



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Stanbridge Lower School

## Parent Information Session for Year One: Phonics and Early Reading

Wednesday 20<sup>th</sup> September 2023





## What is Little Wandle Letters & Sounds?

- A phonics resource to help children learn to read
- Approved by the Department for Education
- Your children will have followed this scheme in Reception

# How many times have you already read today?

A photograph of a 'Quarterly Utilities Invoice' from Greater Vernon Water Utility. The invoice is for a residential account and includes a table of charges for water and sewer services. The table has columns for 'GATE', 'METER NO.', 'NO. OF DAYS', 'CURRENT READING', 'PREV. READING', 'CONSUMPTION', and 'AMOUNT'. The total amount due is \$392.50.

| GATE                   | METER NO.  | NO. OF DAYS | CURRENT READING | PREV. READING | CONSUMPTION     | AMOUNT        |
|------------------------|------------|-------------|-----------------|---------------|-----------------|---------------|
| Mar 16, 2020           | A-12345678 | 91          | 236             | 168           | 68 CUBIC METERS | 324.63        |
| Apr 7, 2020            |            |             |                 |               |                 | 7.48          |
| Apr 7, 2020            |            |             |                 |               |                 | 96.00         |
| Apr 7, 2020            |            |             |                 |               |                 | 35.60         |
| Apr 7, 2020            |            |             |                 |               |                 | 50.12         |
| Apr 7, 2020            |            |             |                 |               |                 | 117.60        |
| Apr 7, 2020            |            |             |                 |               |                 | 29.39         |
| Apr 7, 2020            |            |             |                 |               |                 | 4.11          |
| <b>AMOUNT NOW DUE:</b> |            |             |                 |               |                 | <b>392.50</b> |

“

"Reading is important. If you know how to read, then the whole world opens up to you."

– Barack Obama

”

# What is Phonics?

“

**Phonics is:**

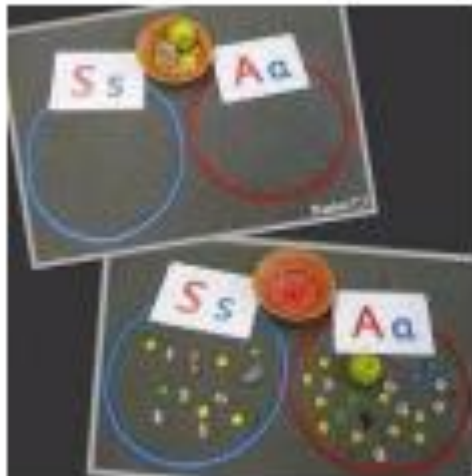
**making connections between the sounds  
of our spoken words and the letters that  
are used to write them down.**

”



# Important features of our Phonics teaching

- Frequent short bursts – at least twice daily
- Specific order of teaching – NOT alphabetical
- Synthetic Phonics – correct pronunciation is vital
- Practice makes permanent



# Sequence of teaching



## 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<br><ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul> | 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<br><ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul> | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes  | No new tricky words      |
|---|--------------------------|
| Review Phase 3<br><ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul> | Review all taught so far |

| Summer 1 Phase 4   | New tricky words  |
|--|---|
| Short vowels with adjacent consonants<br><ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes:<br/>-ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul> | 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<br><b>Phase 5</b><br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/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<br>/igh/ ie pie<br>/oo/ /yoo/ ue blue rescue<br>/yoo/ u unicorn<br>/oa/ o go<br>/igh/ i tiger<br>/ai/ a paper<br>/ee/ e he<br>/ai/ a-e shake<br>/igh/ i-e time<br>/oa/ o-e home<br>/oo/ /yoo/ u-e rude cute<br>/ee/ e-e these<br>/oo/ /yoo/ ew chew new<br>/ee/ ie shield<br>/or/ aw claw | their people oh your<br>Mr Mrs Ms ask*<br>could would should our<br>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.

