Welcome to this workshop on the teaching of phonics at Wimbledon Chase.



For Years 1 and 2

Aims of the session:

- To give you an insight into phonics at WCPS
- An opportunity to share our good practice
- To share some resources with you
- To answer any questions you have

What are phonics?

Words are made up from small units of sound called phonemes. Synthetic phonics teaches children to be able to listen carefully and identify the phonemes (the sounds) associated with the graphemes (letters). The sounds are taught in isolation then blended together. This helps children to learn to read words and to spell words. There are 6 phonics 'Phases' which are taught between Nursery and Year 2.

Ofsted says:

- All phonemes must be pronounced correctly;
- The teaching of phonics should be active and engaging;
- The teaching of graphemes works best when graphemes are linked to an action, character or context



DfES says:

Teaching of phonics should be systematic (every day) and synthetic (letters and corresponding sounds are taught at a quick pace, alongside the skills of segmenting and blending).

Children's phonics knowledge will be tested at the end of Year 1 by the statutory 'Phonics Screening Check'. This is sent to schools in May/June and administered by class teachers. The test contains a mixture of real and pseudo words (also known as 'alien words').

Simply put…

Phonics is:

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

When do they start learning letters and the sounds they make?

It begins in **Nursery** with **Phase 1.**

During Phase 1 the emphasis is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.



Aspect 1 - General sound discrimination - environmental

Developing children's ability to listen and denitrifying everyday sounds. the focus is developing their listening skills. Activities include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

Developing children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

Developing children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

Developing children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 - Oral blending and segmenting

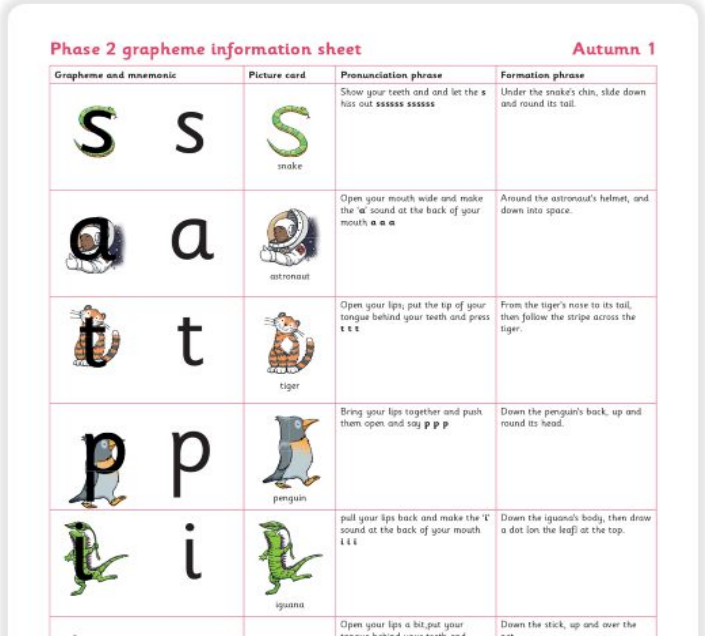
The main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects.

Phases 2, 3 and 4 are taught in Reception

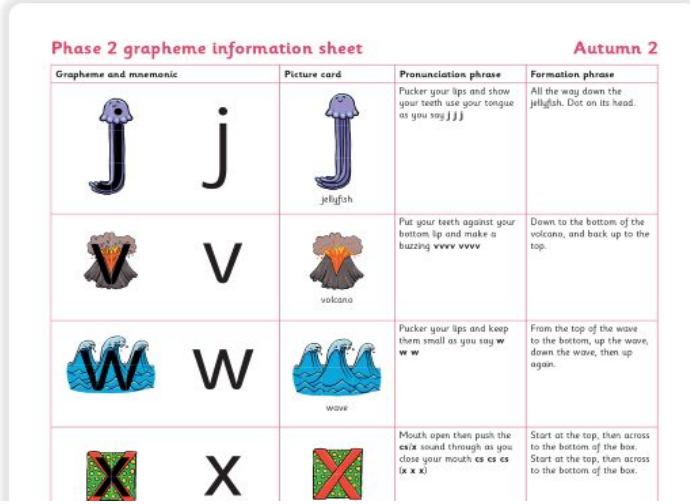
We have chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to use to support our teaching of phonics.

