



Phonics



Beverley Minster
Church of England
Primary School



**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.





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

This term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We teach phonics daily.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.

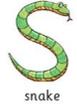


We teach Phase 2 in this order



Phase 2 grapheme information sheet

Autumn 1

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|---|--|--|---|
|  |  snake | Show your teeth and and let the s hiss out ssssss ssssss | Under the snake's chin, slide down and round its tail. |
|  |  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. |
|  |  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. |
|  |  penguin | Bring your lips together and push them open and say p p p | Down the penguin's back, up and round its head. |
|  |  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. |
|  |  | 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 |
|---|--|--|---|
|  |  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. |
|  |  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. |
|  |  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. |
|  |  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. |
| |  | Smile, tongue to the top of your mouth, say y without | Down and round the yo-yo, then follow the string sound |

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 and opportunities for intervention through daily catch up will be provided.



Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Class password
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.





Watch Part of a lesson

[Resources - Reception | Letters and Sounds- New sound](#)

[Resources - Reception | Letters and Sounds- Blending](#)

[Reading - Reception | Letters and Sounds- Reading](#)

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 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"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words | 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 /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 |

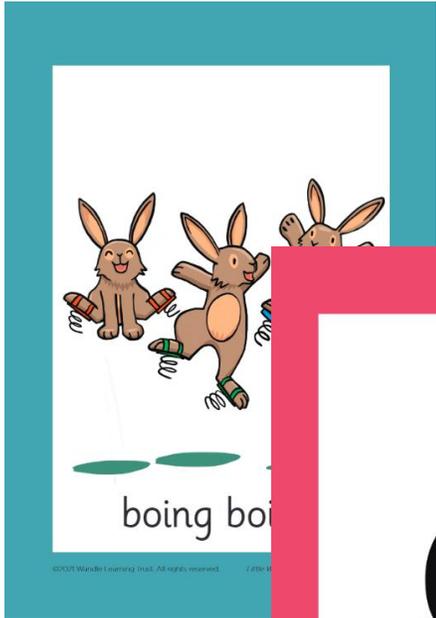
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

| 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/ oe ou toe shoulder /igh/ y fly /oa/ ow snow | any many again who whole where two school call different thought through friend work |

How we make learning stick





Reading and spelling

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.

Phase 2 grapheme information sheet

Autumn 1

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|---|---|---|---|
|  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 |  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 |  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 |  penguin | Bring your lips together, push them open and say p p p | Down the penguin's back, up and around its head. |



How do we teach spelling?