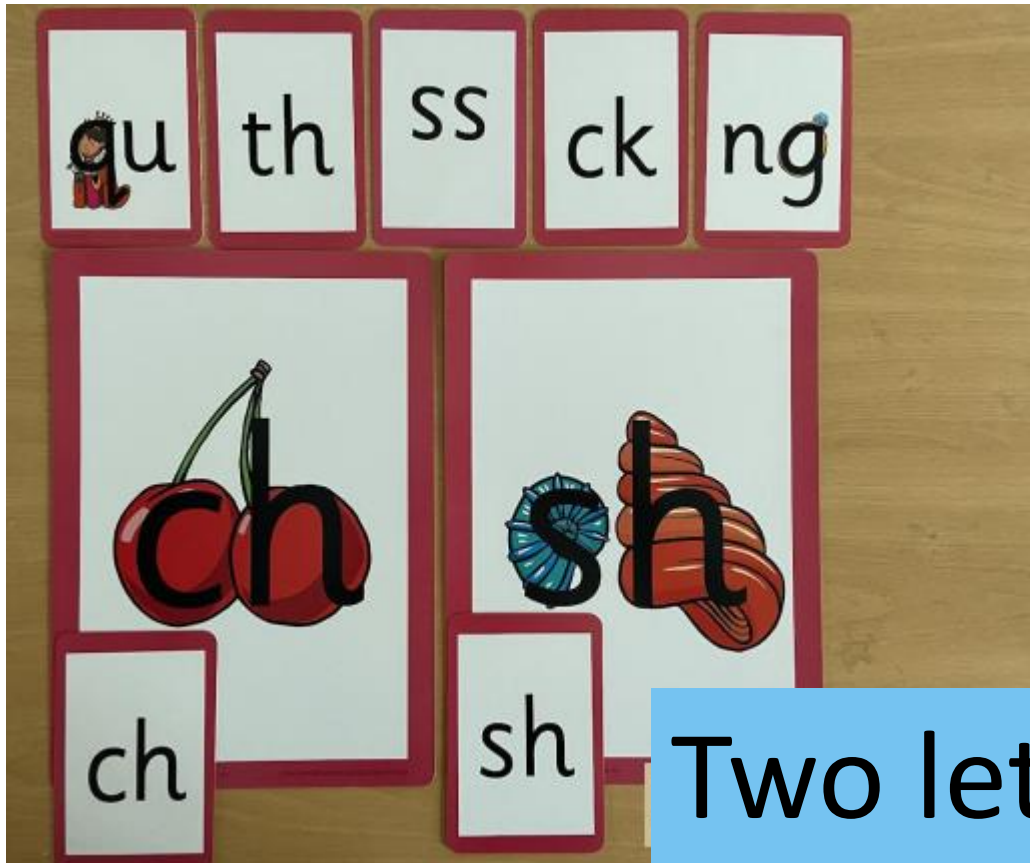
| Spring 1 Phase 5 graphemes  | New tricky words  |
|---|---|
| /ee/ y funny<br>/e/ ea head<br>/w/ wh wheel<br>/oa/ oe ou toe shoulder<br>/igh/ y fly<br>/oa/ ow snow | any many again<br>who whole where two<br>school call different<br>thought through friend work |