Reception start by learning the alphabet as single sounds and then children are gradually introduced to sound combinations (digraphs, trigraphs, split digraphs & blends) throughout Reception and Year 1.



Phase 2 grapheme information sheet — Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	snake	Show your teeth and and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.
a 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 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 p	penguin	Bring your lips together and push them open and say **p p p**	Down the penguin's back, up and round its head.
i i	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	Down the stick, up and over the



Phase 2 grapheme information sheet — Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	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.
v v	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.
w w	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.
x x		Mouth open then push the **ck/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.



LW has a picture pneumonic to help children remember the phoneme/grapheme

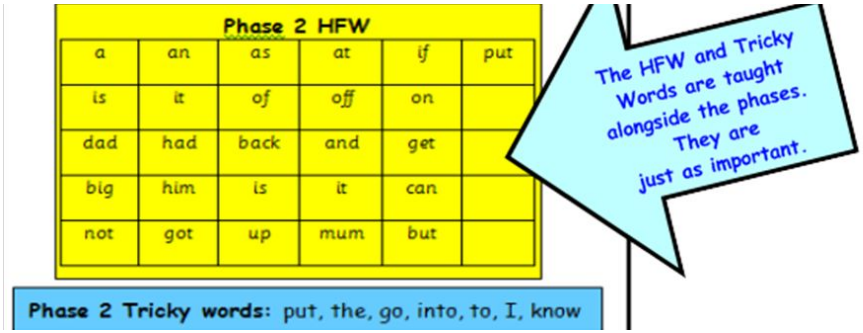
They use these sounds to blend and read words.



In Year 1 we begin by recapping **phases 3 & 4** before embarking on **phase 5**.

Phase 5 is repeated at the start of **Year 2** and then **phase 6** (spelling patterns) is introduced.

High Frequency & Tricky words are taught alongside.



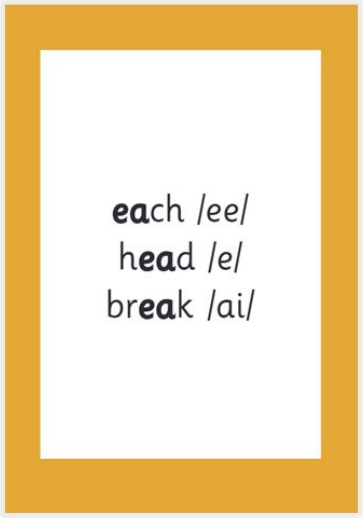
A snapshot of the Year 2 spelling criteria planning grid:

Week	spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples
1	dge	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).	badge badger edge hedge ledge sledge bridge ridge lodger budget fudge judge nudge trudge sludge smudge
	dge: ge		After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.	age cage page stage damage change bulge village strange
	dge: g		In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y.	gem giant magic giraffe energy ginger general genius gentle geometry gym danger angel digest emergency energy engineer energy engineer giant imagine intelligent legend register stranger tragic
	dge: j		The letter j is never used for the /dʒ/ ("dge") sound at the end of English words.	jacket jar jog join adjust joke juggle enjoy joint jerseys jockeys journeys injuries jellies banjos jewellery journalist January subject
2	s: c	The /s/ sound spelt c before e, i and y		race ice cell city fancy dice ice nice price rice slice spice twice rejoice cinema circle circuit circular circus citizen city cease cellar cement cent centipede centre centurion century certain cycle cyclist cyclone cygnet cymbals face palace place race space surface trace dice ice nice price rice slice spice twice chance dance pencil decide recite
3	n: kn	The /n/ sound spelt kn and (less	The 'k' and 'g' at the beginning of these words was sounded	knee kneel knew knickers knight knit knives knob knock knot know knuckle knife
4	n: gn			gnarled gnash gnat gnaw gnomes sign

https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Reading and spelling





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

They learn to read and write all of them.

shell	caption
chef	mansion
special	passion

The children are encouraged to:

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

Gradually your child learns the entire alphabetic code:

We work our way through the whole Little Wandle Programme until your child can read fluently.

