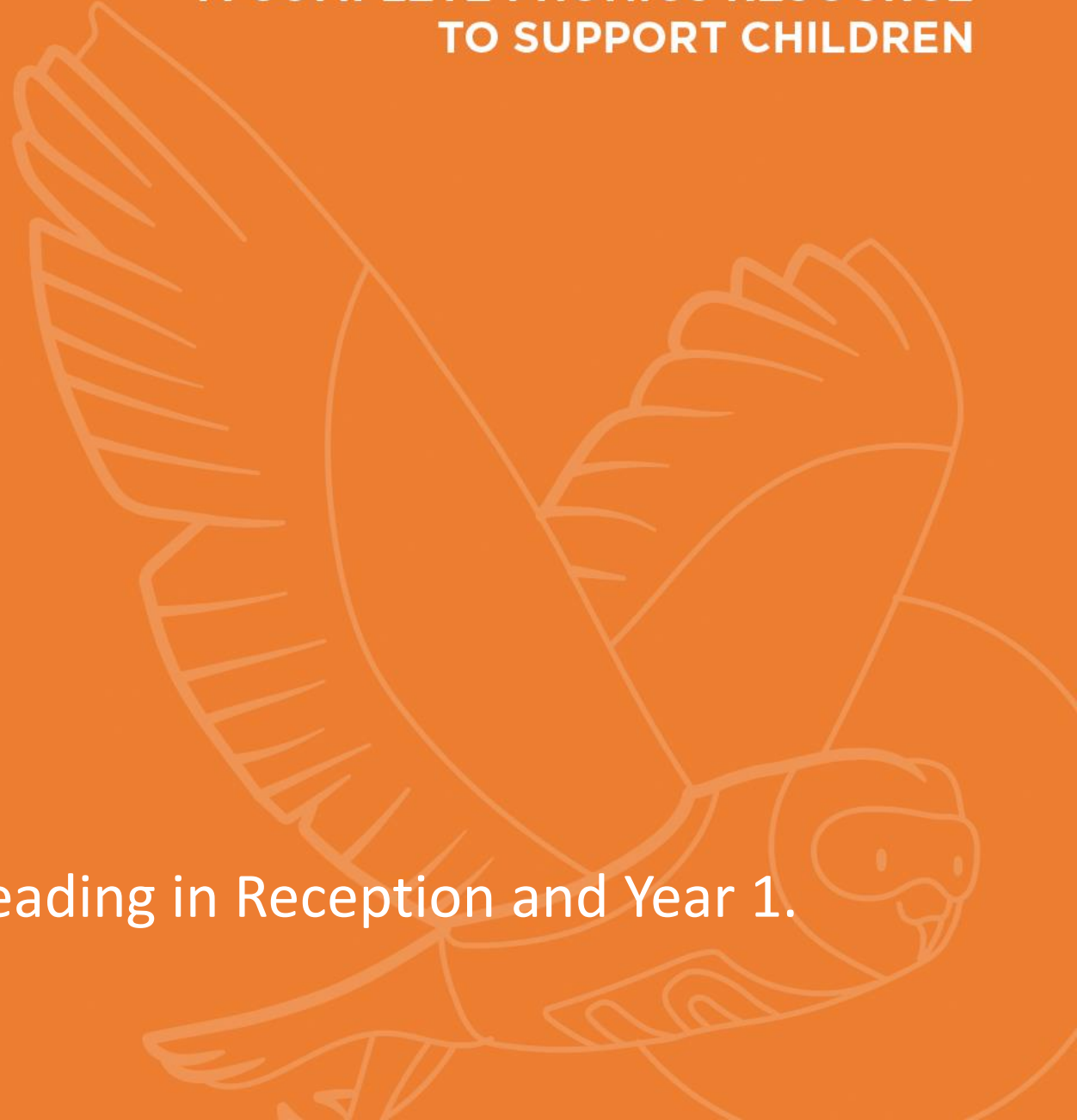




**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

**Teach reading:
change lives**

Parent workshop: Phonics and Early Reading in Reception and Year 1.





Phonics Year 1

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 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 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

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 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 si ci	th	ng	nk	a	ea	iy	oa	u o-e ou

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	oi oy	ear ere eer	air are ere ear	zh su si	

*depending on regional accent



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 3 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 ccc	ch
r	Show me your teeth to make a rrrrr sound rrrrr	wr
ph	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound pppp pppp	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



This term 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

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.



Fluency



By this point, your child should be able to read their reading books fairly fluently, without relying on sounding every word out loud.

If they are still reliant on doing this, encourage them to ‘blend in their head’.

They will start to be assessed on fluency in the spring term to see how many words they can read per minute.



