A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading

Phonics – Wimbledon Chase Primary School

The Reading Journey

KEY CONCEPT

Reading requires two entirely different skills working together: **word recognition** (decoding) and **language comprehension**.

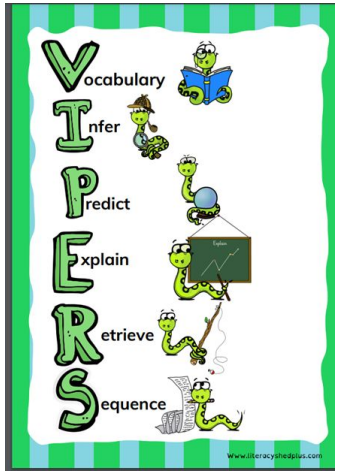


Reading (Decoding and Comprehension)

In the early stages of reading, we follow the Little Wandle Letters and Sounds Revised systematic synthetic phonics programme. This provides a structured approach to developing children's phonemic awareness, grapheme–phoneme correspondence, blending and decoding skills. Alongside phonics, children take part in reading practice sessions in groups, using appropriately matched books to develop accuracy, fluency and comprehension. These sessions continue until the Spring term of Year 2, when children begin to transition towards Whole Class Reading.

Whole Class Reading develops children's comprehension through immersion in high-quality texts, rich discussion and the discrete teaching of specific reading skills using VIPERS:

- **V**ocabulary
- **I**nference
- **P**rediction
- **E**xplanation
- **R**etrieval
- **S**equencing (KS1) / Summarising (KS2)



Teachers model effective reading strategies, explicitly teach vocabulary and provide opportunities for children to explore meaning, justify interpretations and support their responses with evidence from the text. Through carefully planned questioning, partner talk and whole-class discussion, children develop the language and confidence to articulate their understanding, engage with different viewpoints and deepen their appreciation of literature.

Phonics

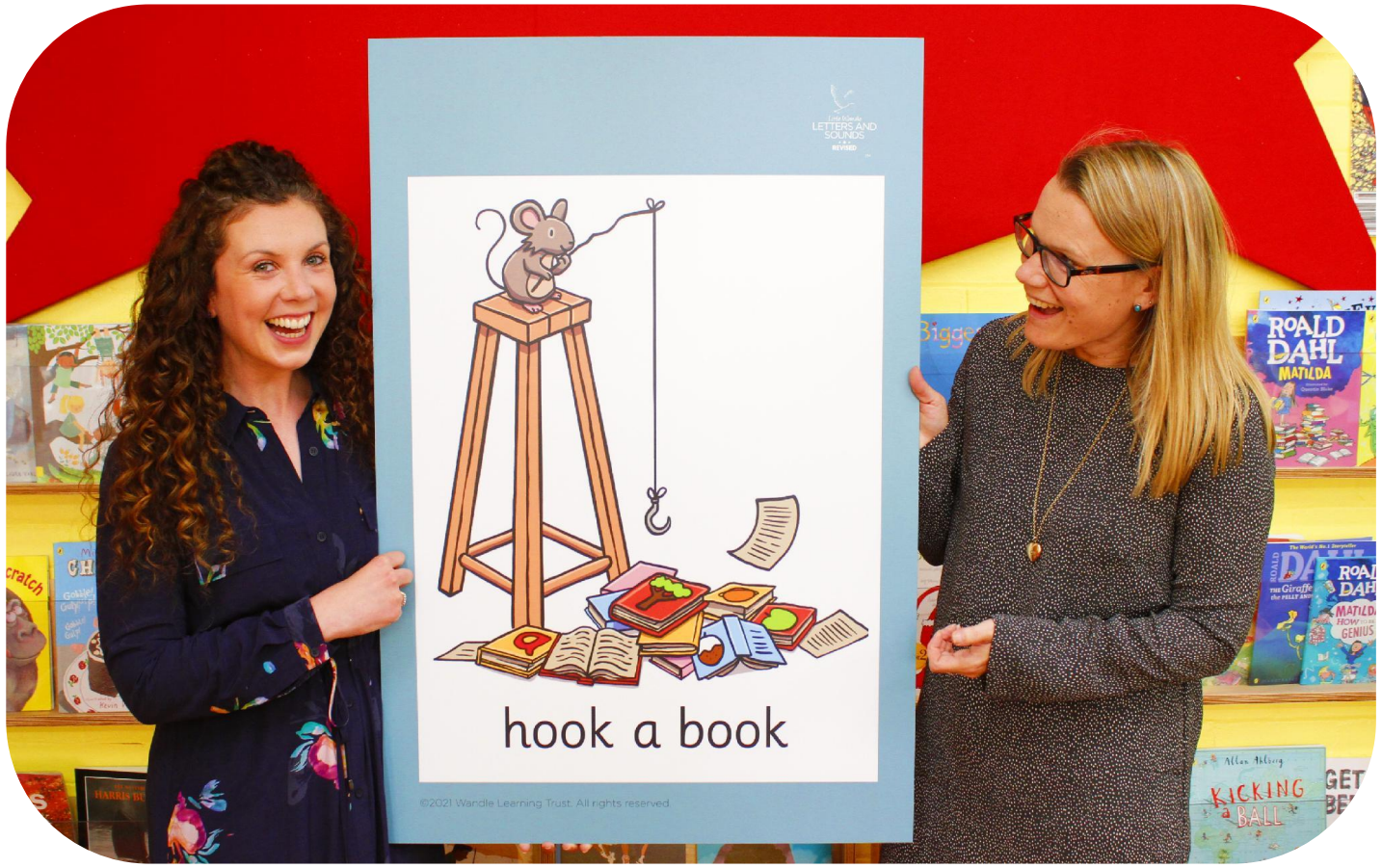
Word recognition (Decoding)