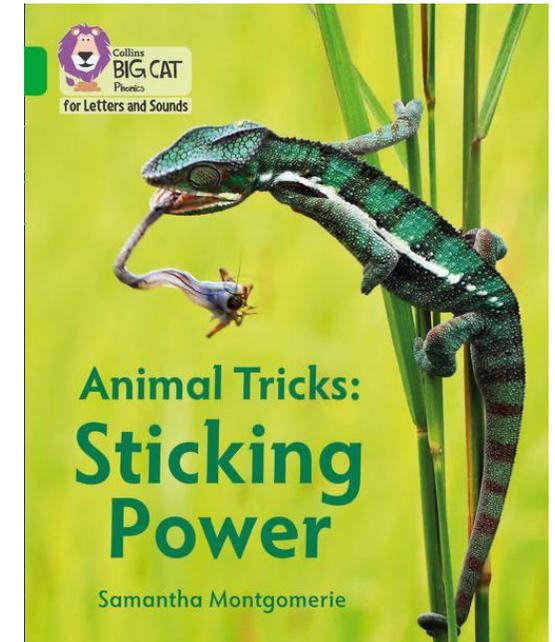
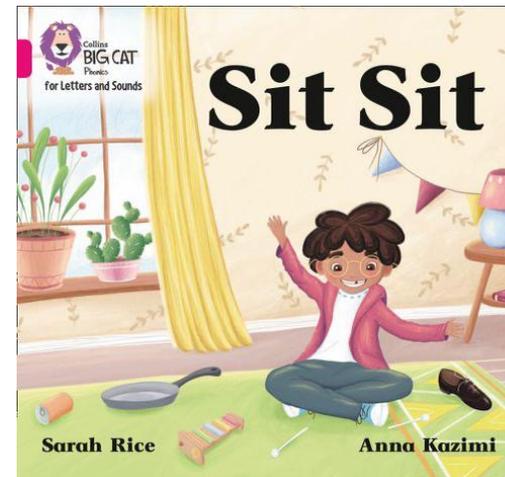
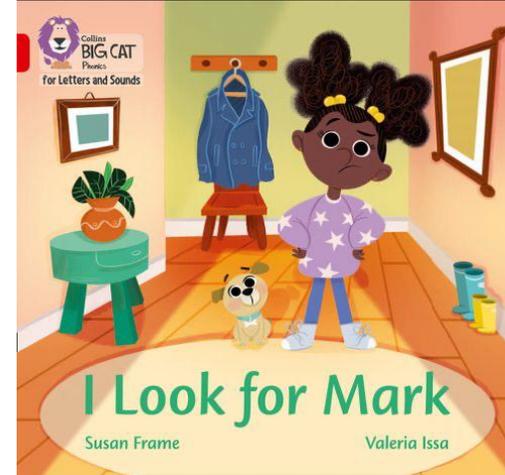
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.



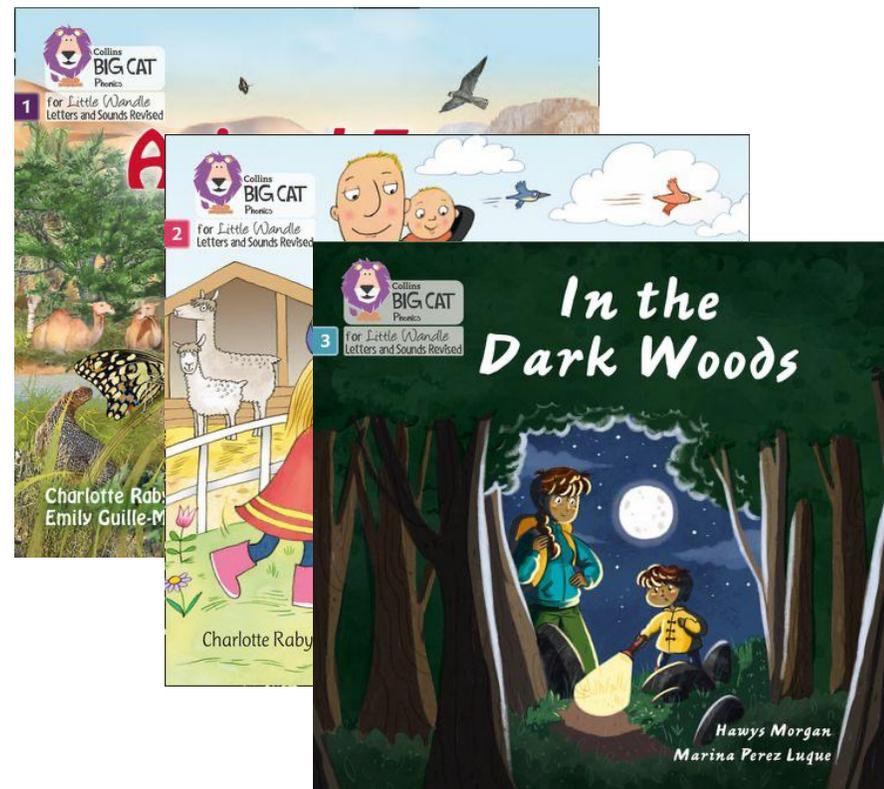
How do we find the right book for your child?

