



# Radcliffe Hall

CE/Methodist Primary School

Phonics and Early Reading  
Parent Information Meeting  
October 2023

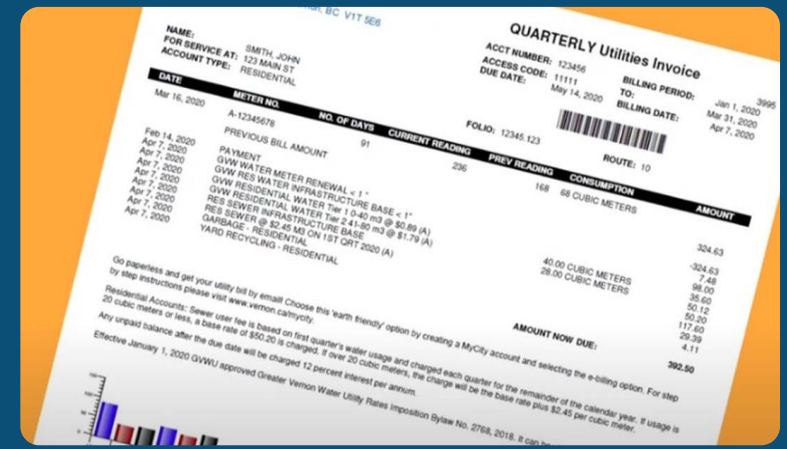


**A love of reading is the biggest indicator  
of future academic success.**

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



# How many times have you already read today?





# Phonics

# 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.





**Phonics is:**

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



# 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 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
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /ɪd/, /ed/, -est</li> </ul>	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 /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
/url/ 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 /orl/ 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



# Pronunciation



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



How to say Phase 5 sounds

Grow the code grapheme mat Phase 2, 3 and 5

S									
s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	ck	rr	
c			kn	mb			ck	wr	
se			gn				cc		
ce							ch		
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	g	vv	wh			zz	
	ph	al	dge	ve				s	
			ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch				ea		y	a	o-e
ture	ti								ou
	ssi								
	ci								

Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo
ay	ea	ie	o	ue	ue	u*
a	e	i	o-e	u-e	u	ou*
a-e	e-e	i-e	ou	ew	u-e	al*
eigh	ie	y	oe	ou	ew	
aigh	y		ow	ui		
ey	ey					
ea						
						zh
or	ur	ow	oi	ear	air	
aw	er	ou	oy	ere	are	su
au	ir			eer	ere	si
aur	or				ear	
oor						
al						
oar						
ore						

\*depending on regional accent

## How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

### Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out <b>ssssss ssssss</b>	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	kn gn
	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	mb
	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>	ch
	Show me your teeth to make a <b>rrrr</b> sound <b>rrrr</b>	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ffff ffff</b>	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>tttt tttt</b>	le al

# In Reception we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We started teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



# In Year 1 we are teaching Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- 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**

# Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.

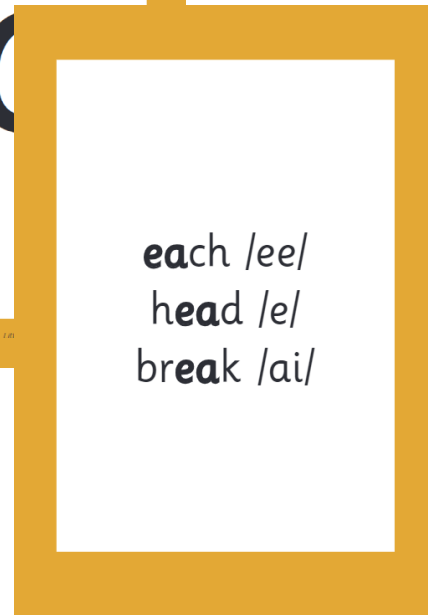
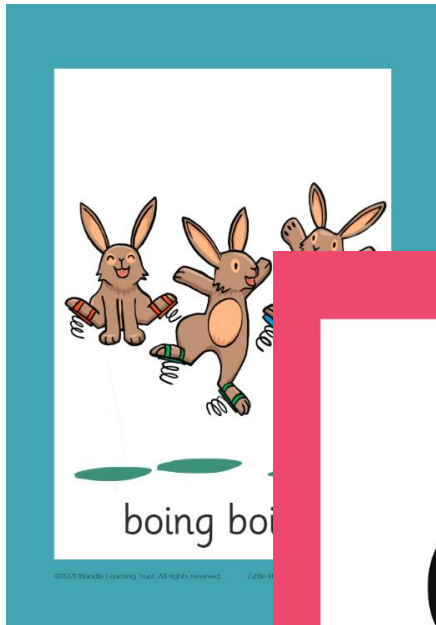


# Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.