Aims of the phonics 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

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

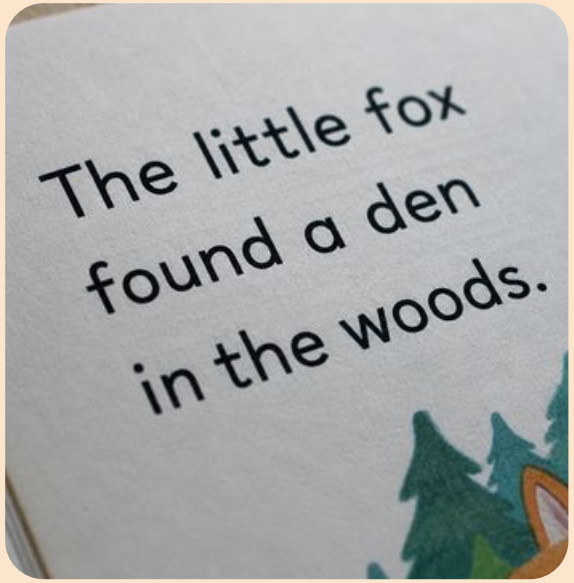
- Phoneme
- Grapheme
- Digraph
- Trigraph
- Blend
- Segment
- Adjacent consonant
- Split digraph

Core Vocabulary



Phoneme

The smallest single unit of sound in speech, such as /s/ or /sh/.



Grapheme

A letter or group of letters that represents a single spoken phoneme.



Digraph

Two letters representing one sound, such as 'ch' in chip or 'oa' in boat.



Tricky Word

Common exception words not fully decodable at the child's current stage.

The Phonics Progression

1

Single Sounds

Consonants and short vowels learned in Reception.

2

Digraphs

Vowel teams like 'ee', 'igh' and consonant digraphs.

3

Alternative Spellings

Year 1 focus: same sound, different spellings like 'ai'/'ay'.

4

Fluency & Spelling

Year 2 shifts toward suffixes, prefixes and rapid reading.

We use the **Little Wandle Letters and Sounds Revised** programme to deliver a consistent, systematic approach to phonics teaching. Phonics begins in Nursery and progresses through Reception and Year 1, ensuring that children build on their prior knowledge and develop their skills in a carefully sequenced way.

In Nursery, language development is a priority. Through engaging activities, songs, stories and rhymes, children develop their speaking and listening skills and explore the seven aspects of Phase 1 phonics, building the foundations for learning letter sounds.

In Reception, daily phonics lessons begin in the second week of the autumn term. Children learn how letters and combinations of letters represent sounds, and how these sounds can be blended to read words and segmented to support spelling. Teaching follows the Little Wandle progression, with children working towards the end of Phase 4 by the end of Reception.