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 |

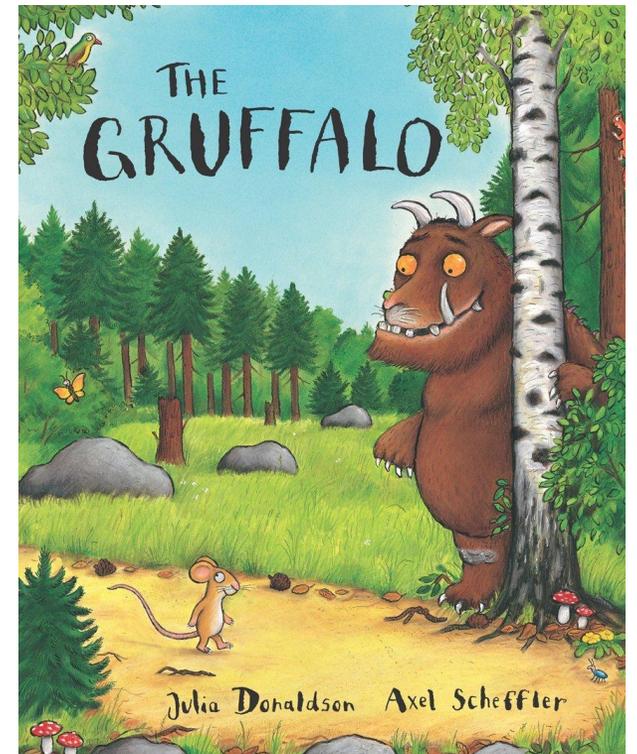
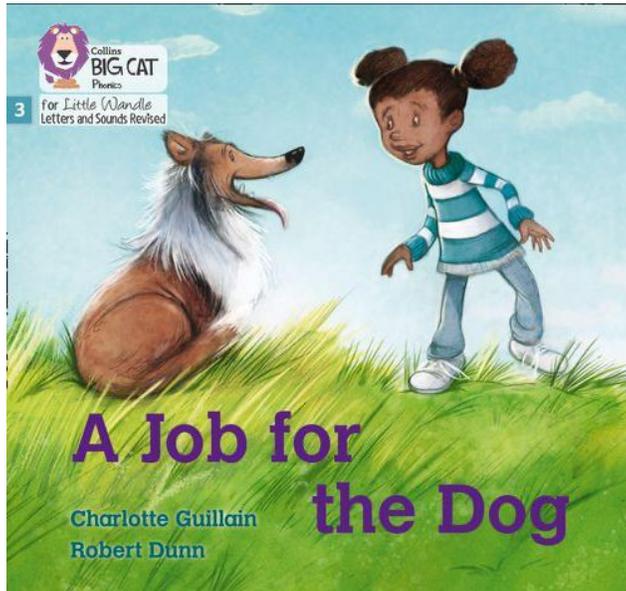
| | | | | |
|-----|-----|-----|-----|--------------|
| sat | man | hug | red | pe <u>ck</u> |
|-----|-----|-----|-----|--------------|





