

We're teaching every
child to read with
Little Wandle Letters
and Sounds Revised
A complete SSP validated by
the Department for Education



Parent workshop Autumn 2023

Phonics and early reading in EYFS - Year 2



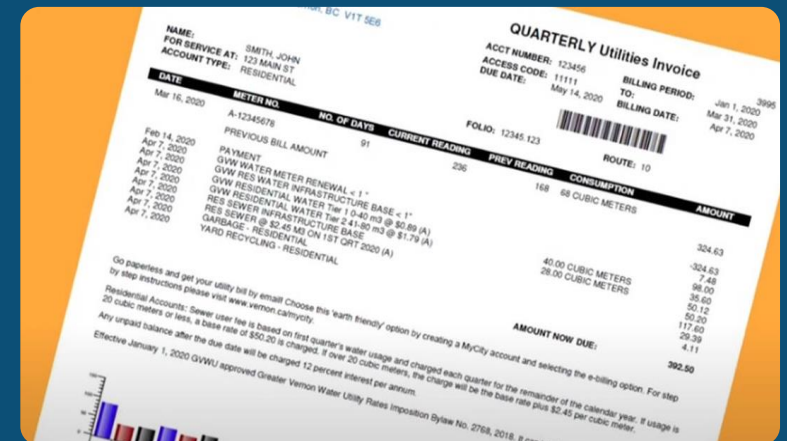
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**A love of reading is the biggest indicator
of future academic success.**

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

”

How many times have you already read today?



Phonics

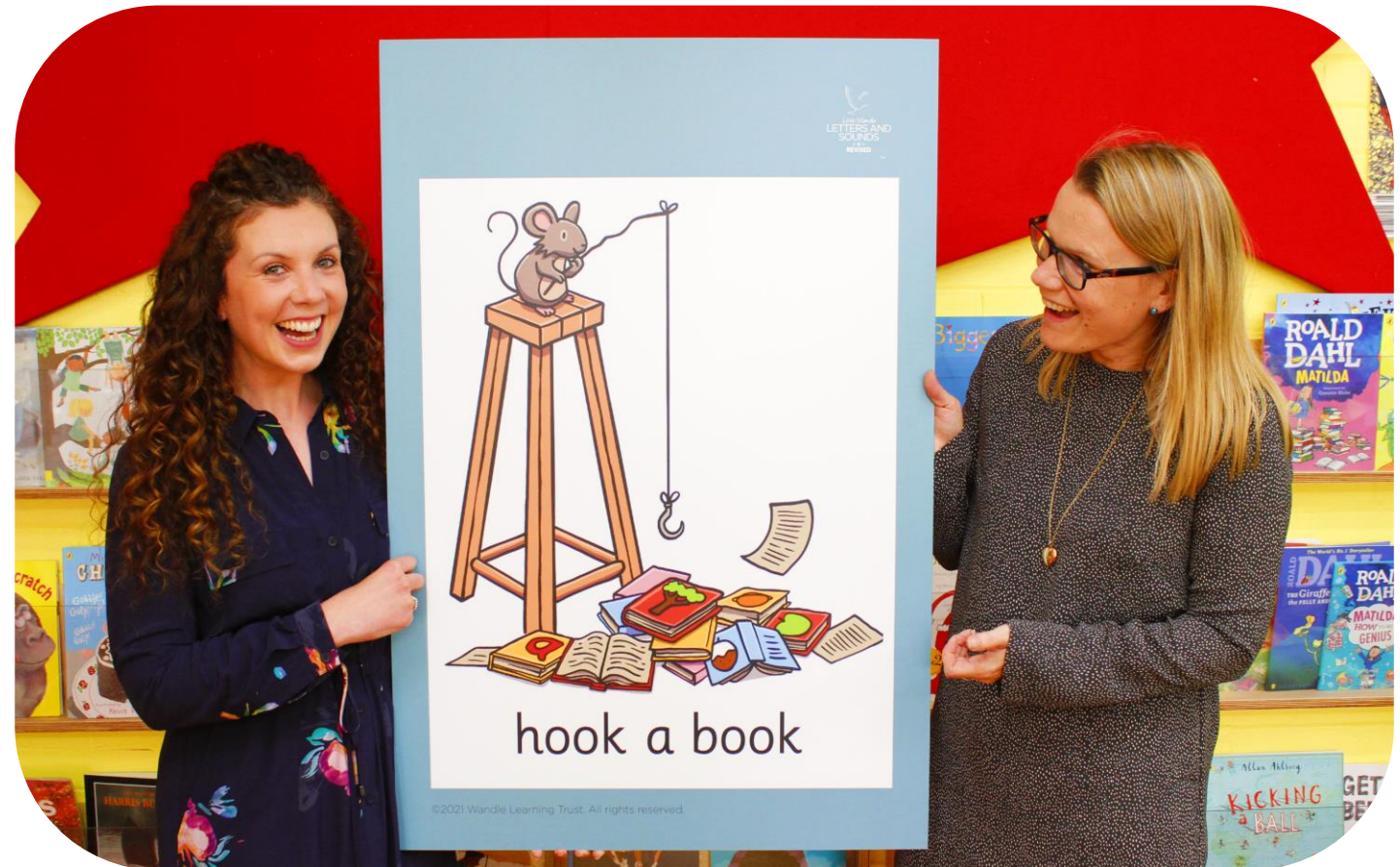
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Phonics is:
making connections between the sounds
of our spoken words and the letters that
are used to write them down.