In Year 1, children continue to develop and apply their phonics knowledge through daily 30-minute lessons, working towards the end of Phase 5 by the end of the year. High-frequency and tricky words are also taught explicitly to support reading fluency and accuracy.

Phonics – Wimbledon Chase Primary School

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 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
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	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
/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

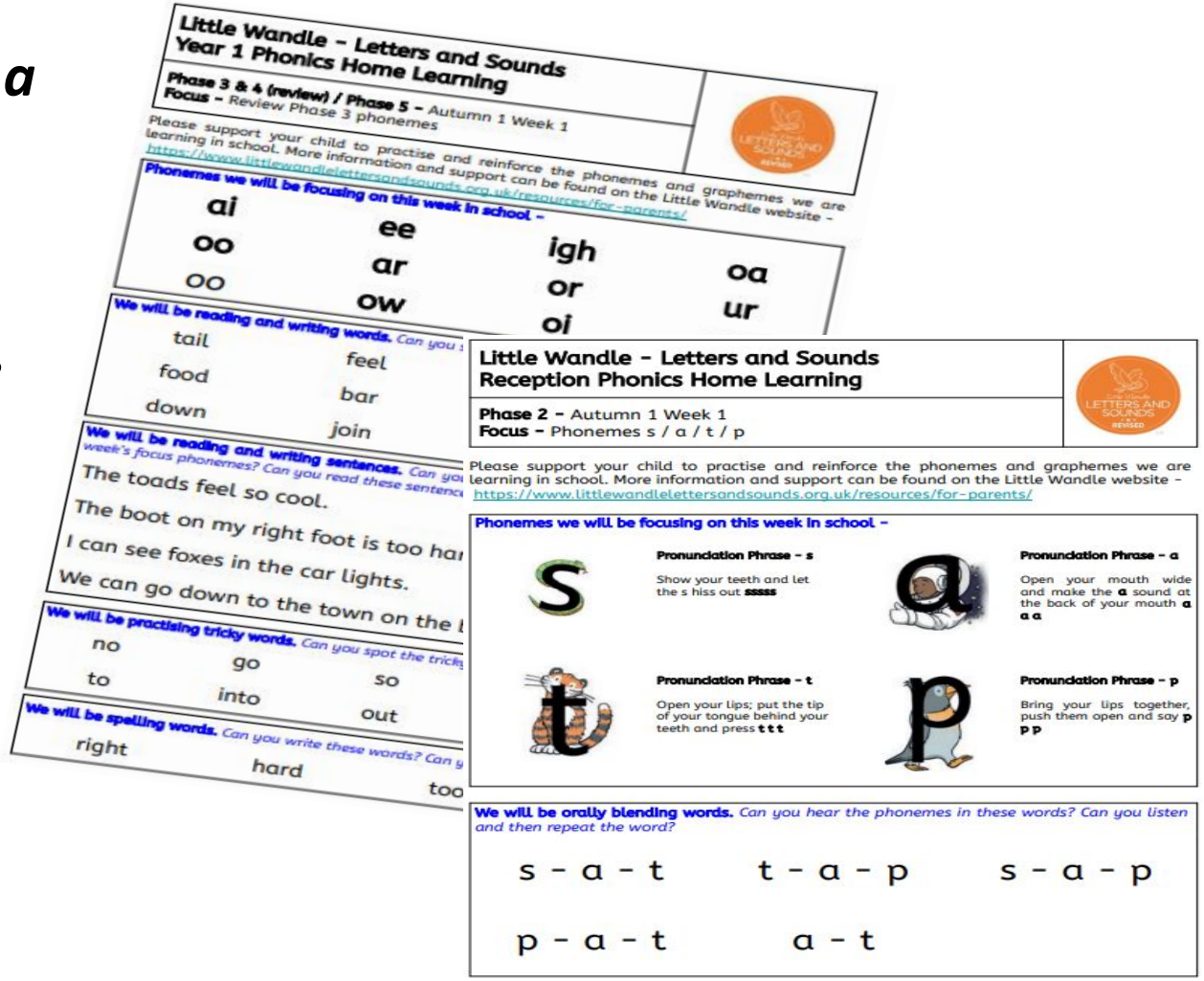
*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ 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 is phonics taught in Year 1?

*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.