# How we make learning stick





# Reading and spelling

# Spelling



- Your child will be taught how to spell words using the graphemes they have been taught so far.
- From Spring 2 in Reception your child will practise writing a dictated sentence once a week.





# Spelling



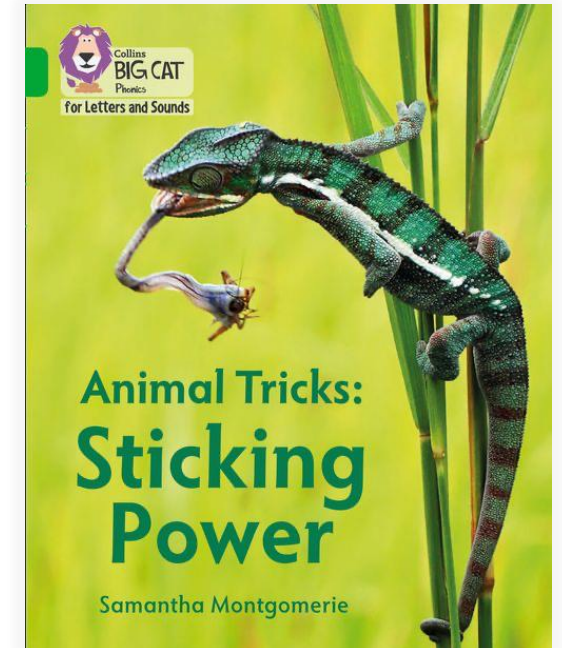
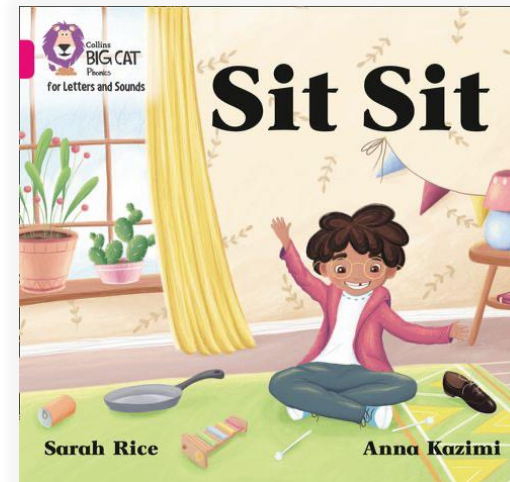
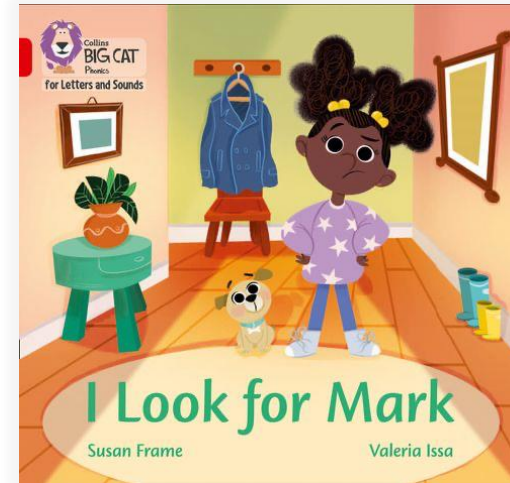
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# How do we teach reading?

## 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 at home

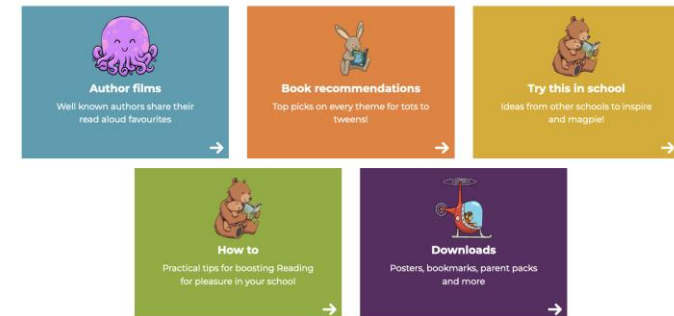
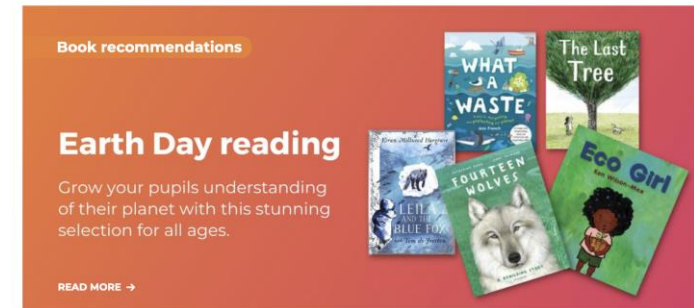
# The most important thing you can do is read with your child