”

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

The smallest unit of sound.

Grapheme

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

Digraph

A grapheme using two letters to represent one phoneme.

Trigraph

A grapheme using three letters to represent one phoneme.

Blend

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

Segment

Identify each of the individual phonemes in a word, working all the way through from left to right.

Adjacent consonant

Two or more consonants that come together in a word without any intervening vowel or vowels (for example, 'd-r' in 'drop', 's-t-r' in 'strap').

Split digraph

A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a_e' in 'take').

EYFS Phonics
Phase 2 - Autumn
Phase 3 – Spring
Phase 4 – Summer

EYFS - This term we are teaching Phase 2

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



Let's say the Phase 2 sounds

 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.
- We will inform you if your child needs additional practice.



Year 1 Phonics

Revision of Phase 3 and 4

Teaching Phase 5

This term 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

<https://vimeo.com/743021918>

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 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	 qu
 ch tch ture	 sh ch ti ssi ci	 th	 ng	 nk	 a	 ea	 iy	 oa 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* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	air are ere ear	zh su si	

*depending on regional accent










How to say Phase 5 sounds

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

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.

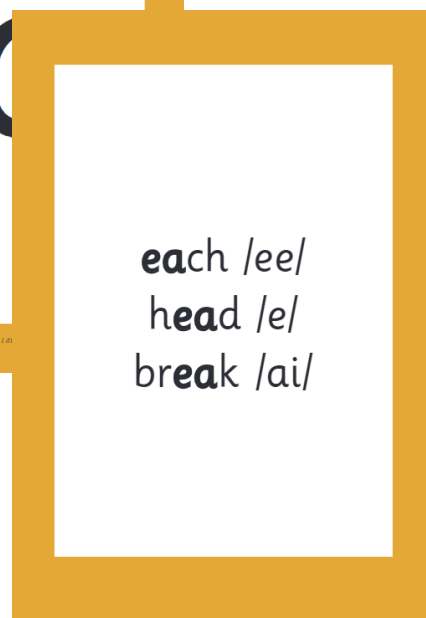
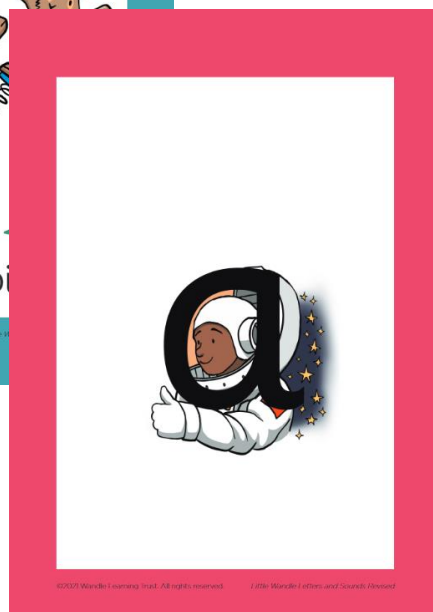
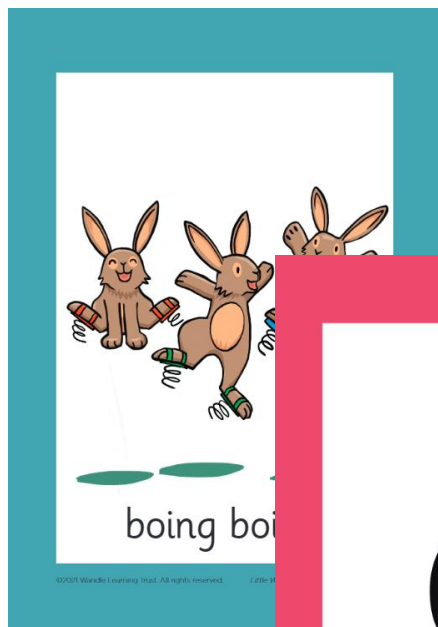


Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.
- Parent help sheets show you which part is 'tricky'.



