



**Saint George's**  
Church of England School



# Phonics and Early Reading

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

*(The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home).*

# What we will cover during this session...

- How we teach phonics in our school and terminology explained
- Reading and spelling
- Tricky words
- Supporting your child at home with reading and phonics



# What is Phonics?

- Knowledge of letters and the sounds they make.
- Skills of blending these sounds together to read words.
- Skills of segmenting the sounds in a word and choosing the correct letters needed to spell it





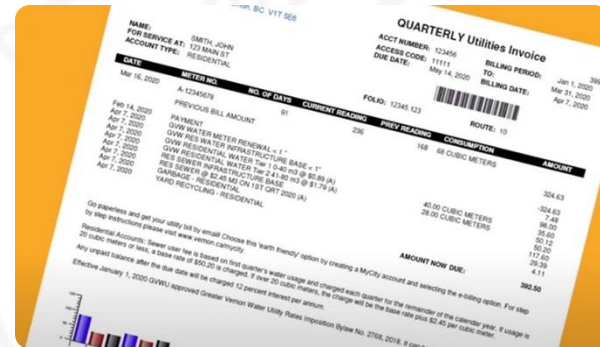
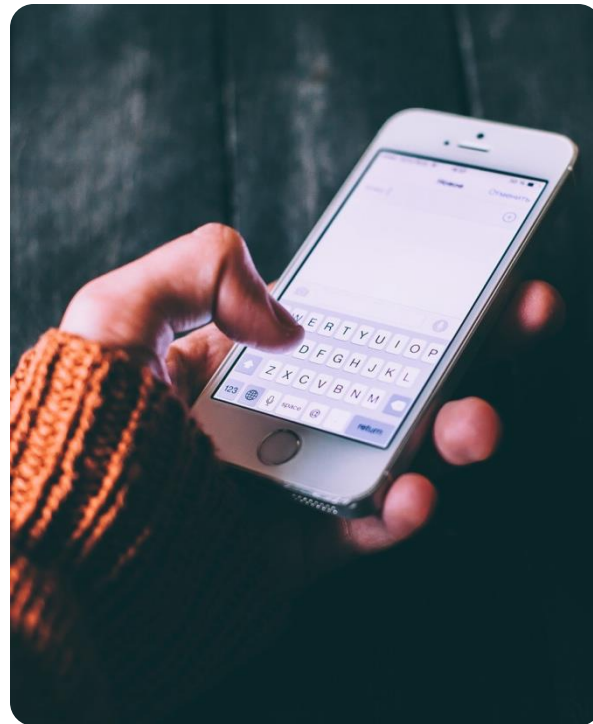
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# Phonics is:

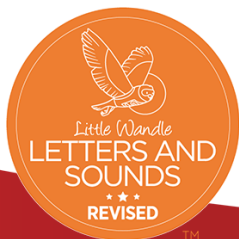
**Making connections between the sounds  
of our spoken words and the letter that  
are used to write them down.**

# How many times have you already read today?



# 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.



# Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



# Terminology explained...

- Grapheme – (The letters that are used to record a sound)

How we write each of the spoken sounds. For example, 'f' can be written using the graphemes f, ff, and ph.

- Digraph – 2 letters that are used to record a sound

For example, 'ch' in the word **chat**.

- Trigraph – 3 letters that are used to record a sound

For example, 'igh' in word **light**.





- Consonant digraphs - contain 2 consonants

Put together they make a new phoneme and are not heard individually

e.g. *ch th ll ck sh (Special friends)*

- Vowel digraphs - contain 2 letters, at least one is a vowel

e.g. *ai ee oa ar or oy ow er (Special friends)*

- Split Vowel digraphs - 'a\_e' as in cake or mae.

- Blend – joining sounds together to read a word – 'c-a-t' – cat.

- Segment – breaking a word down into its individual sounds ('cat' into c-a-t)







# Sound buttons

The markings we put underneath words to indicate sounds (a dot for a single sound and a line underneath letters which make a sound with 2 or more letters)