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

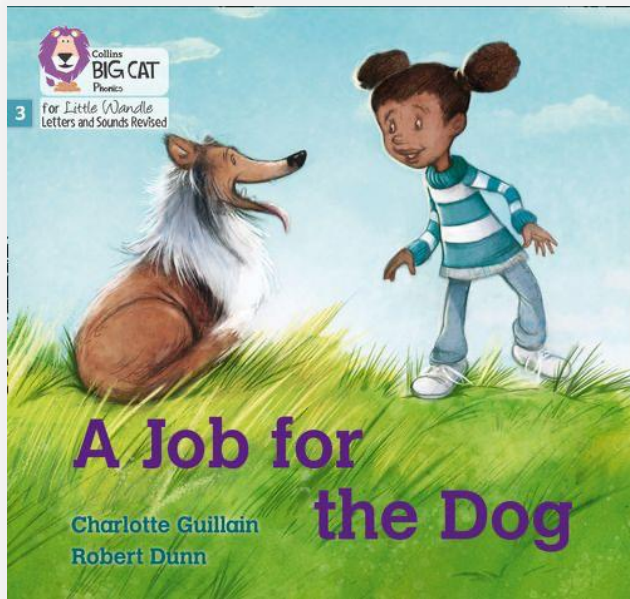
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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

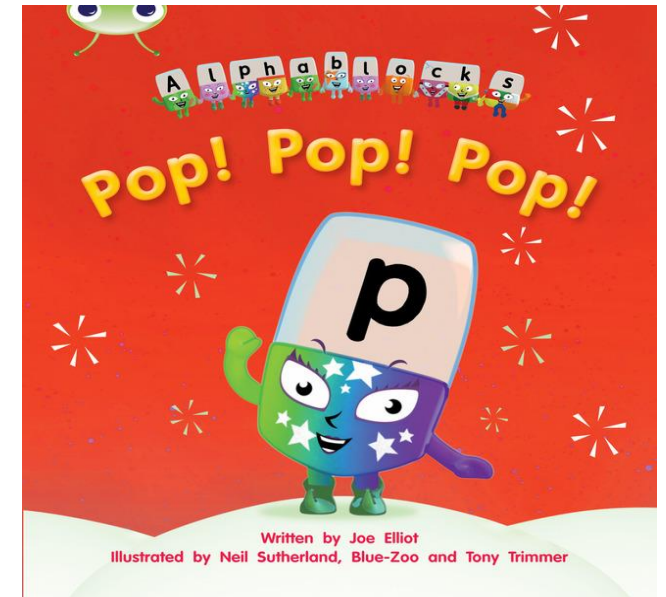


# Books going home

Online



Book



# Online books



**Collins** ebooks

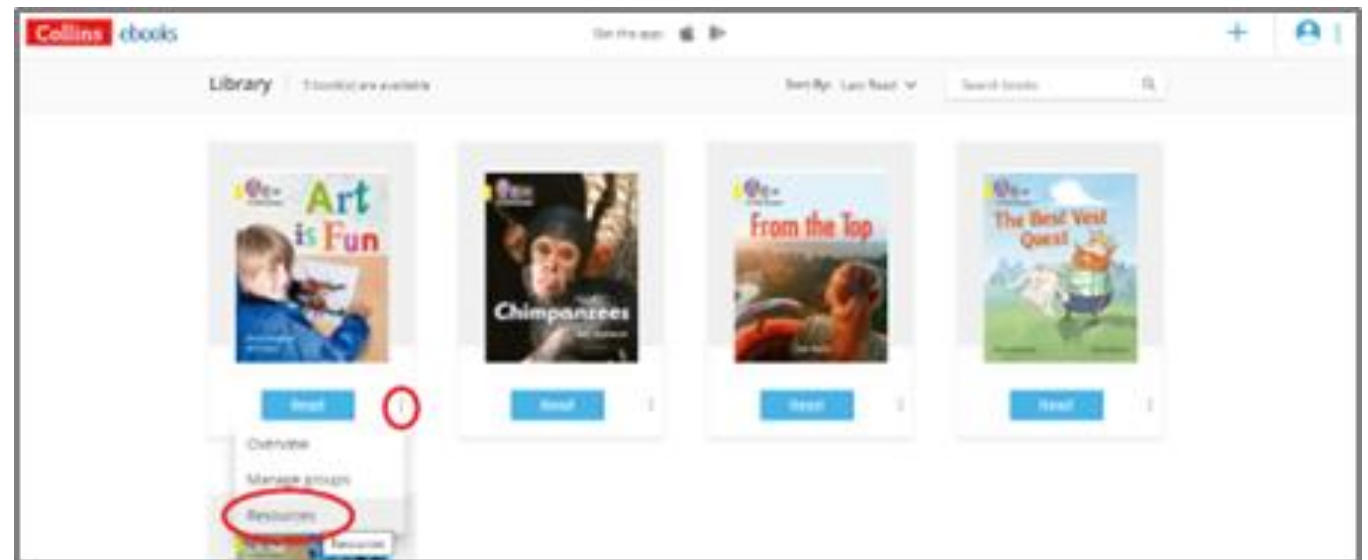
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[Log In](#)

[Trouble logging in?](#)



# Read 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.





# 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**











# Home learning

# Home learning





Little Wandle Letters and Sounds Reception Phonics Home Learning	 
Phase 2 – Autumn 1 Week 1	





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 our school website or the Little Wandle website.