Little Wandle – Letters and Sounds
Year 1 Phonics Home Learning

Phase 3 & 4 (review) / Phase 5 – Autumn 1 Week 1
Focus – Review Phase 3 phonemes

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 –

ai	ee	igh	oa
oo	ar	or	ur
oo	ow	oi	

We will be reading and writing words. *Can you*

tail	feel	
food	bar	
down	join	

We will be reading and writing sentences. *Can you*
week's focus phonemes? Can you read these sentenc

The toads feel so cool.

The boot on my right foot is too ha

I can see foxes in the car lights.

We can go down to the town on the

We will be practising tricky words. *Can you spot the tricky*

no	go	so
to	into	out

We will be spelling words. *Can you write these words? Can y*

right	hard	too

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 –

Pronunciation Phrase – s
Show your teeth and let the s hiss out **sssss**

Pronunciation Phrase – a
Open your mouth wide and make the **a** sound at the back of your mouth **a a a**

Pronunciation Phrase – t
Open your lips; put the tip of your tongue behind your teeth and press **t t t**

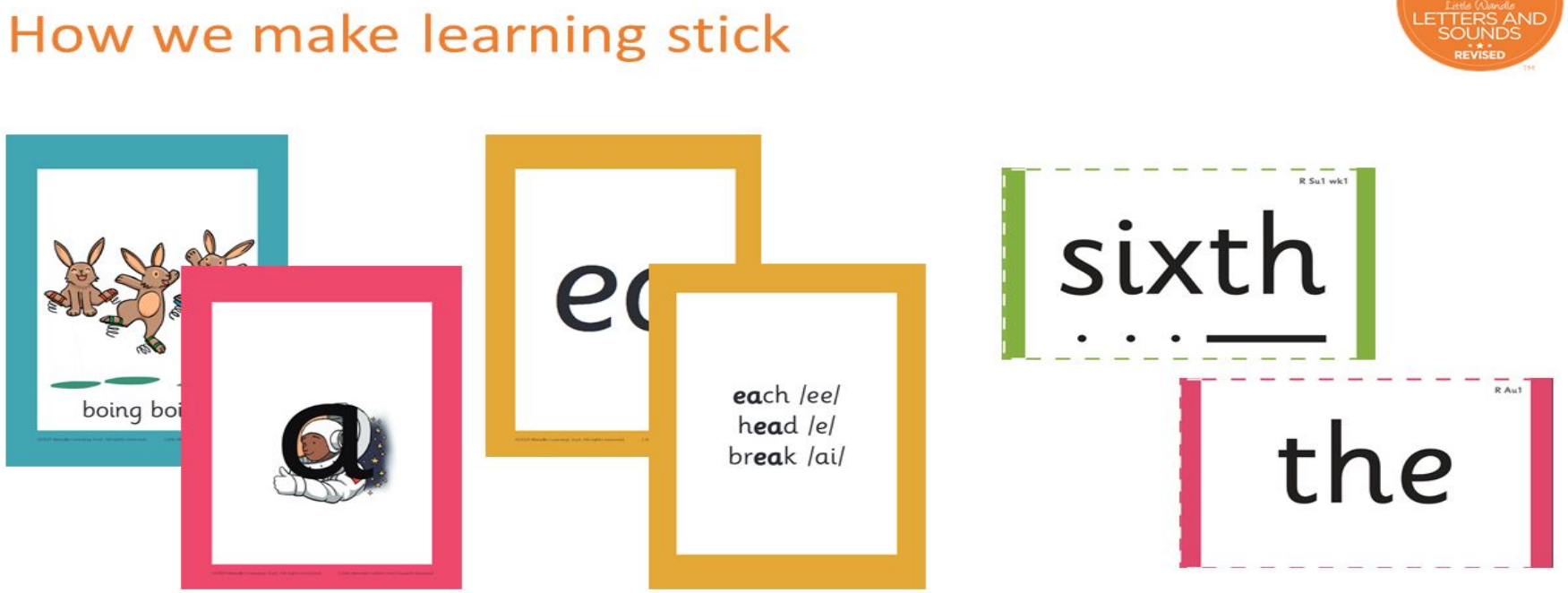
Pronunciation Phrase – p
Bring your lips together, push them open and say **p p p**

