongside it that the children already know. E.g. 'We are going to learn a new phoneme, a new sound today'. We would keep using both words until the children regularly use the terminology themselves. We introduce new and sometimes difficult words throughout the curriculum in all year groups. For example in well-being, the children now know that the hippocampus, amygdala and prefrontal cortex are all parts of the brain and with a little help, can explain what each of their jobs are.*

*Q: How do we know which books are for our children to read to us and which we read to them?*

*A: On each of the books that are at your child's reading level there will be a Big Cat logo (see below). On the ones that you read to your child you won't see this.*



*Q: How many books will my child bring home each week?*

*A: Your child will bring home 1 book that they can read to you. This book can be read more than once. This will help them to remember those words they're struggling with. Your child can bring home as many books for you to read to them as they would like.*