Phonemes we have focused on this week			
 snake	 s s	 astronaut	 a a
<b>Pronunciation Phrase</b>	<b>Formation Phrase</b>	<b>Pronunciation Phrase</b>	<b>Formation Phrase</b>
Show your teeth and let the s hiss out sssss	Down the snake from head to tail.	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.
 tiger	 t t	 penguin	 p p
<b>Pronunciation Phrase</b>	<b>Formation Phrase</b>	<b>Pronunciation Phrase</b>	<b>Formation Phrase</b>
Open your lips; put the tip of your tongue behind your teeth and press ttt	Down the tiger and across its neck.	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.

Game we have played this week:			
Can you touch your...? t-o-p l-e-g h- <del>eg</del> -d gr-m	Can you do the actions? n-o-d your head c-l-a-p your hands t-a-p your foot r-u-b your tummy	What's that noise? What sound does: a d-u-ck make? a f-r-o-g make? a d-o-g make? a s-n-ai-k (snake) make?	What is it? p-i-n a-n-t s-u-n t-a-p

Little Wandle Letters and Sounds Year 1 Phonics Home Learning	 
Phase 5 – Autumn 2 Week 1	

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 our school website or the Little Wandle website.

Phonemes we have focused on this week	
 bird / <u>er</u> /	 pie / <u>igh</u> /
 blue / <u>oo</u> / rescue / <u>oo</u> /	 unicorn / <u>oo</u> /

Words we have read:			
bird skirt girl first shirt third	lie tie pie cried tried fried	blue clue true glue rescue argue	unicorn music unit human tuna stupid

Sentences we have read:				Sentence we have written:
The girl has some birds on her skirt.	I looked at the pie and tried not to eat it!	The clue led us to the blue bench.	We spied unicorn tracks in the mud.	It is fun to play on the swings.

Tricky words we have read:
their people oh your

Words we have spelt:				
bird girl their	pie tried people	blue true oh	human unit your	third cried



# Additional information

## 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. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

**Parents and carers!** If you have bought the Little Wandle at Home Phonics Flashcards don't forget to check out four fun games to play with your children on the [Collins website](#).

Support for  
phonics

How we teach

Books coming  
home

Nursery rhymes  
- videos

Nursery rhymes  
- downloads

### Videos



Phase 2 sounds taught in  
Reception Autumn 1



Phase 2 sounds taught in  
Reception Autumn 2

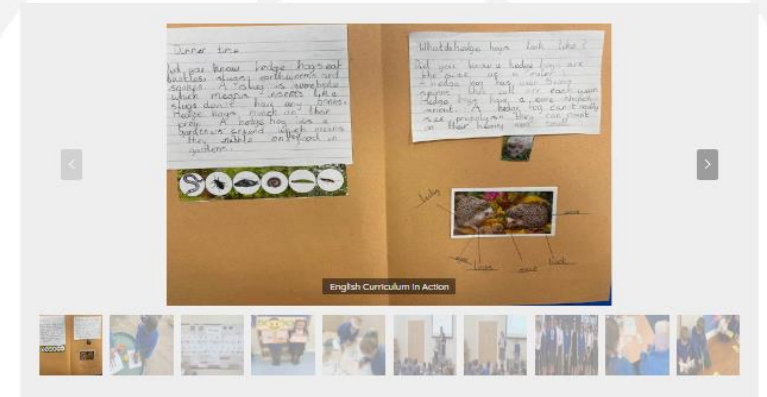


Phase 3 sounds taught in  
Reception Spring 1



How to say Phase 5 sounds

## English Curriculum in Action



## English Curriculum Information

- English Overview Cycle A
- English Overview Cycle B
- Foundations in Reading
- Foundations in Writing
- Handwriting Policy
- Making Progress in Sentence Structure
- Making Progress in English
- Phonics and Early Reading Policy
- Reading Policy

## Little Wandle Phonics Guidance for Parents

- Letters and Sounds Information for Parents
- Programme Overview Reception and Year 1
- Pronunciation Guide Autumn 1
- Pronunciation Guide Autumn 2



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

Carl Sagan