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 ck 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

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
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

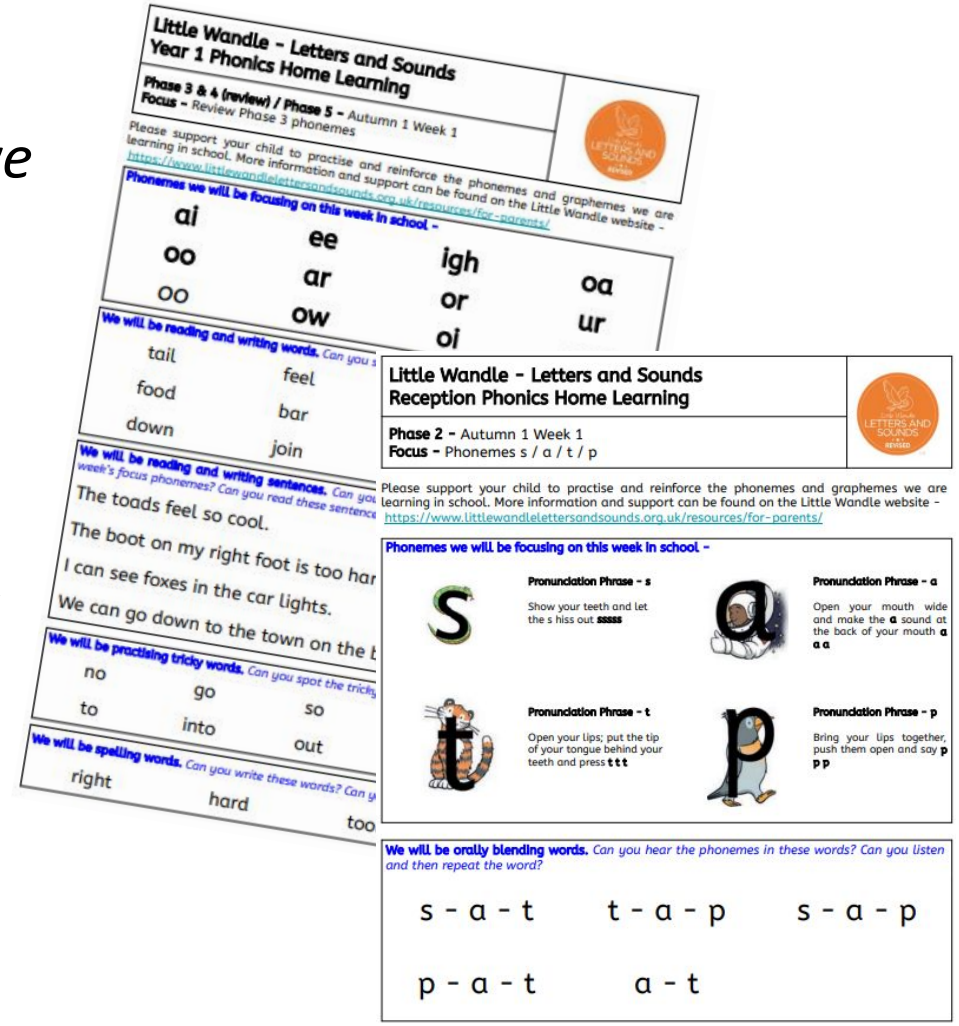
*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/oo/ u funny	any many again

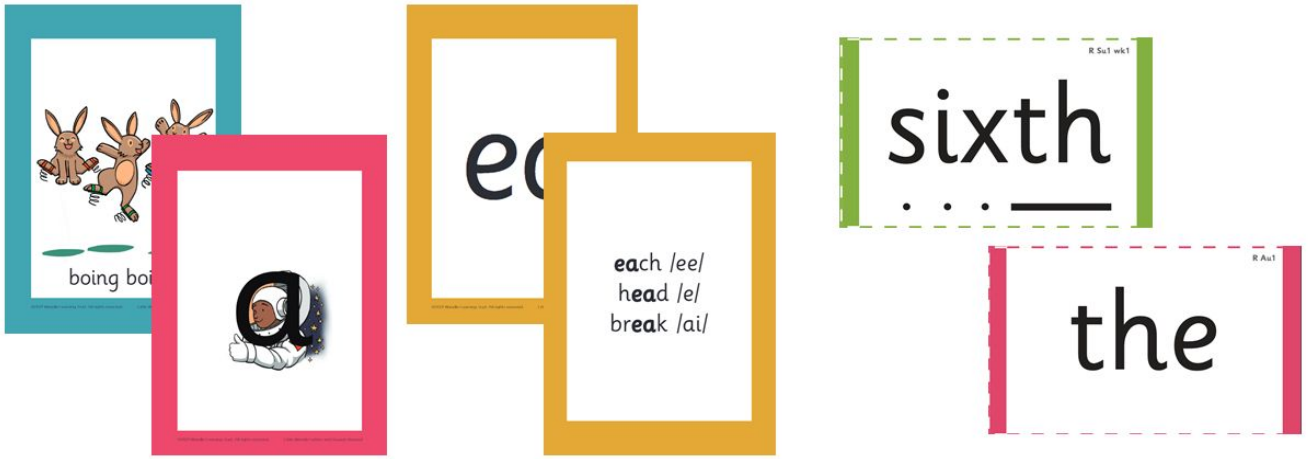
How is phonics taught?

