



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

Parent workshop: Phonics and early reading in Year 1 and 2, Phase 5



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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)

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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.



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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.

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Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

Adjacent consonant

Split digraph



Year 1

We are revisiting learning from Reception.

Recapping Phase 3 GPC's and words.

Grapheme mat

Phase 2 and 3

 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 jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		



Year 1



We will begin to teach Phase 5 towards the end of this term.

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.

				
ai	ee	igh	oa	oo
ay	ea	ie	o	ue
a	e	i	o-e	u-e
a-e	e-e	i-e	ou	ew
eigh	ie	y	oe	ou
aigh	y		ow	ui
ey	ey			
ea				

Year 2



This term children are completing the Year 1 programme.

They will then move on to Phase 5 Review.

This will progress to Bridge to Spelling.

Grow the code grapheme chart

Phase 2, 3 and 5

s ss c se 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	z zz s se ze	qu	ch tch ture	sh ch ti ssi ci	th	ng ng	nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e 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

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, pure, was
- are taught in a systematic way.

These words cannot be decoded phonetically.

We teach children the tricky part of these words and they are taught to read them fluently.



Spelling



- This term, your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing dictated sentences.
- 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.





Phonics Screening Check (June 2027)

- A quick check of decoding skills.
- They will be asked to read 40 words. 20 will be real words, 20 will be pseudo words (alien words).
- It is a nationally required check carried out in Year 1 in the summer term for all pupils.
- Those who did not pass in Year 1 will re-sit it in Year 2.
- The check will be carried out by a familiar adult.
- We will run a workshop with more information on this later in the academic year.

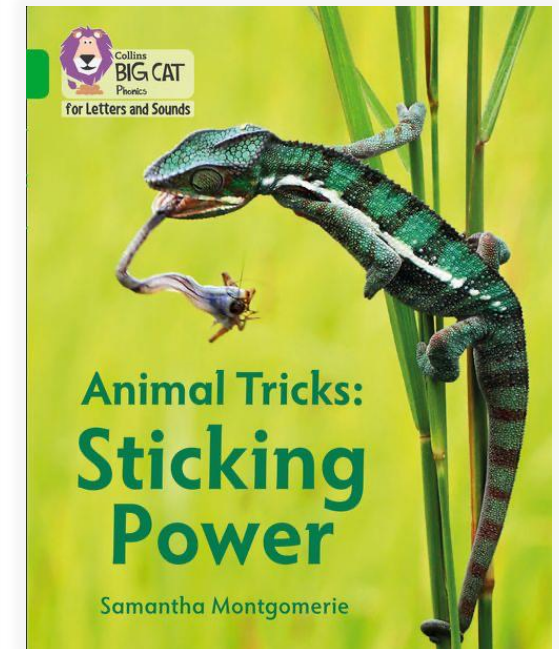
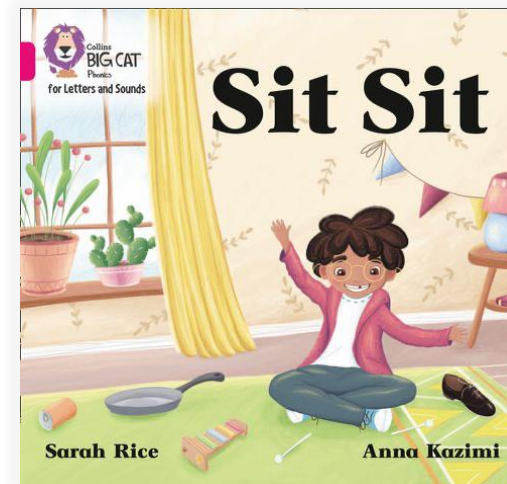


Reading

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.



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 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.





Reading at home

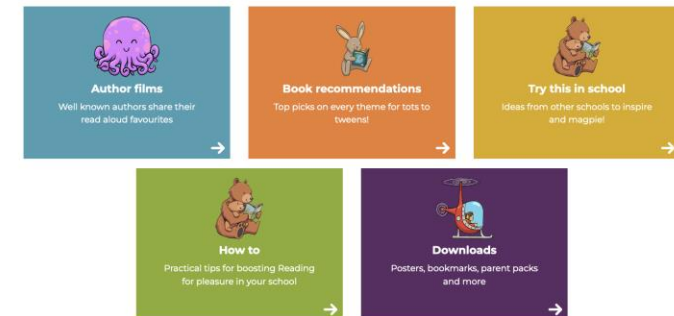
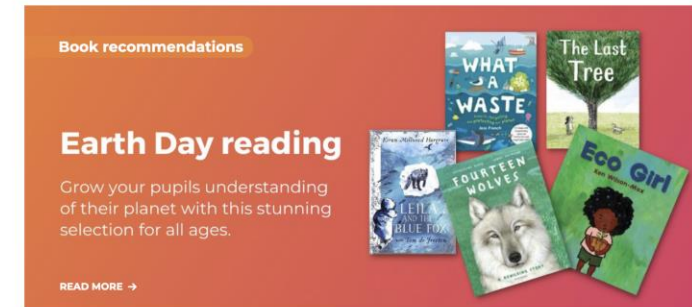
The most important thing you can do is read with your child



