

# EYFS Phonics and Transition to KS1



# Aims of the session

- How phonics will continue into Year 1
- The expectations of reading in Year 1
- What transition looks like
- How you can support your child at home

# 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

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
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ 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 /oo/ /yoo/ u-e rude cute /eel/ e-e these /oo/ /yoo/ ew chew new /eel/ 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
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

# Let's say the Phase 5 sounds

## Grow the code grapheme mat Phase 2, 3 and 5

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

## Grow the code grapheme mat Phase 2, 3 and 5



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

\*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
 s	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
 n	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
 m	Put your lips together and make the mmmmm sound mmmmm	mb
 c	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	ch
 r	Show me your teeth to make a rrrrr sound rrrrr	wr
 ph	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ppppp	ph
 le	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll	le al



# Year 1 - 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 - strategies

- Blending in your head
- If your child is struggling with a word, encourage them to blend in their head.
- Spot digraphs in words before reading the word as a whole.
- Eventually, reading becomes automatic and children will be able to read words that they know fluently.
- Fluency is the ultimate goal of phonics teaching and fluent reading is explicitly taught.



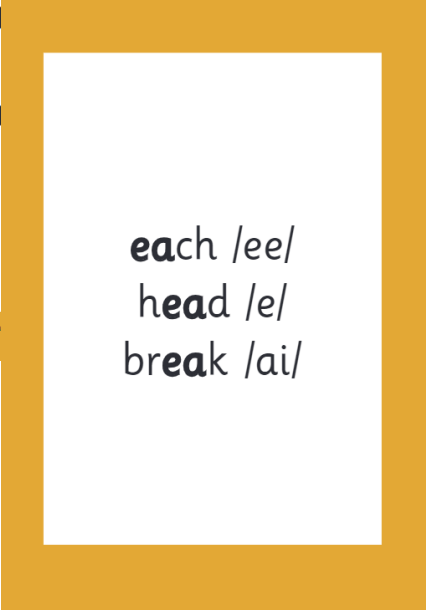
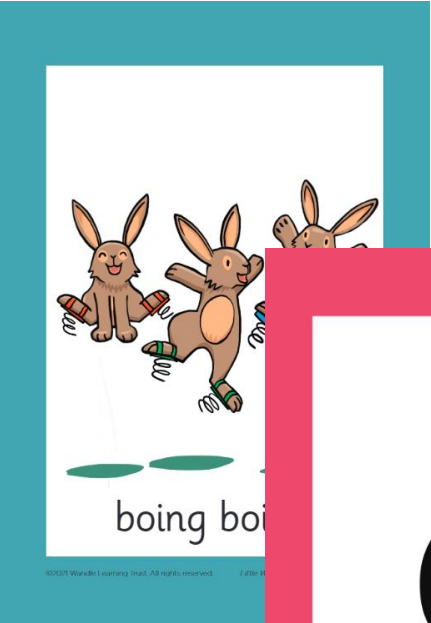
# Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

Children will learn to read Phase 5 tricky words.



# How we make learning stick



# Spelling - continuation

- In Year 1, your child will continue to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



# Spelling

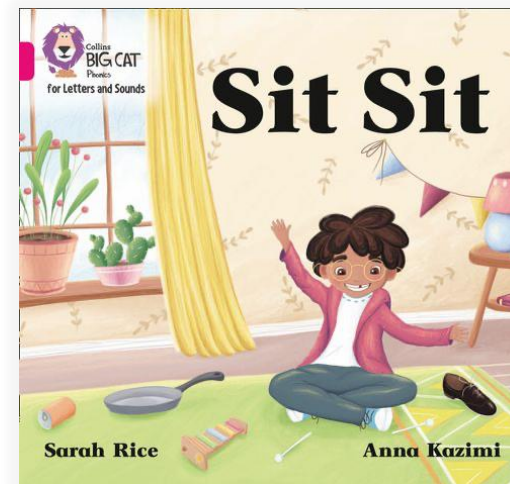
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# 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.