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

How we make learning stick



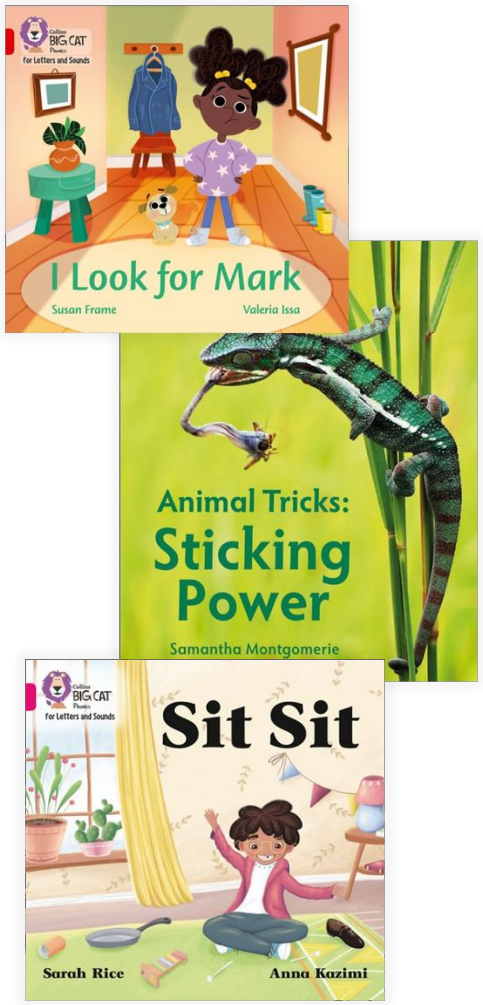
- *There are specific resources for the Little Wandle Programme which the children will be very familiar with.*
- ***In Reception: each sound that we teach, to begin, with has either a mnemonic*** *(like the astronaut that you can see here)* ***or a phrase*** *like boing-boing for 'oi'. This helps the 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.*

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.

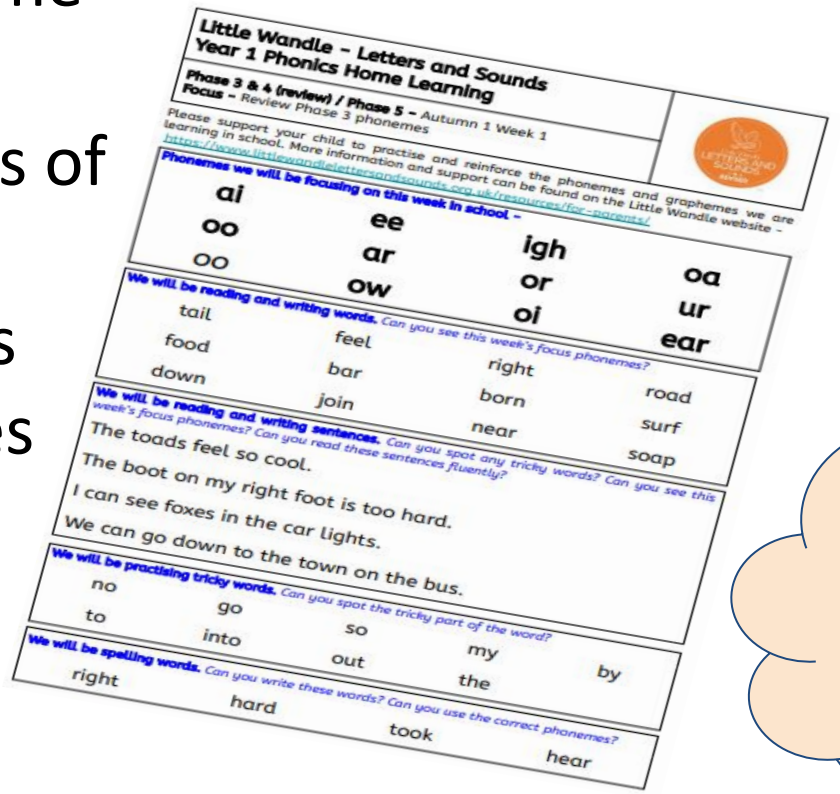


How can you help at home?

Look at past phonics screening checks:
[National curriculum assessments: past test materials - GOV.UK]

Encourage your child to:

- Read the words on the home learning sheet
- Practise forming the letters of the focussed sounds
- Write the suggested words
- Create their own sentences with the focused sounds





In June 2027, there will be a national **Phonics Screening Check**, consisting of 40 words in total - a mixture of real and 'alien' words.