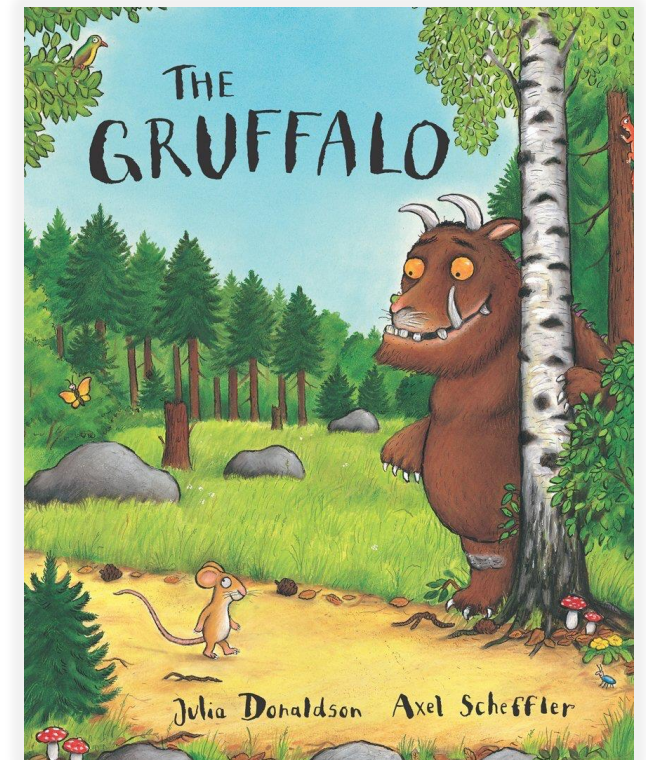
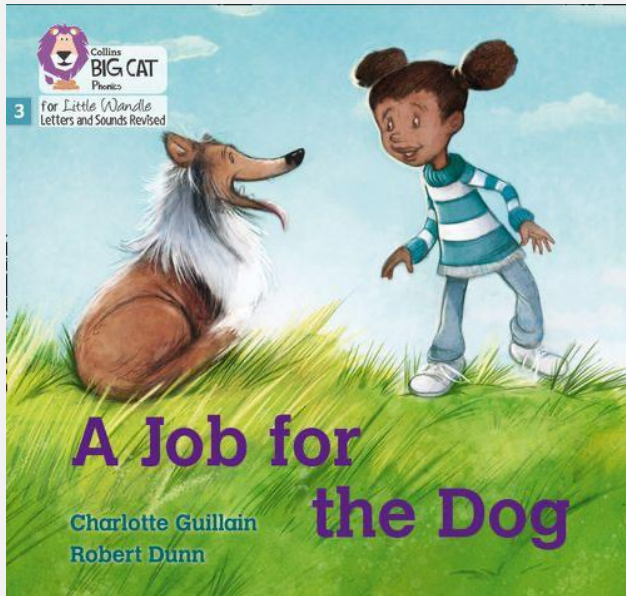
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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.

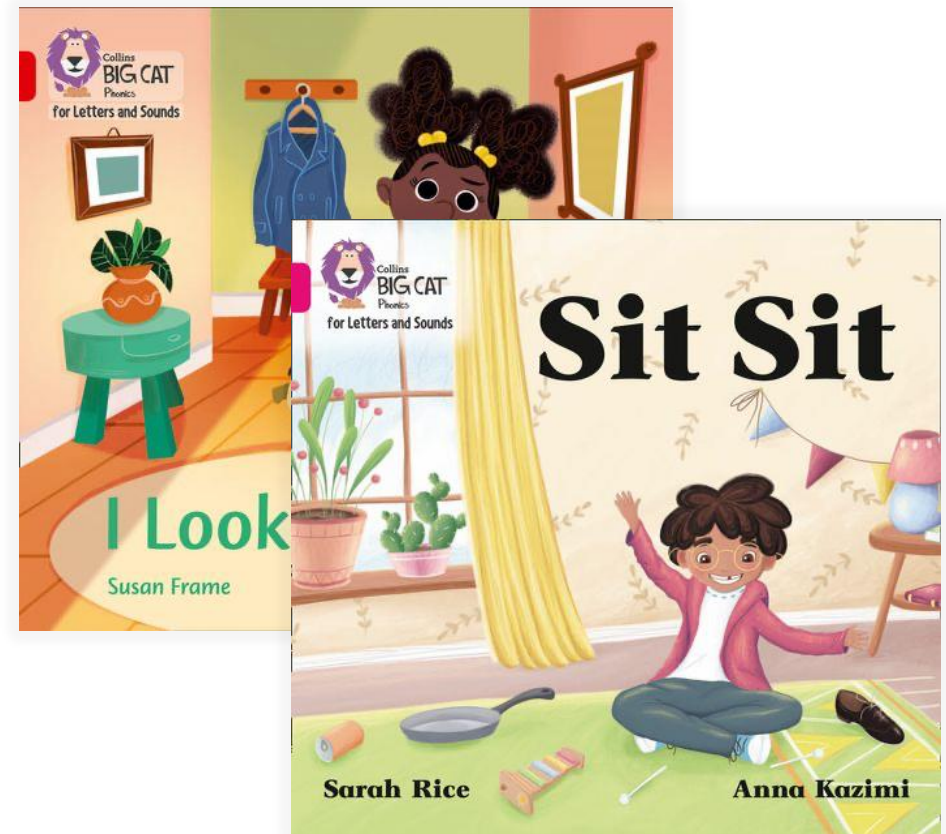


Books going home



Listening to your child read their phonics book

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



Books going home



Phonics book:

Phonics books will be sent home on a Wednesday, after their 3 school reading sessions.

Please ensure your child reads their phonics book with you at home.

Phonics books are due back into school on a Monday.

Sharing book:

Please read your 'Sharing book' as many times as possible during the week to develop a love of reading.

Library book or Reading book Exchange

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

Carl Sagan

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