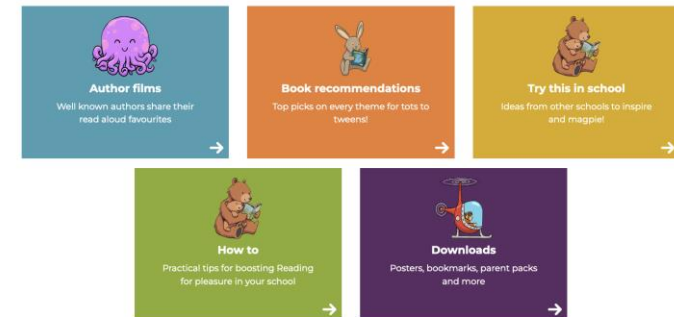
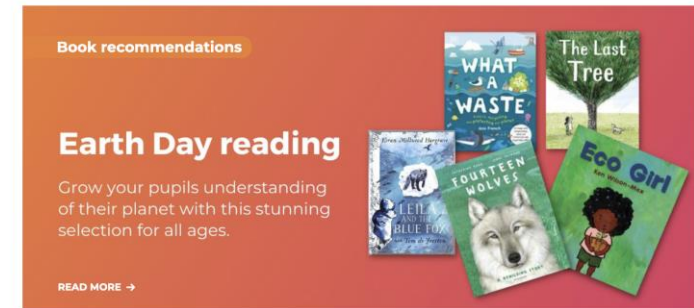


# The most important thing you can do is read with your child

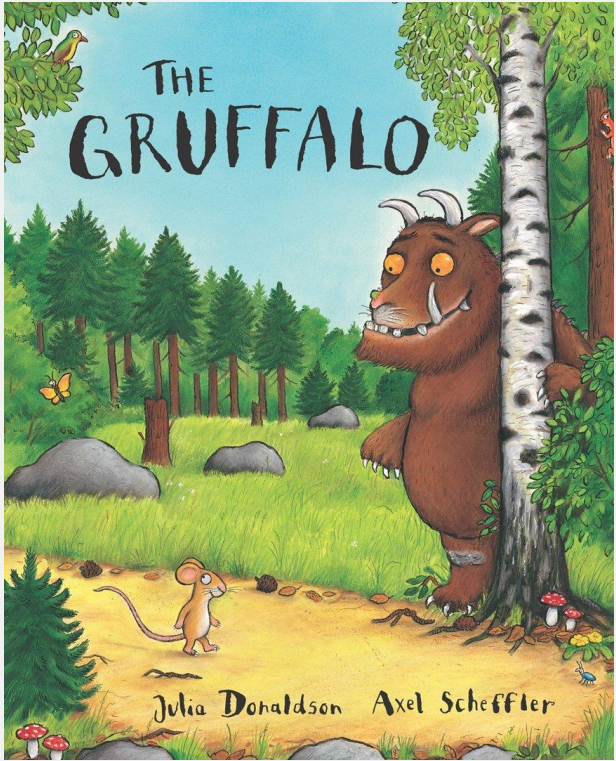
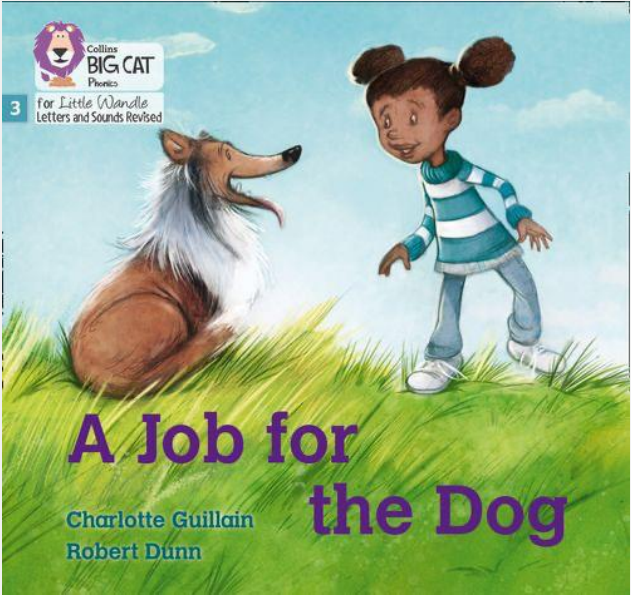
## Reading a book and chatting had a positive impact a year later on children's ability to...

- 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.