When a Child Gets Stuck

Supportive Decoding Prompt

Avoid telling the child to look at the picture or guess from context. Instead, prompt them to look closely at the letters:

- Can you spot any special friends (digraphs) first?
- Say each sound from left to right cleanly.
- Blend the sounds together smoothly to say the whole word.



Decoding Strategy Check

Your Year 1 child reaches the word 'train' in their decodable book and pauses. What is the most effective initial prompt?

1. Ask them to look at the illustration at the top of the page to guess.
2. Tell them to skip the word and keep reading to the end of the sentence.
3. Immediately read the whole word aloud for them so they do not lose momentum.
4. Prompt them to spot the digraph 'ai' and sound out /t/ /r/ /ai/ /n/.

Decoding Strategy Check

Your Year 1 child reaches the word 'train' in their decodable book and pauses. What is the most effective initial prompt?

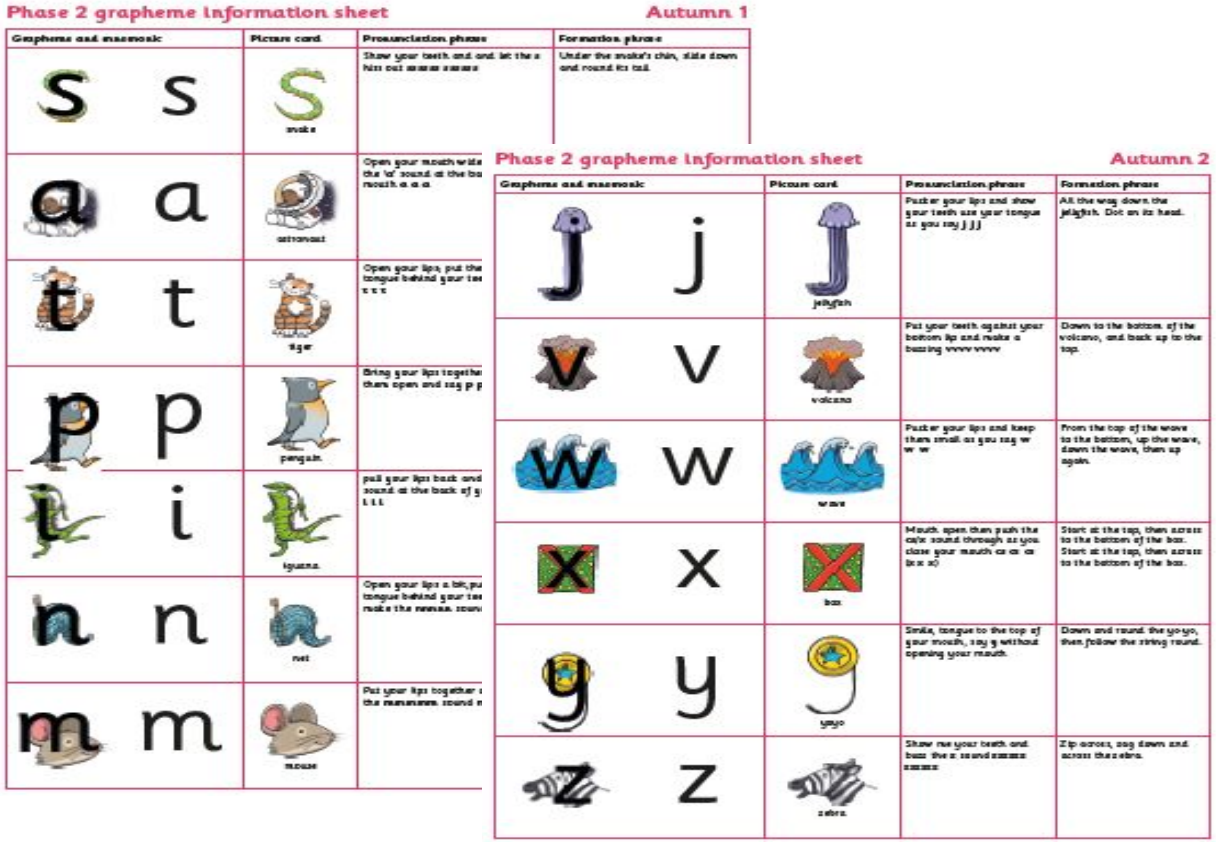
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4. Prompt them to spot the digraph 'ai' and sound out /t/ /r/ /ai/ /n/. ✓