*Usually we will teach **four new sounds a week** and have a review lesson on a Friday.*

You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.

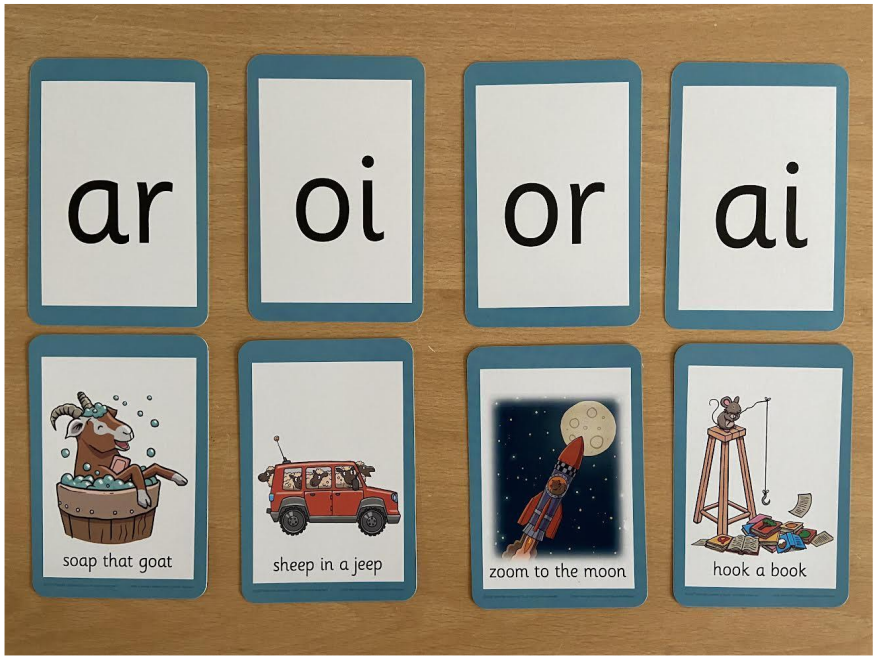


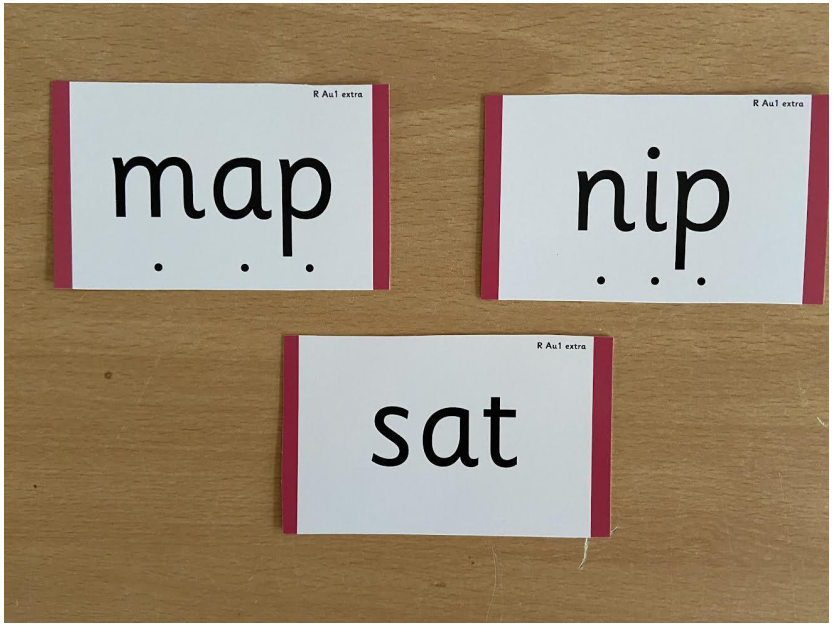
How we make learning stick

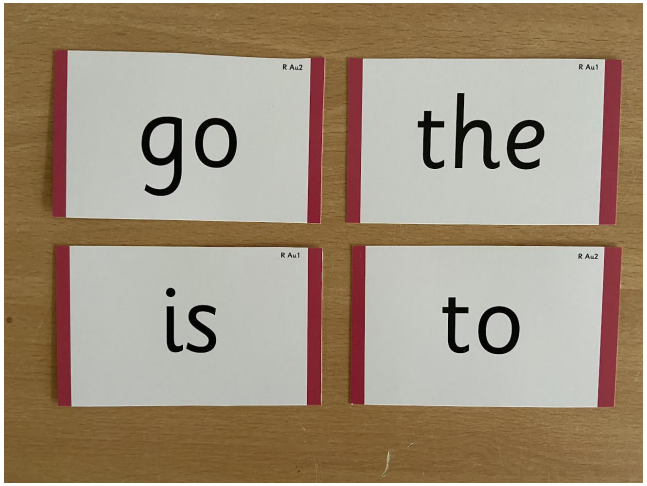


- *There are specific resources for the Little Wandle Programme which the children will be very familiar with.*
- ***In Reception: each sound that we teach, to begin, with has either a mnemonic** (like the astronaut that you can see here) **or a phrase** like boing-boing for 'oi'. This helps the children recognise and remember the graphemes.*
- *Every time we teach a new sound, we also **read words** during the phonics lesson that contain that new sound so that the children practise what they have learned.*