Phase 5 tricky words



Taught in Year 1 Autumn term		
Tricky word	Tricky part	Why is it tricky?
their	eir	The 'eir' makes the sound air . This is a rare spelling for this sound.
people	eo le	The 'eo' makes the sound ee* . Your child has not yet learned the digraph 'le'. *This is a rare spelling for this sound.
oh	oh	The 'oh' makes the sound oa . This is a rare spelling for this sound.
your	our	Your child has not yet learned the trigraph 'our'. Here, it makes the sound or .
Mr Mrs Miss	whole word	These are abbreviations in common use as words.
ask*	a	The 'a' makes the sound ar . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
could would should	oul	Your child has not yet learned the trigraph 'oul', which makes the sound oo (as in 'book').
our	our	The trigraph 'our' makes the sound ow followed by the schwa sound. This is a rare spelling for this sound.
house mouse	se	Your child has not yet learned the digraph 'se'. Here, it makes the sound s .
water	a	The 'a' makes the sound or . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
want	a	The 'a' makes the sound o . Learning so far: For 'a', your child has learned the sound a as in 'cat'.

Year 1 Phonics Screening Test



- The phonics screening check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.
- It helps teachers identify any misconceptions or gaps in phonics knowledge before children move to Year 2.
- Children in Year 1 are required to take part in the statutory national phonics screening check during the week beginning 6th June 2022.
- Children in Year 2 that did not pass the phonics screening check in Autumn 2021, will also take part in the check in June 2022.

What happens during the screening check



- Children will do the check 1:1 with a familiar adult.
- Children will be shown a list of words across 2 sections to read aloud.
- The check takes approximately 5/10 minutes but it is not timed and children can work at their own pace.
- Children can segment and blend the words to read.
- The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).



Reading and spelling


Spelling



- Your child will be taught how to spell words, using the graphemes they have been taught in our phonic sessions. All these words have been seen by the children before.
- They will practice 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
 	 snake	Show your teeth 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, push them open and say p p p	Down the penguin's back, up and around its head.



How do we teach spelling?



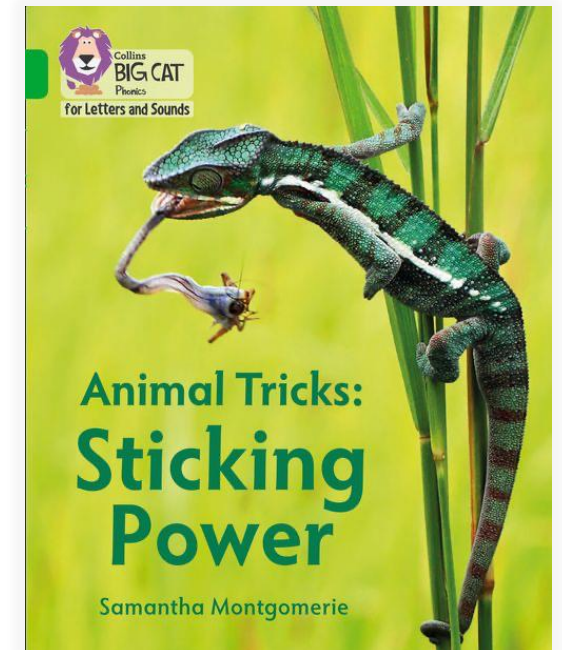
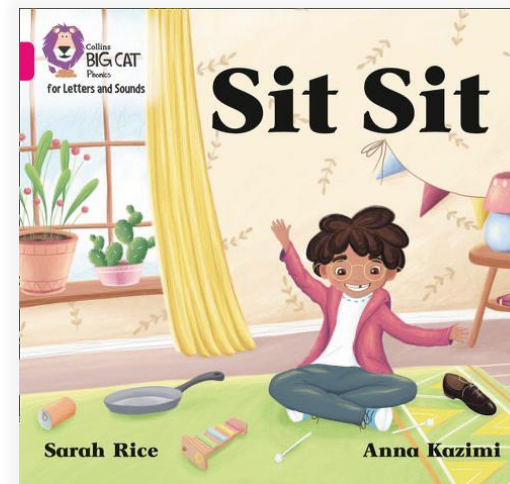
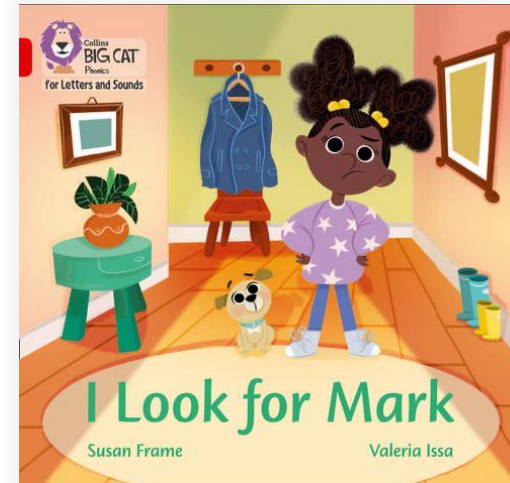
- Say the word.
- Segment the sounds (oral blending).
- Count the sounds.
- Write them down.