Use the information sheets



Phase 3 grapheme information sheet — Spring 1

Catchphrase	Grapheme	Catchphrase	Grapheme
sun in the sun	ai	sheep in a jeep	ee
a light in the night	igh	soap chat goat	oa
zoom to the moon	oo	hook a book	oo
march in the dark	ar	barnwish a horn	or
curl the fur	ur	wow owl	ow
oang oang	oi	get near to near	ear
chair in the air	air	a digger digger	er



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 sssss sssss	Under the snake's chin, slide down and round its tail.
a a	astronaut	Open your mouth wide the 'a' sound at the back of mouth a a a	
t t	tiger	Open your lips, put the tongue behind your t t t t	
p p	penguin	Bring your lips together then open and say p p	
i i	iguana	pull your lips back and sound at the back of y i i i	
n n	net	Open your lips a bit, put tongue behind your te make the nnnnnn sound	
m m	mouse	Put your lips together the mmmmmm sound	

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	box	Mouth open then push the ck/x sound through as you close your mouth ck ck ck box 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	yoyo	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	zebra	Show me your teeth and buzz the z sound zzzzzz zzzzzz	Zip across, zag down and across the zebra.



qu th sh ch ng nk

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:

Supporting your child with phonics



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/

This term, in Year 1, 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://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Saying 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 k ck cc ch	r rr wr	h
b bb	f ff ph	l ll le al	j g dge ge	v vv ve	w wh	x	y	z zz s se ze	qu
ch tch ture	sh ch ti ssi si ci	th	ng	nk	a	e ea	i y	o a	u o-e ou

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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

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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
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 **rrrr** sound **rrrrr**	**wr**
f	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound **fffff fffff**	**ph**
l	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press **llll llll**	**le al**

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

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



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

Tricky words:

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

Children are now learning to read Phase 5 tricky words.



Phase 5 tricky words

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.

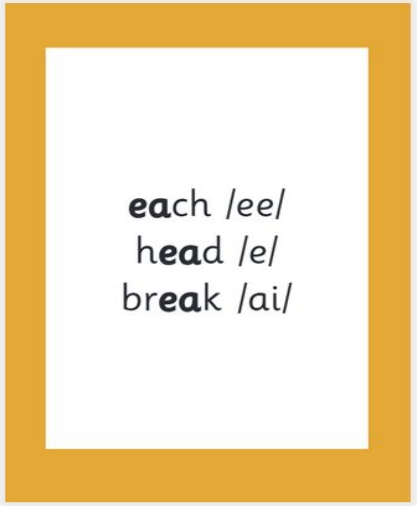
Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Reading and spelling at school

Spelling: Phonic practice through spelling

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





Spelling

- Your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They may 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.



Reading: Phonic practice through reading

As mentioned previously, 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.



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



Any questions?