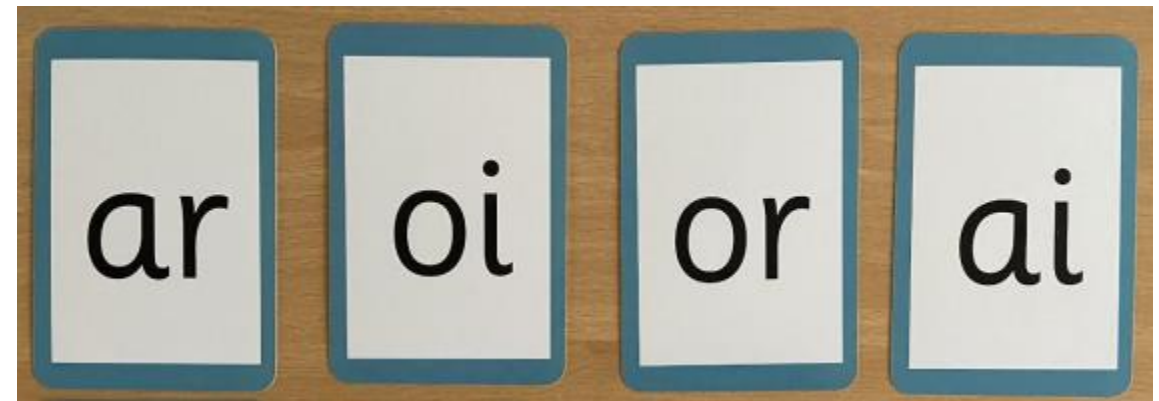
# Terminology your children should know



## Consonant Digraphs



## Vowel Digraphs



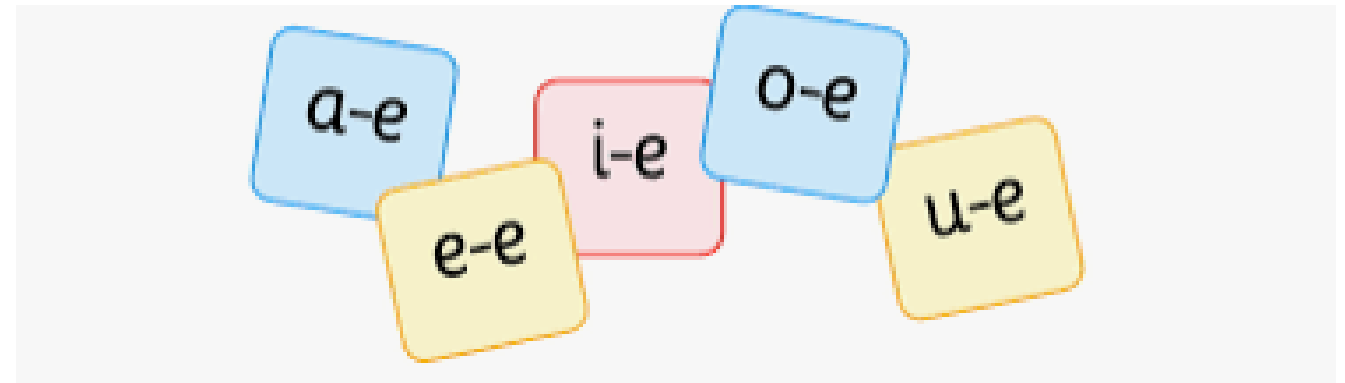
Two letters, one sound

# Trigraph



Three letters, one  
sound

# Split digraphs



Two split letters making  
one sound

# New for Yr1 - teaching Phase 5 words



ea

©2021 Wandle Learning Trust. All rights reserved.

Little Wandle Letters and Sounds Revised

**ea**ch /ee/  
h**ea**d /e/  
br**ea**k /ai/

And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion

# Teaching Phase 5 Phonics





# The Year One Screening Check



- The phonic screening check takes place in Yr1 – wk bg XX June
- 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words. Pseudo-words are not actual words with an associated meaning.
- If a pupil does not meet the expected standard at the end of year 1, a programme of support should be put in place and with a re-take in year 2.

|                         |         |
|-------------------------|---------|
| YEAR<br>1               | Phonics |
| <b>Screening check:</b> |         |
| First name              |         |
| Last name               |         |

# Do I need to do anything to prepare my child for the check?

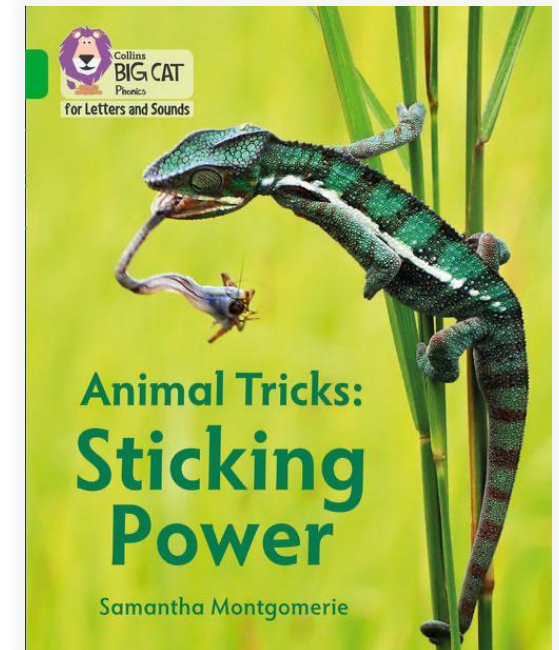
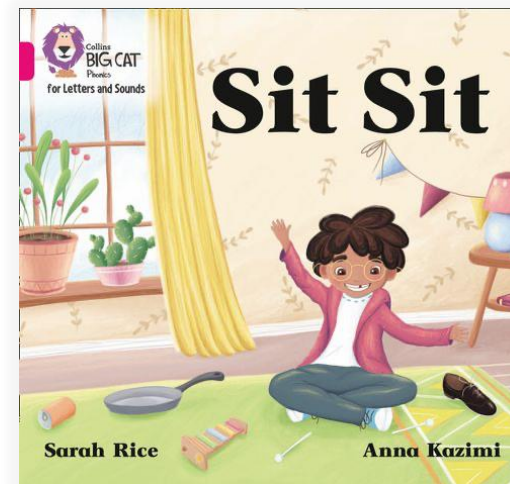