How do we practice reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups



How do we find the right book for your child?

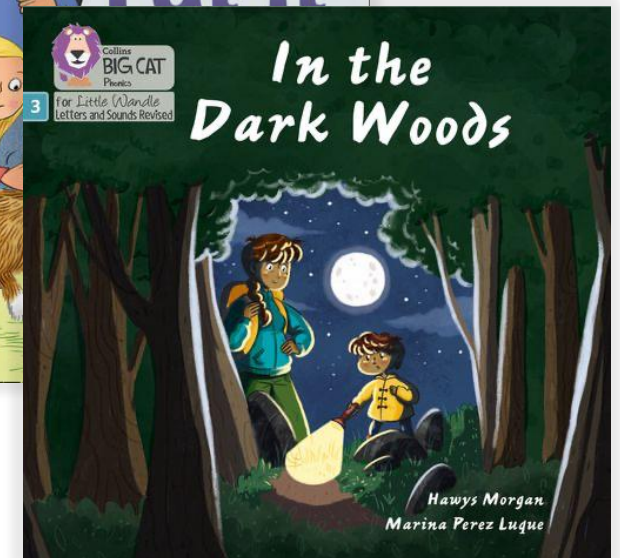
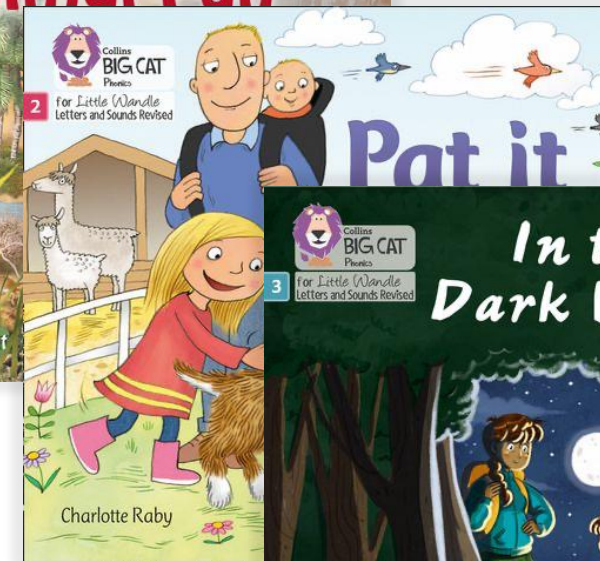
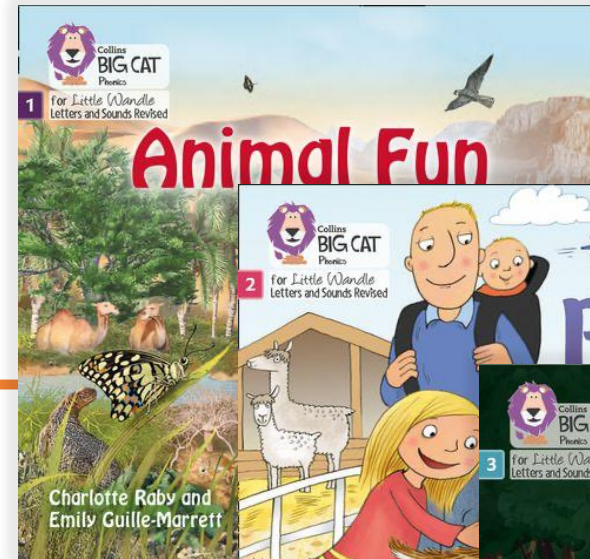


Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

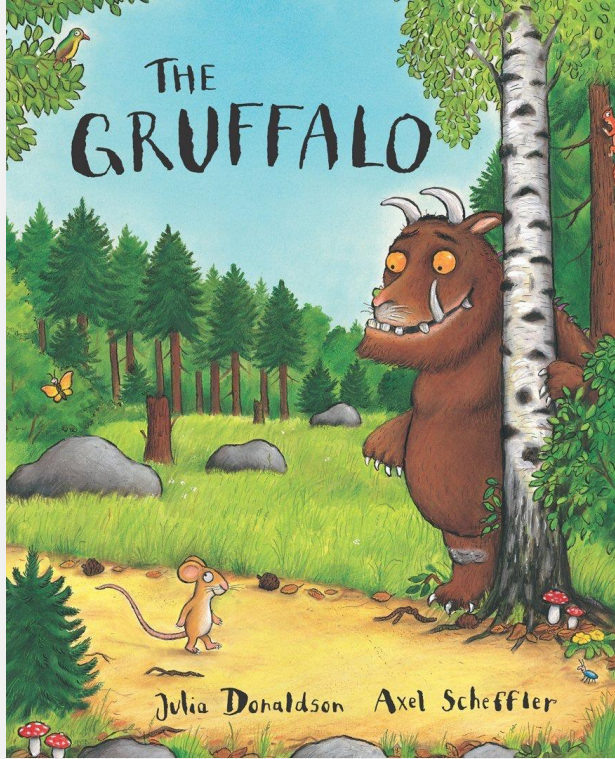
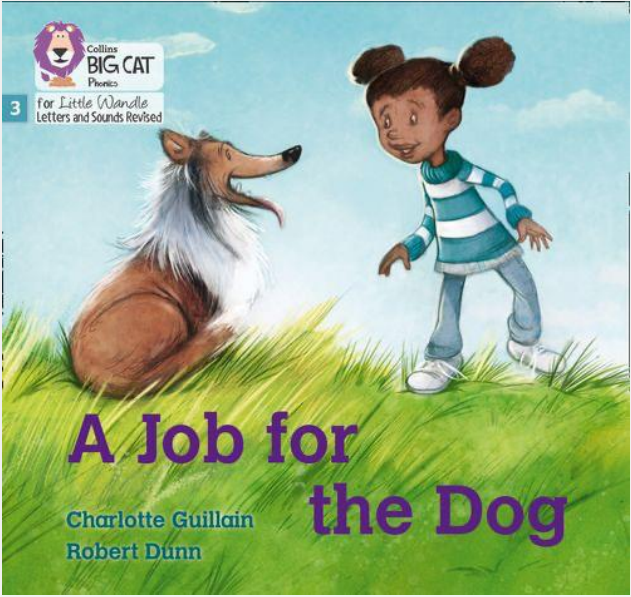
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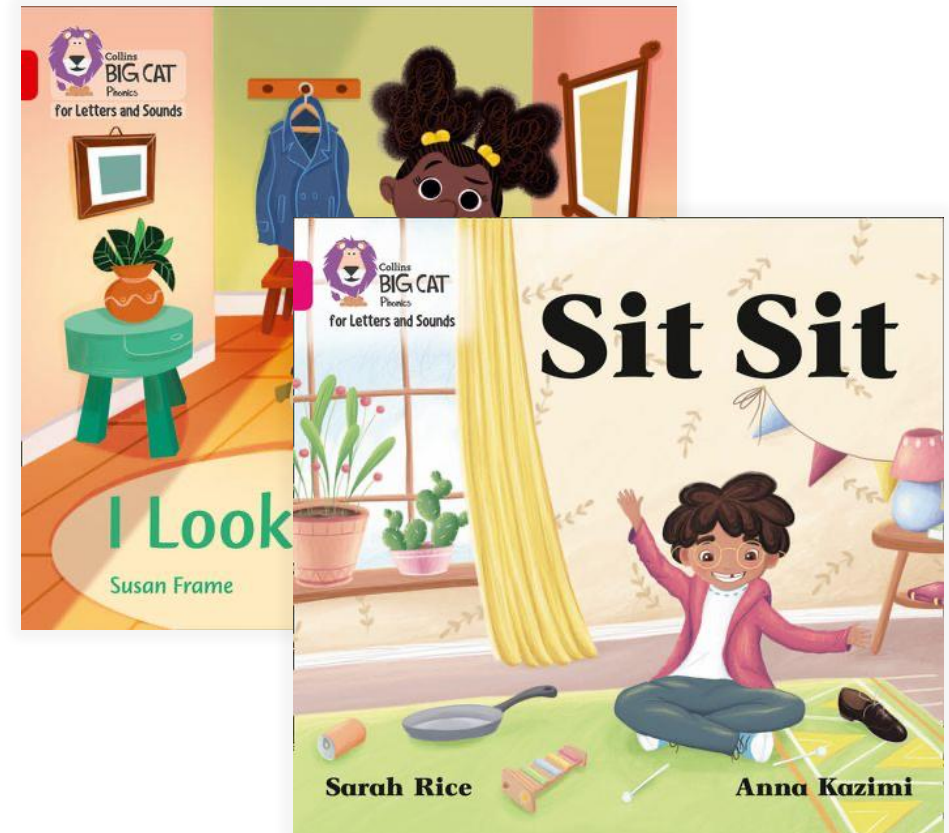
Reading at home

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.



Read to your child



The shared (library) 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.



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.

Please log your reading on Boom Reader!!!





We invite you to come into school!

We would love for you to come into school to see how phonics is taught in live sessions with the children.

Please sign up to the sessions if you are able to come along.

We will confirm dates and times via Marvellous Me.

We offer 6 places for parents per session.