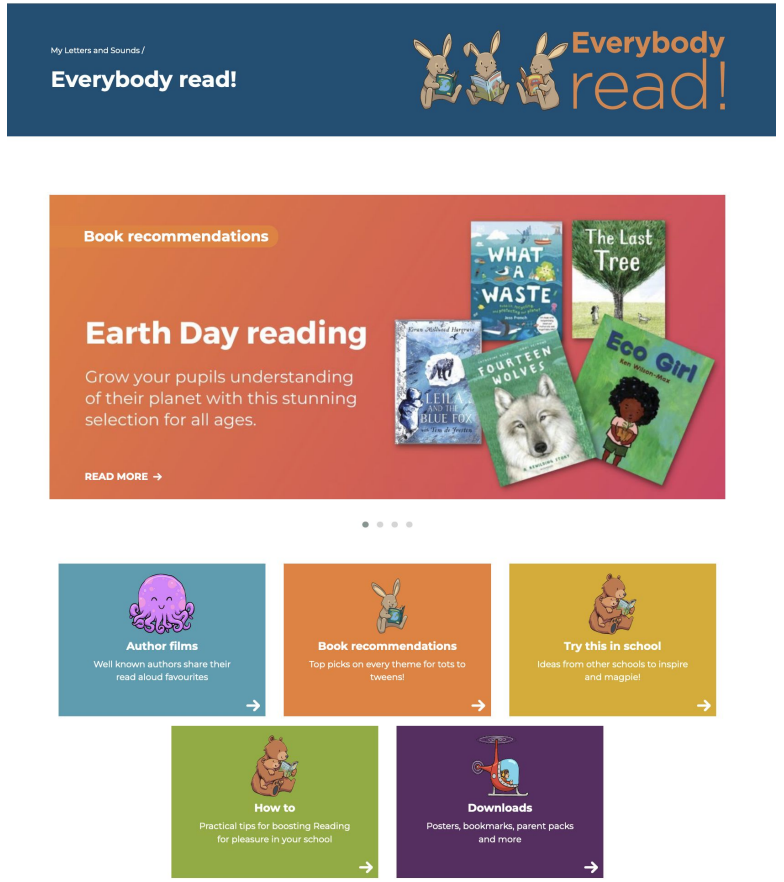
Reading at home

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.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Reading a book at the right banded book 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.

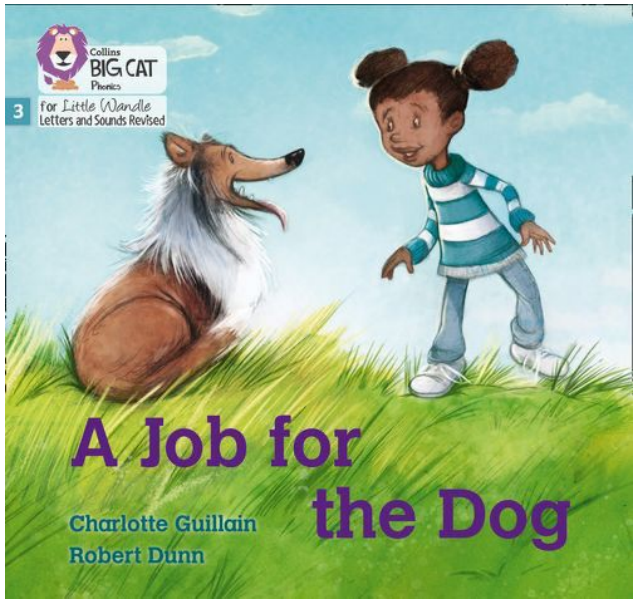


Listening to your child read their book

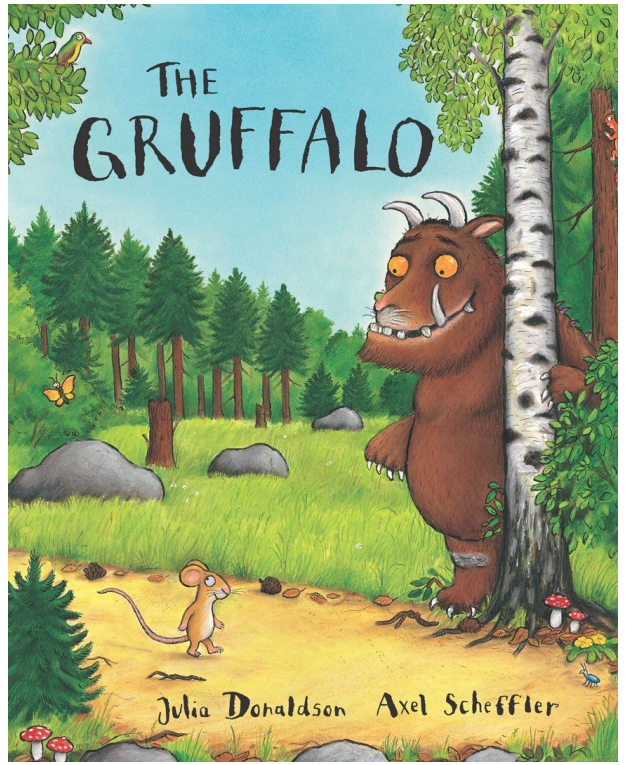
- Your child should be able to read their book without your help.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Books going home







Decodable Books vs Storybooks





Decodable Readers

Matched to sounds taught in class. The child reads these aloud to you to build independent accuracy and stamina.

Shared Storybooks

Complex, adventurous language beyond their decoding level. You can read these aloud to develop vocabulary, empathy and curiosity.

Read to your child

Shared reading for pleasure:

- When reading to your child, 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.



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

Carl Sagan