# Phonics is taught daily in school




Weekly grid Reception phase 2 Autumn 1 week 3									
Lesson focus	Revisit and review	Teach and practise							Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Tricky words	Oral blending game
g goat	s a t p i n m d	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 sound <b>g g g</b>	grapes glue glasses goat	g goat 	Round the goat's face, up to his ear, down and curl under his chin.	<b>Review:</b> m-a-n p-i-n s-a-t <b>New:</b> d-i-g p-i-g	man mat sad pin dig	is	<b>Can you touch your ... ?</b> l-i-p ch-i-n h-e-a-d f-o-o-t
o octopus	s a t p i n m d g	Make your mouth into a round shape and say <b>o o o</b>	orange otter ostrich octopus	o octopus 	All around the octopus.	<b>Review:</b> d-i-g t-a-p p-a-t <b>New:</b> p-o-t d-o-g	sat dig tap tip dog	is	<b>Can you do the actions?</b> s-t-ir the pot r-o-ll the bobbin up m-ar-ch c-l-a-p
c cat	s a t p i n m d g o	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	car cup crown cat	c cat 	Curl around the cat.	<b>Review:</b> t-o-p d-o-g p-o-t <b>New:</b> c-a-t c-o-t	nip top dog pot cap	is	<b>What's that noise?</b> What sound does: a c-ar make? a t-r-ai-n make? a b-u-s make? a p-l-ai-n (plane) make?
k kite	a p i n m d g o c	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	kangaroo kettle ketchup kite	k kite 	Down the kite, up and across, back and down to the corner.	<b>Review:</b> c-a-t c-o-g n-o-d <b>New:</b> k-i-t k-i-d	nod cat cog got kid	is	<b>Blend from the box</b> s-u-n d-u-ck t-r-ee n-e-t
Review	a i n m d g o c k	<b>Graphemes to display:</b> g o c k	<b>Match initial sound of object to grapheme:</b> orange kettle car cup goat alue ketchup			<b>Review:</b> t-a-p m-a-n c-a-p k-i-d	man tap dog cap dig kid	<b>Review:</b> is	<b>Blend from the box</b> c-u-p c-ar c-a-t g-o-a-t k-i-te



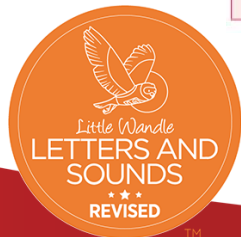
# Phonics is taught daily in school

## Weekly grid Reception phase 2

## Autumn 2 week 3

Lesson focus	Revisit and review	Teach and practise							Practise and apply	
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase + catchphrase for digraphs	Oral blending	Teacher-led blending words Independent reading	Tricky words	Read the sentence	Spelling
z zebra zz buzz	ll ss ff j a e i o u v w x y	Show me your teeth and buzz the z sound <b>zzzzz</b>	zebra zip zoo buzz (a bee) fizz (fizzy water)	z zebra 	Zip across, zag down and across the zebra.	z-i-p z-a-p b-u-zz	<b>Review:</b> vet win mix <b>New:</b> zip zap buzz <b>Independent:</b> can kick	<b>New:</b> go <b>Review:</b> and has his her	I can kick and yell.	can
qu queen	ll ss ff j v w a e i o u z z x y	Pucker your mouth, then open it as you say <b>qu qu qu</b>	queen quack (duck) quick (action)	qu queen 	<b>For q:</b> Round the queen's face, up to her crown, down her robe with a flick at the end.  <b>Catchphrase:</b> qu Quick, it's the queen! (not written on cards)	qu-i-ck qu-a-ck qu-i-t	<b>Review:</b> fix zip buzz <b>New:</b> quick quack quit <b>Independent:</b> hop back	<b>New:</b> no <b>Review:</b> and has his her go	Hop in the back.	back
Words with 's' at the end (plurals and verb)	ll ss ff j v w a e i o u w x z zz qu y				<b>No more letter formation</b>	c-a-t-s n-a-p-s h-i-t-s	<b>Review:</b> yet buzz zap <b>New:</b> cats naps hits <b>Independent:</b> run tell	<b>New:</b> to <b>Review:</b> and has his her go no	Run and tell mum.	run.
ch cherries	ll ss ff j v w x a e i o u z z zz qu y	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	<b>No more initial sound games</b>	ch cherries 	<b>Catchphrase:</b> ch Chew the cherries, children. (not written on cards)	ch-i-p ch-o-p r-i-ch	<b>Review:</b> quick fizz wet <b>New:</b> chip chop rich <b>Independent:</b> jam leg	<b>New:</b> into <b>Review:</b> and has his her go no to	Run in the sun.	had
Review	ll ss ff j v w x a e i o u z z zz qu ch	<b>Graphemes to display:</b> z zz qu ch	<b>Sort objects by initial/end sound:</b> zip queen fizz (fizzy water) chick			<b>Blend from the box</b> qu-a-ck b-u-zz z-i-g-z-a-g ch-o-p	<b>Review:</b> chip quack buzz fizz mix yes zip <b>Independent:</b> sun off  <b>Play Change it:</b> run bun but bit hit him hug mug rug run (use cards, not words)	<b>Review:</b> and has his her go no to into	The dog is wet.	sun

Reading practice sessions with decodable reading books three times a week



# 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 ssssss 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 a a a	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 and push them open and say p p p	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

## 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 vvvv vvvv	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.
	 yo-yo	Smile, tongue to the top of your mouth, say it without	Down and round the yo-yo, then follow the string sound

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

# Blending to read words



# 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 ar 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 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 <b>Phase 5</b> /ai/ ay play /ou/ 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.