How we make learning stick





Reading

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

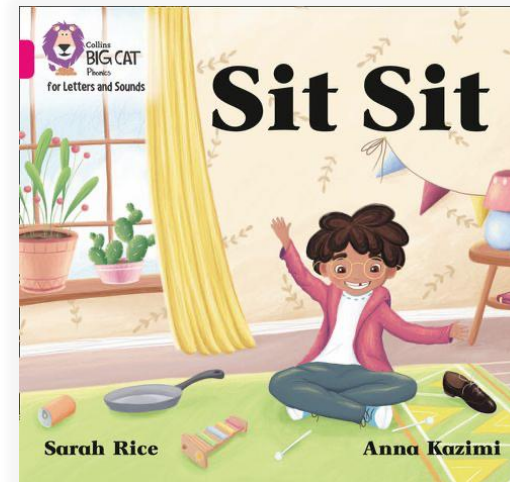
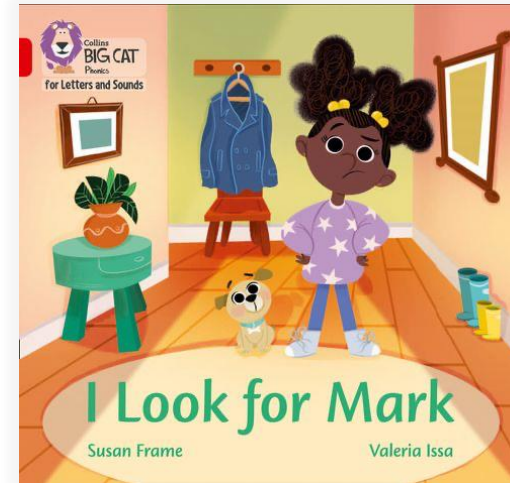
sat man hug red peck



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.



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.



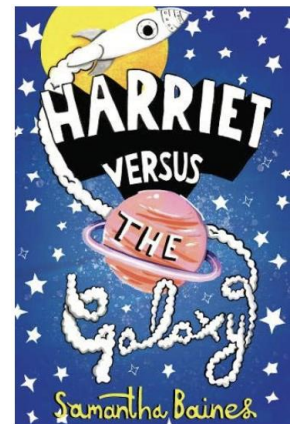
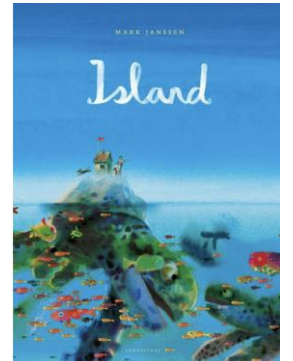
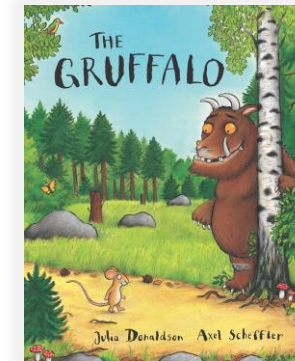
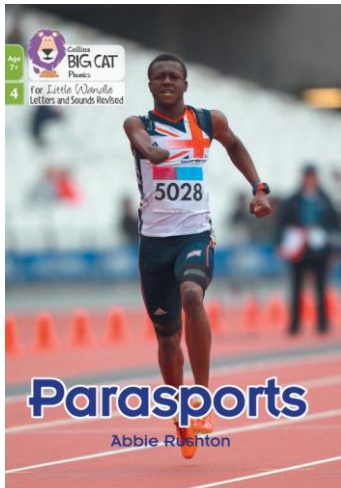
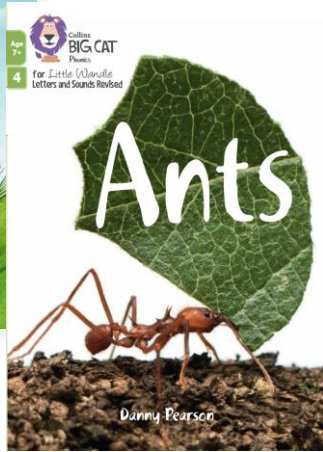
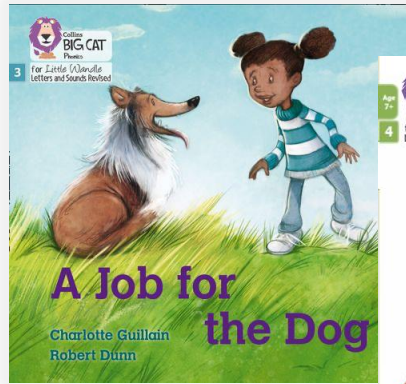
Aiming for fluency – this takes practice!