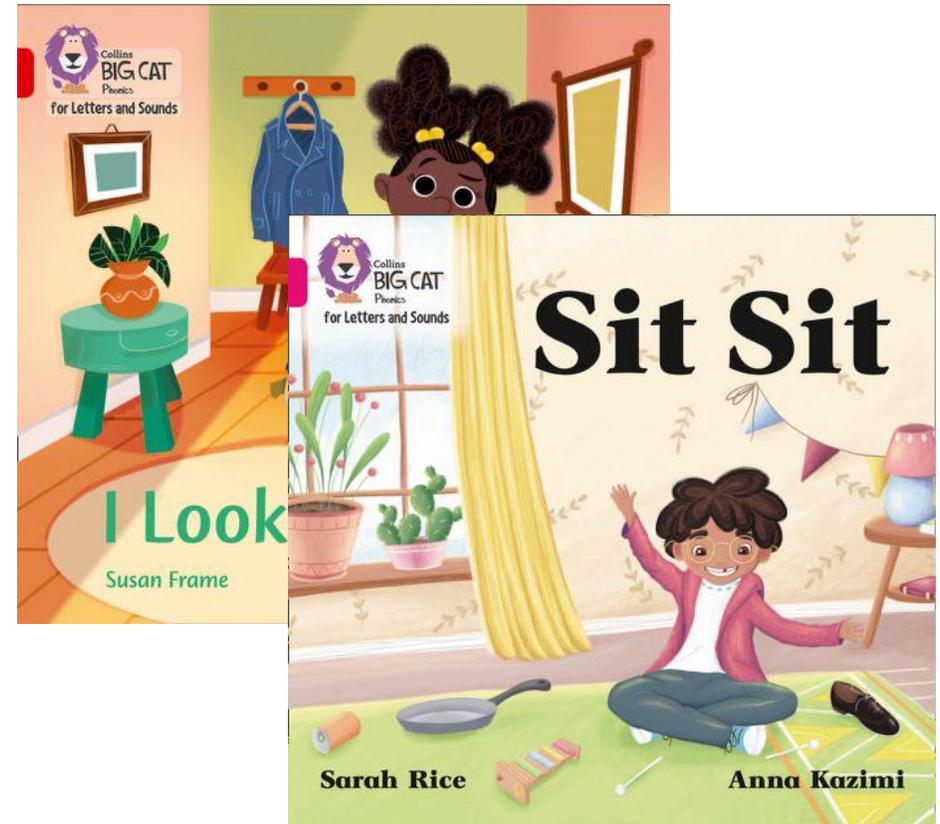
Reading at home

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.



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.

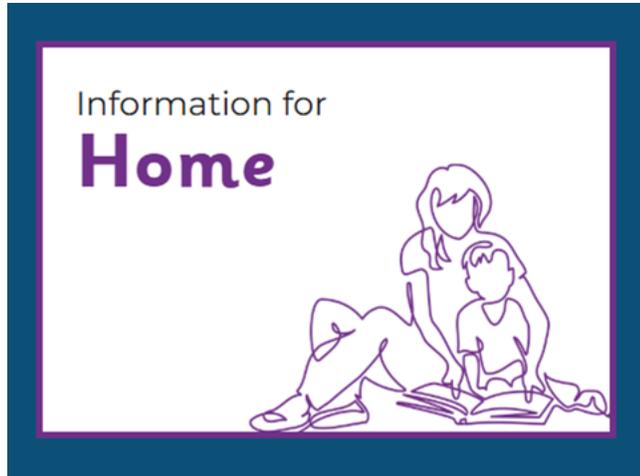


Little Wandle Website- Parents



Hi, Annie

My Letters and Sounds For Headteachers For parents Knowledge Base Everybody read! Reaching ever



How to use

How to use the phonics flashcards

Discover how to use your phonics flashcards at home along with advice on how to say the sounds.

Watch now

Change it

How to play: Change it!

Read lots of words with this fun game! Change one grapheme card each time to make and read a new word. How many words can you make and read with your child?

Watch now

Mix it up

How to play: Mix it up

Help your child read and spell words with this fun game. Choose the grapheme cards you need to make-up a word.

Watch now

Win it!

How to play: Win it!

Win it is a fun game to play with your child. Choose six grapheme charts that your child can read confidently. Add a new grapheme card to the pack and challenge your child to read the grapheme correctly. Each time they read it, they win it. You can play this with all the grapheme cards or the words.

Watch now

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. [Download our full Reception and Year 1 teaching programme overview](#) 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](#).

[Collins check-in](#) is a new Little Wandle membership website to Collins check and

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



- Read at least three times a week and sign your child's reading journal.
- Share a story together and talk about what you have read.



Other Activities you can do at home.

- I spy
- Scavenger hunt
- Online games
- What's in the box?
- Book talk
- Bingo
- Blending games
- Paint brushes and water for letter formation





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

Carl Sagan