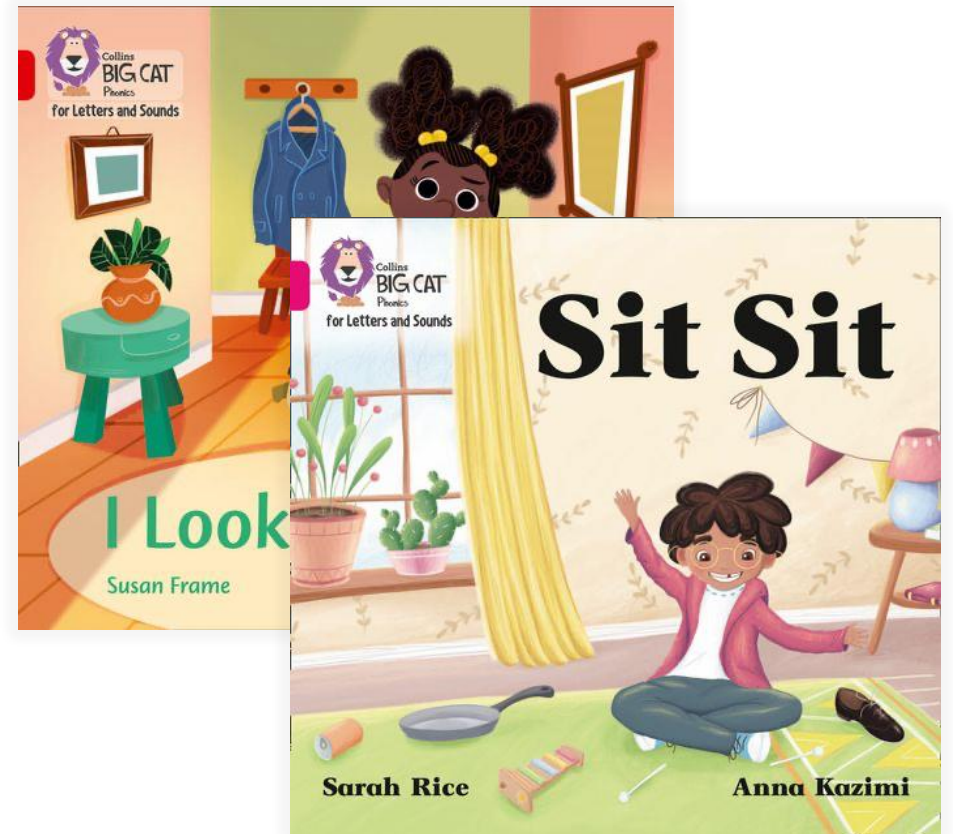


# Books going home



# Listening to your child read their phonics book

- Promoting independence
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.
- 'Schwaring'



# 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.



stip



prool



darps



thand



# Screening check

---

# Wider transition

*“learning becomes more formal, subject-based and adult-directed.”*

*“Expectations increase in year 1”*

*“There are fewer opportunities to 'let off steam' or to have some quiet time.”*

*“Homework expectations increase.”*

# Consistencies

- Forest School and PE
- Daily carpet sessions for maths and literacy
- Daily carpet sessions for phonics and reading
- Communication with staff
- Writing in maths, literacy and phonics books
- Opportunities to play with their peers
- Assemblies in the hall
- Lunches

## A morning in Reception

8.45	9.00	9.30	10.45	11.20	11.30
Early morning work	Literacy carpet session	Free flow and focus task with teacher	Phonics	Story and prepare for lunch	Lunch time

## A morning in Year 1

8.45	9.00	9.30	10.15	10.30	10.50	11.30
Early morning work	Literacy carpet session	Group task at tables then story	Break time	Maths carpet session	Group task at tables	Prepare for lunch time

# Transition in EYFS

- More independence in learning tasks
- Starting learning as a whole class at tables
- Visits to Year 1 to see the classroom
- Practice on the playground
- Longer teaching sessions
- Introduction to foundation subjects
- Meet the teacher in July

# Transition in Year 1

- Building up expectations slowly
- Not all learning is in books
- Practical tasks
- Excitement of foundation subjects
- Realistic expectations
- Clear models, scaffolds and support from adults
- Enjoying writing in new books!
- Break times



---

## Support at home

- Be excited!
- Rather than discussing the 'cannots' "*we cannot use the mud kitchen*" Discuss the 'cannot waits' "*we cannot wait to start doing art lessons*"
- Listen to their questions and bring them to your teacher
- Reassure them that there are lots of adults that they already know, and they can always ask for help
- Discuss change in the wider sense, and the positives of growing up

# Over the holidays

---

- Reading!
- Structure – do they know how many weeks they have off and when they will return?
- Create something for your new teacher: a diary, a picture...





Questions