- *We then go on to **reading (and sometimes writing) a sentence** containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.*

Some examples…









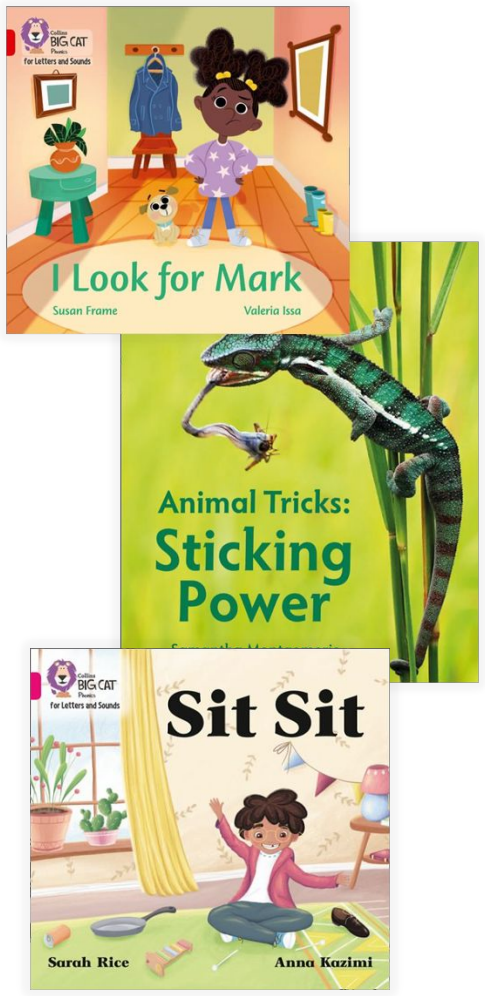
The toads feel so cool.

Phonic practice through reading

The children will regularly read books in class containing the focussed sounds they have learnt.

*They will work on skills such as **decoding** (sounding out) the words, working on **prosody** which is reading with expression – making the book sound more interesting with our story-teller voice or our David Attenborough voice – and **comprehension**.*

Research tells us that the more they see words the more they begin to read them automatically without having to sound them out.