- Plenty of encouragement.
- ‘Sound out’ unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures.
- Support with any reading and writing homework
- Schools will have access to all their pupils’ results in the last half term of year 1. Children who have not met the standard in year 1 will re-take the check in year 2. The results of any re-take will also be shared with you.

# 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

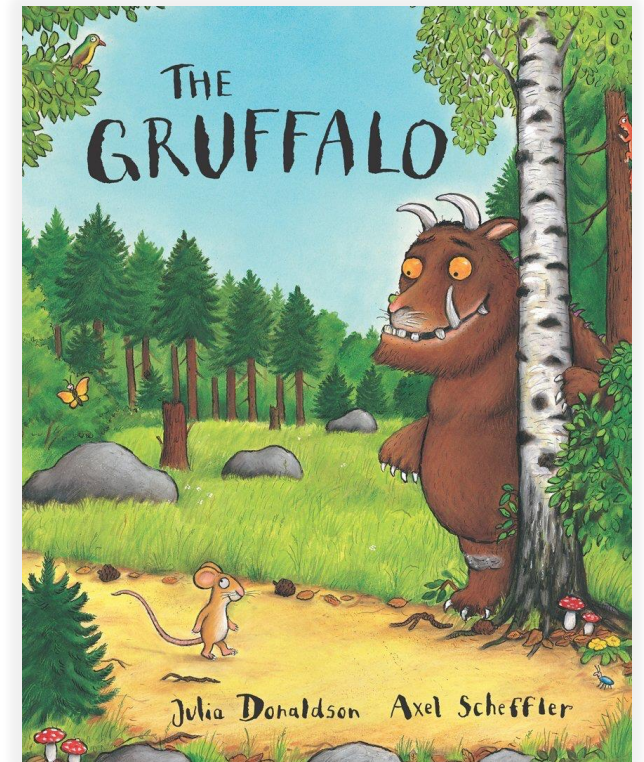
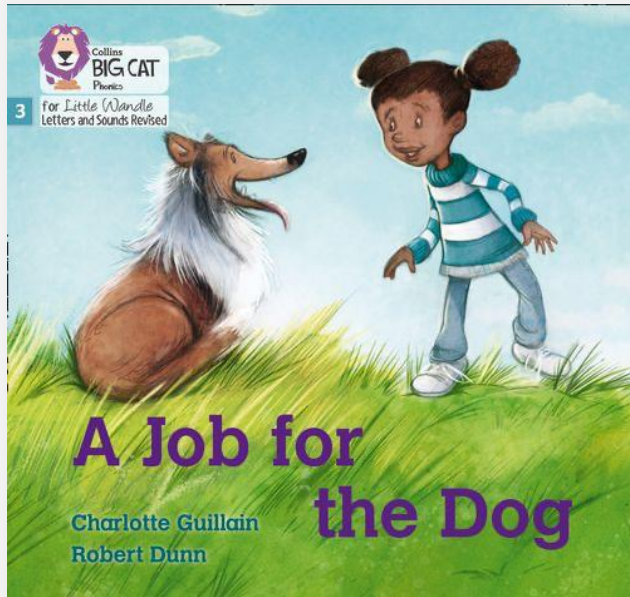




# Reading at home



# Books going home



# 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.



# How else can I support my child?

Please look at the Little Wandle videos and guidance for parents: [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)



**Phase 2 sounds taught in  
Reception Autumn 2**

Support children in learning the alphabetic code and weekly words that are sent home.

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure. Support children when completing phonics homework.





I will defend the importance of  
bedtime stories to my last gasp.

— *J. K. Rowling* —

**Thankyou for coming.**

**If you have any questions, please feel free to come and speak with  
Miss Gooding or Miss Lacy after the session.**