

Outcomes

1. Give an overview of what phonics looks like at Horn Park.
2. Give key terminology and techniques for supporting phonics and reading at home.



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

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



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.



What is Phonics?



Phonics is:

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



Phonics is how we teach reading and writing.

It teaches children to be able to listen carefully to a word and identify the sounds within it.

Eg - c a t
● ● ●

Skills

- **Segmenting** - chopping a word up to spell it

'hop' - h / o / p

- **Blending** – merging the sounds to read the whole word

Sh / ee / p - 'sheep'

Some children learn to blend really quickly, and others take a little longer.

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

We teach Phase 2 in this order

 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 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.



Tricky words

- These words have unusual spellings e.g. he, the, was.



Our 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 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 Phase 5 /a/ 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/ ur bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ail/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ 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
/ee/ y funny /el/ ea head /w/ wh wheel /oal/ oe ou toe shoulder /igh/ y fly /oal/ ow snow	any many again who whole where two school call different thought through friend work

Spelling

- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.



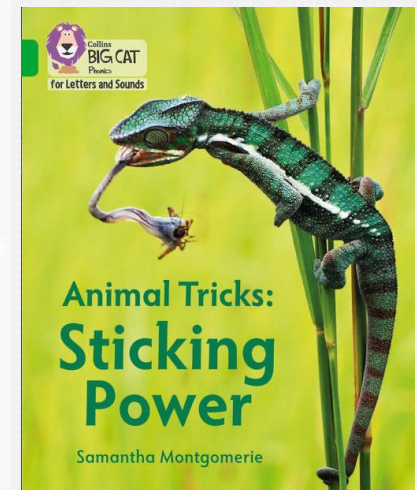
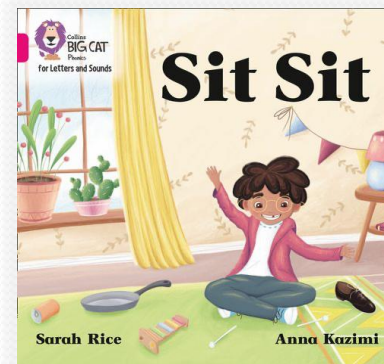
How do we teach spelling?

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

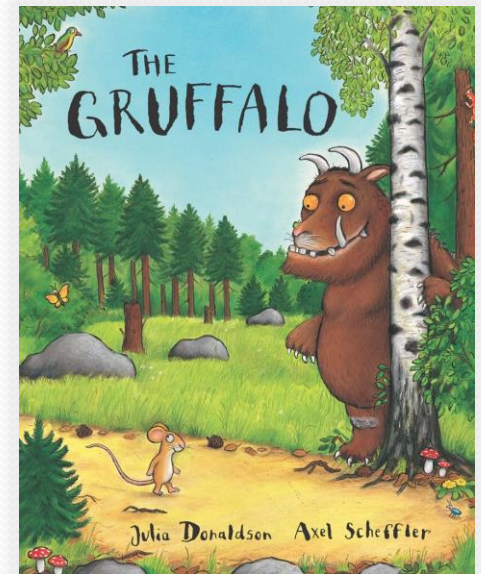
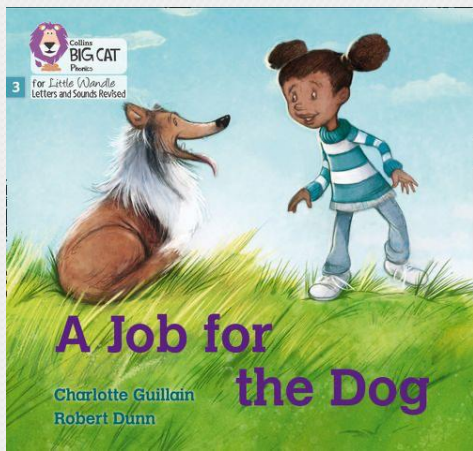


Reading books

- Matched to the graphemes they have learnt
- Reading practice sessions from Autumn 2



Books going home



Listening to your child read their phonics book

- Spend time looking at the first page to practice
- To encourage independence
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



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.



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.
















Year 1

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

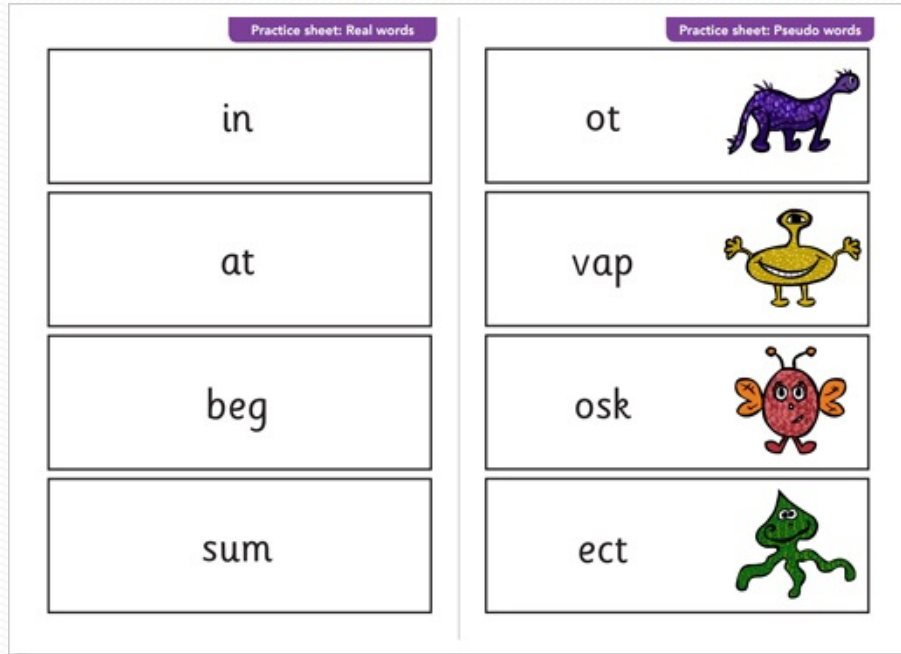
Grow the code grapheme mat

Phase 2, 3 and 5

					yoo		
ai	ee	igh	oa	oo		oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
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							
a							
oar							
ore							

*depending on regional accent

Phonics Screening Check



The Year 1 phonics screening check is a statutory requirement for all children.

It is completed by the class teacher at the end of year 1 and assesses the children's phonics skills for reading.

Year 1 children read a combination of 40 real and pseudo words.

Support for parents

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

Any questions?

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

Carl Sagan

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