Regular Assessment

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

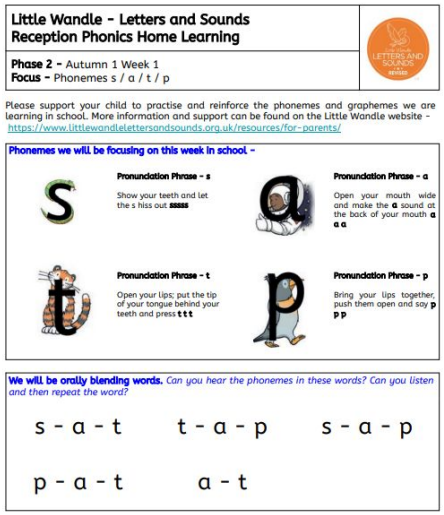
sat	man	hug	red	peck

The children are assessed every six weeks for us to check progress.

Any child who needs extra support has regular keep-up sessions planned for them.



How can you help at home?


Little Wandle - Letters and Sounds
Reception Phonics Home Learning

Phase 2 - Autumn 1 Week 1
Focus - Phonemes s / a / t / p

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Phonemes we will be focusing on this week in school -

s — Pronunciation Phrase - s: Show your teeth and let the s hiss out ssssss

a — Pronunciation Phrase - a: Open your mouth wide and make the a sound at the back of your mouth a a a

t — Pronunciation Phrase - t: Open your lips; put the tip of your tongue behind your teeth and press t t t

p — Pronunciation Phrase - p: Bring your lips together, push them open and say p p p

We will be orally blending words. *Can you hear the phonemes in these words? Can you listen and then repeat the word?*

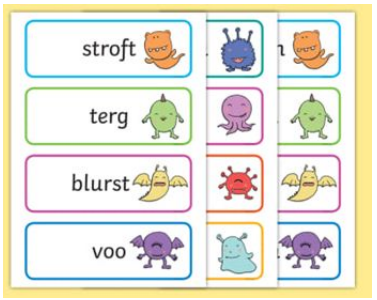
s - a - t t - a - p s - a - p

p - a - t a - t

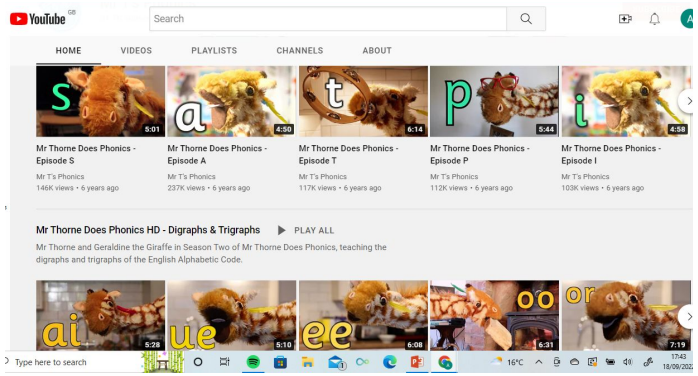
Encourage your child to:

- read the words on the sheet
- Practise forming the letters of the focussed sounds
- write the suggested words
- create their own sentences with the focussed sounds

Look at old phonic screening tests:
https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials



[Mr Thorne's Phonics
https://www.youtube.com/channel/4j8p7k9D_qRRMUsGqyw](https://www.youtube.com/channel/4j8p7k9D_qRRMUsGqyw)