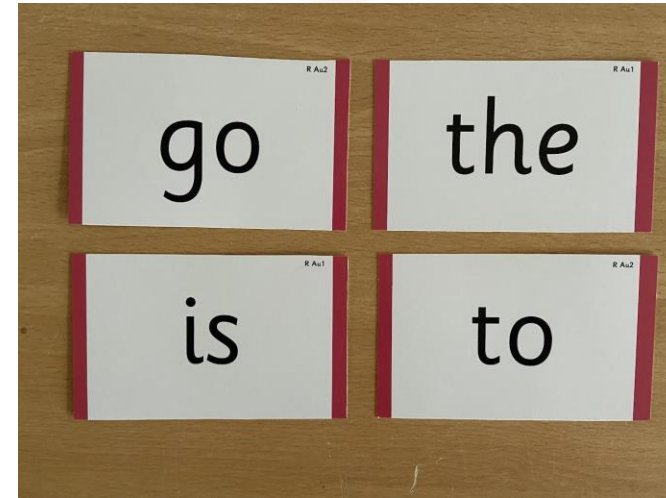
Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /ool/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /ool/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /or/ aw claw	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
/ee/ y funny /e/ ea head /wi/ wh wheel /ool/ oe ou toe shoulder /igh/ y fly /ool/ ow snow	any many again who whole where two school call different thought through friend work



# Tricky words



<https://www.youtube.com/watch?v=TvMyssfAUx0>  
<https://www.youtube.com/watch?v=R087lYrRpgY>



# Spelling

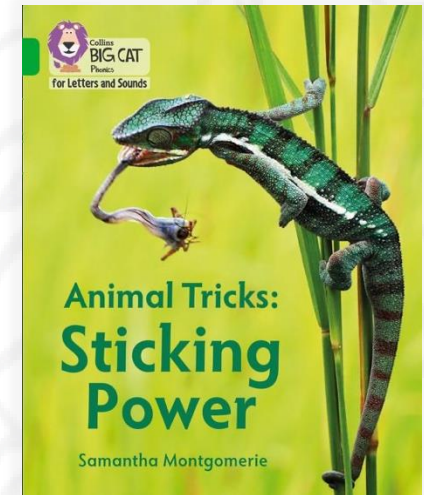
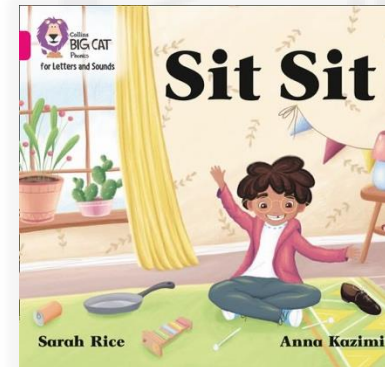
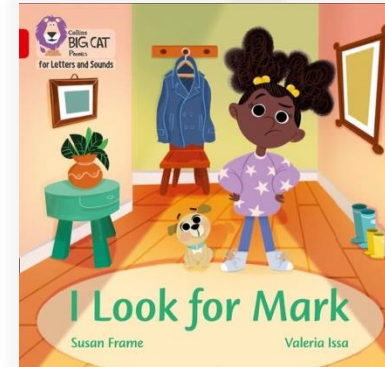
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week; (decoding, prosody and comprehension)
- taught by a trained teacher/teaching assistant
- taught in small groups.



# 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.



Home learning sheets to recap weekly coverage.



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



# Year 1 Phonics Screening Check

This is the national test children take in Y1 when they individually read 40 words to their teacher including real and 'alien' nonsense words.

- Checks children's phonic skills for blending for reading.
- Carried out in Year One, 1-1 by a teacher.
- Contains 'real' words and 'nonsense' words *e.g. vet, vap*
- It will assess phonic skills and knowledge learnt through Reception and Year 1.

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#phonics-screening-check-resources>





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# Thank you for listening!

Any Questions?