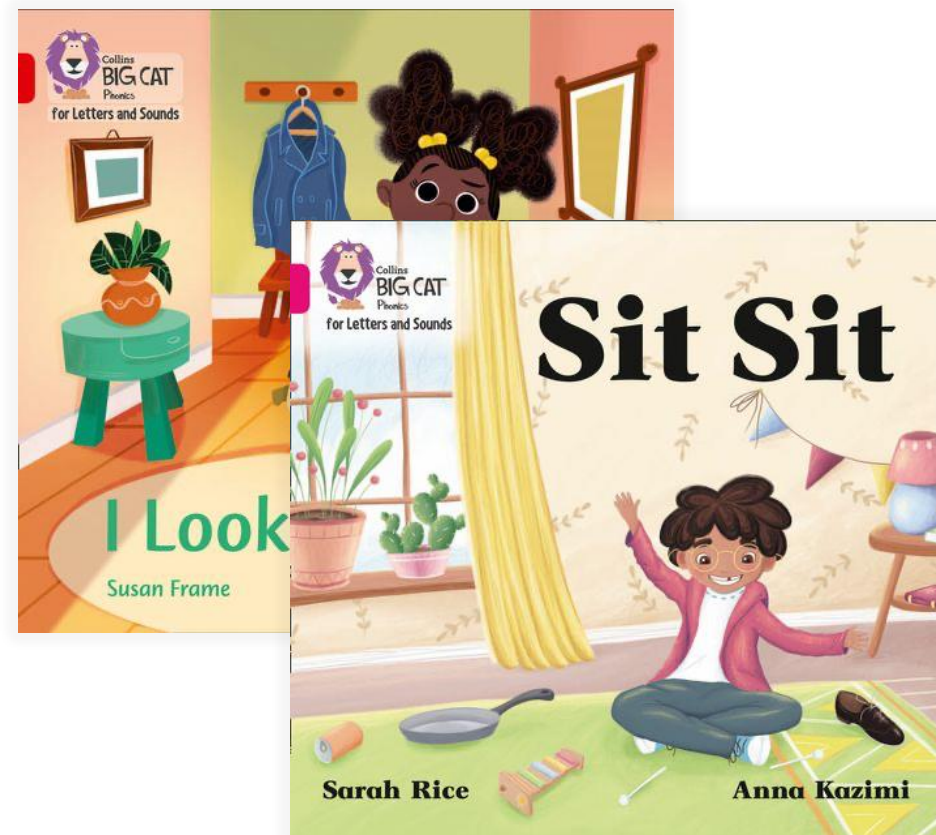
Reading at home

Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- 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.



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.





Reading and spelling

How do we teach spelling?

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



Spelling



- In EYFS children will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters.
- In Year 1 This term, children will be taught how to spell words using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is practiced additionally in school.



All the different ways to write
the phoneme /sh/: - it is difficult!



shell

chef

special

caption

mansion

passion

Our school is using *Little Wandle Rapid Catch-up Programme* to support pupils not currently reading at age-related expectations in Year 2 and above. The programme has a fast pace, so the children can access the curriculum and enjoy reading as soon as possible.

Supporting your child with phonics

- Use your child's Phonics Homework books to practice the sounds each day.
- Little and often is best, aim for 5 minutes a day.
- Watch the videos and explore the parent area to help you:

[For parents | Letters and Sounds](https://littlewandlelettersandsounds.org.uk)
[\(littlewandlelettersandsounds.org.uk\)](https://littlewandlelettersandsounds.org.uk)

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

- Little Wandle flash cards for home are available here:



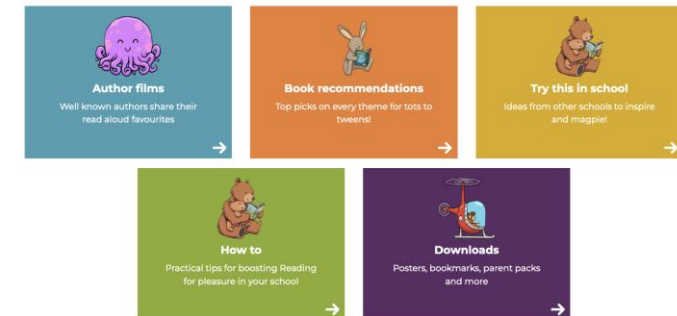
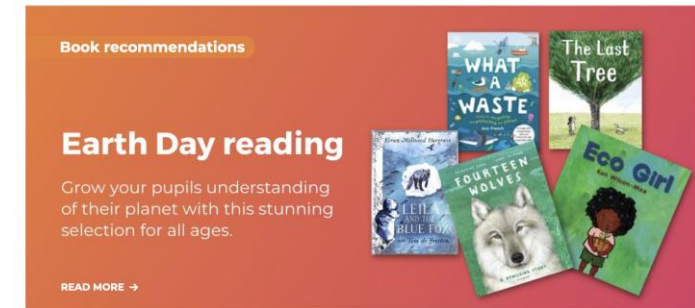
The most important thing you can do is read with your child



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.



“

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

Carl Sagan

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