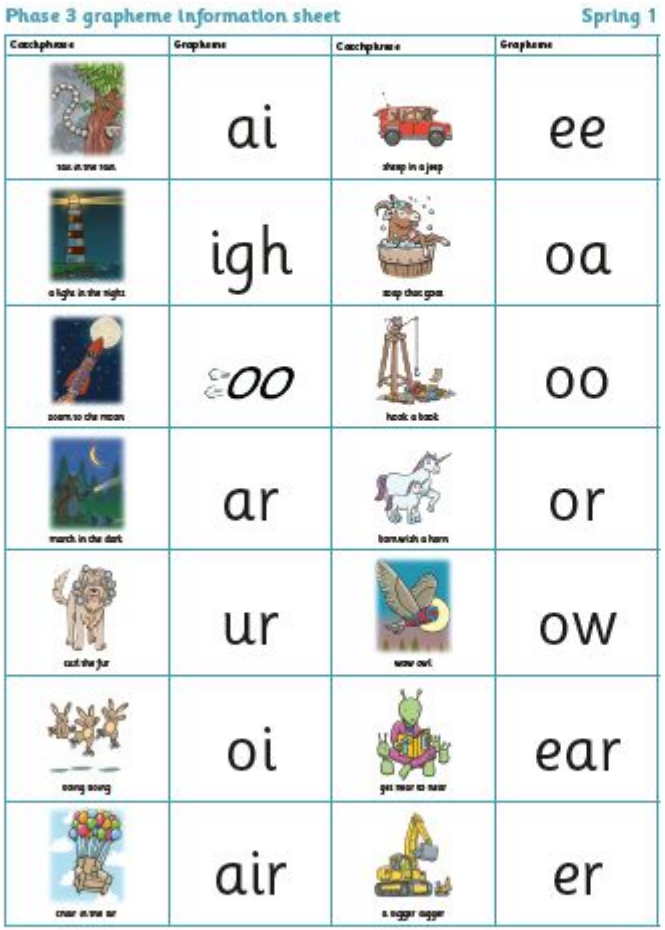


There are some free resources you can use at home for each phase

We have subscribed to Phonicsplay.co.uk

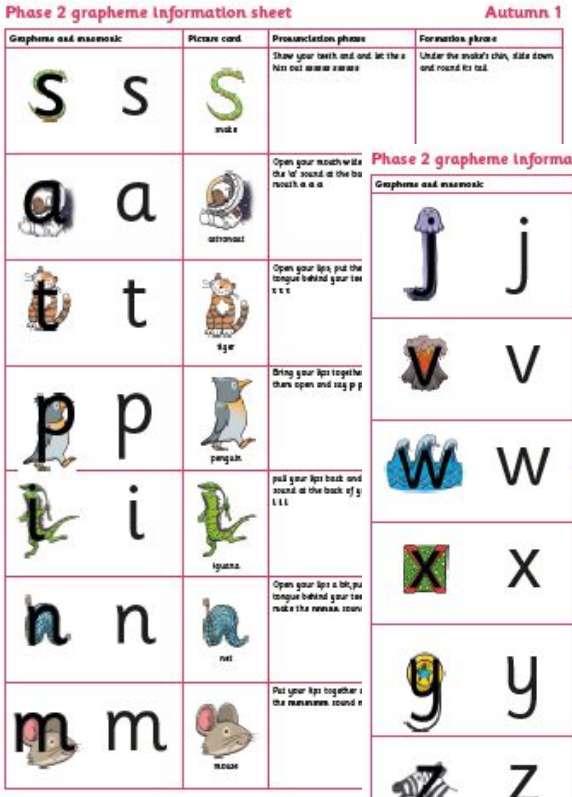


Use the information sheets



Phase 3 grapheme information sheet — Spring 1

Cvcchphrase	Grapheme	Cvcchphrase	Grapheme
	ai		ee
	igh		oa
	oo		oo
	ar		or
	ur		ow
	oi		ear
	air		er



Phase 2 grapheme information sheet — Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and and let the s hiss out snake snake	Under the snake's chin, slide down and round its tail.
a a		Open your mouth wide the 'a' sound at the back mouth a a a	
t t		Open your lips, put the tongue behind your tee t t t	
p p		Bring your lips together then open and say p p	
i i		pull your lips back and sound at the back of y i i i	
n n		Open your lips a bit, pu tongue behind your tee make the nnnaaa sound	
m m		Put your lips together the mmmmmm sound	

Phase 2 grapheme information sheet — Autumn 2

Grapheme and mnemonic	Picure card	Pronunciation phrase	Formation phrase
j j		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.
v v		Put your teeth against your bottom lip and make a buzzing vvvvvvvv	Down to the bottom of the volcano, and back up to the top.
w w		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.
x x		Mouth open then push the ck/e sound through as you close your mouth ck ck ck (ks 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.
y y		Smile, tongue to the top of your mouth, say y without opening your mouth.	Down and round the yo-yo, then follow the string round.
z z		Show me your teeth and buzz the z sound zzzzzz zzzzz	Zip across, zag down and across the zebra.





Is I he put pull full as and has his her
go no to into she push he of we me be

For more free resources (cards and rhymes) go to:
https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

More videos can be found at:



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1

https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Terminology

Your child will be exposed to/learn & use specific terminology during their phonics lessons, such as:

- Phoneme
- Grapheme
- Digraph
- Trigraph
- Split vowel digraph
- Blend
- Segment
- Sound it out
- Phonics fingers

https://letters-and-sounds.com/phonics-glossary /

Any questions?

