



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading



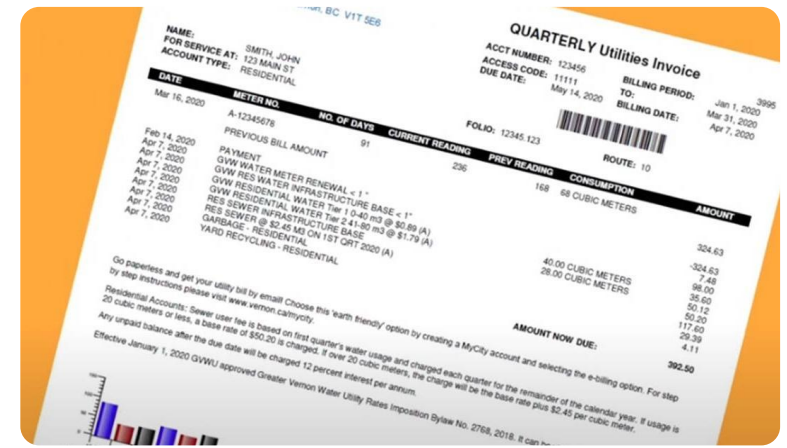


**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



How many times have you already read today?





Phonics

Little Wandle Letters and Sounds Revised



Chestnuts 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.



Blending to read words



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Phoneme

The smallest unit of sound in a word. There are around 44 phonemes in English and they are represented by graphemes in writing. Phonemes are usually shown as symbols between two forward slashes. For example, /b/ or /ch/.

Grapheme

A grapheme is simply a way of writing down a phoneme. A grapheme can be one letter (s), two letters (ir), three letters (igh) or four letters in length (tough).

Blending

Blending involves merging the sounds in a word together in order to pronounce it. This is important for reading. For example, j-a-m blended together reads the word jam.

Digraph

A grapheme made up of two letters that makes one sound (sh in fish).

Terminology



Segmenting

Segmenting involves breaking up a word that you hear into its sounds. This helps with spelling because if you know what graphemes represent the sounds in the word, you can write it! For example, the word jam is segmented into the sounds j-a-m.

Split digraph

A digraph that is split between a consonant (a-e in make). A split digraph usually changes the sound of the first vowel. For example, compare the pronunciation between hug and huge.

Tricky words

Words that are commonly used in English, but they have complex spelling patterns which make them difficult to read and write. For example: said, of and was.

Trigraph

A grapheme made up of three letters that makes one sound (igh in high).

Teaching order












Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot [on the leaf] at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 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	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/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.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

Gradually your child learns the entire alphabetic code:



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: 	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

Example lesson format R/ Y1



Weekly grid Reception phase 2 Autumn 1 week 1

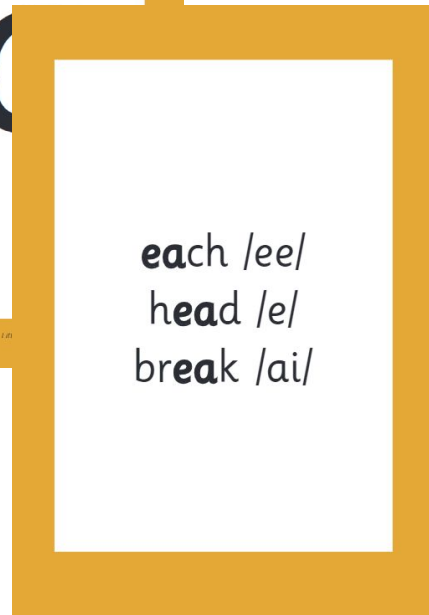
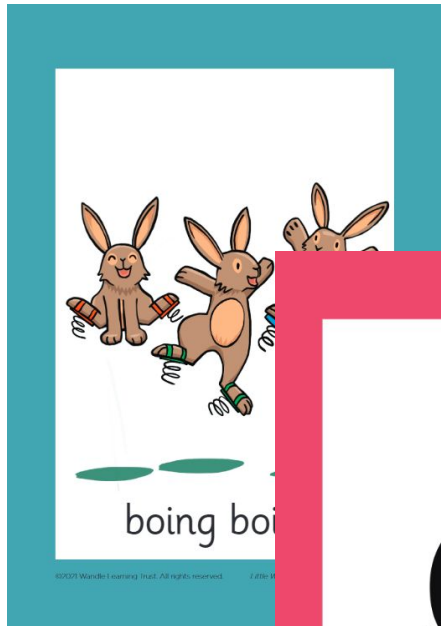
Lesson focus	Revisit and review		Teach and practise					Practise and apply	
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Tricky words	Oral blending game
s snake		Show your teeth and let the s hiss out sssss	sock sun star snake	s snake 	Under the snake's chin, slide down and round its tail.				Can you touch your ... ? t-o-p l-e-g h-e-a-d a-r-m
a astronaut	s	Open your mouth wide and make the a sound at the back of your mouth a a a	ant apple arrow astronaut	a astronaut 	Around the astronaut's helmet and down into space.				Can you do the actions? n-o-d your head c-l-a-p your hands t-a-p your foot r-u-b your tummy
t tiger	s a	Open your lips; put the tip of your tongue behind your teeth and press t t t	teddy toast teeth tiger	t tiger 	From the tiger's nose to its tail, then follow the stripe across the tiger.				
p penguin	s a t	Bring your lips together, push them open and say p p p	pencil pizza peg penguin	p penguin 	Down the penguin's back, up and around its head.				
Review	s a t p	Graphemes to display: s a t p	Match initial sound to object: star snake apple teddy penguin tiger pencil						

Weekly grid Year 1 phase 5 Spring 1 week 1

Lesson focus	Revisit and review			Teach and practise				Practise and apply		
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	New tricky word	Read/write the sentence	Spelling
/ee/ y funny	ee ea e u-e u ue ay a a-e ie i i-e	beach these even heap between least	want water	/eel y	h-a-pp-y s-i-l-l-y s-m-e-l-l-y	happy silly funny hairy carry smelly	hairy My dog is very hairy! carry I helped Mum carry the shopping bags.	n/a	Look at the happy children being silly on the beach.	happy funny + water
/el/ ea head	e y ir aw ue u ew ow	smelly growl bench silly fever third	want water	/el ea	h-e-a-d b-r-e-a-d r-e-a-d-y	feather head bread ready break/fast spread	ready Are you ready to learn more? Yes! spread I spread jam on my toast in the morning - yum!	any	Is there any bread for breakfast?	head bread + any
/wl/ wh wheel	w e y ir aw ue u ew	head bread hairy happy winking checking	want water any	/wl wh	wh-ee-l wh-i-s-p-er wh-ai-l	whisper wheel white whale whimper [when]	whimper My dog hurt its paw and gave a sad little whimper. whisper Shhhh! When we are trying to be quiet, we whisper.	many	I feel happy when the whale is near me in the water.	wheel white + many
Grow the code: /oa/ toe shoulder	oa o o-e e y ea wh ir aw ue u ew	Where in the word?: floating stone woke explode most open.	want water any many	/oa/ oe ou	t-oe g-oe-z w-oe	toe woe goes shoulder boulder	woe He fell over at school and told Dad his tale of woe when he got home. shoulder The part of our bodies between the neck and the top of our arms. boulder A boulder is a really big rock - you would find it hard to lift a boulder!	again	I was sitting on a boulder with my toes in the water.	toe shoulder + again
Review	e y ea wh oa o ir aw ue u ew	Sort the e/ee words: feather spread ready eating least treat	want water any many again	n/a	n/a	Match the words to the pictures: whale wheel shoulder breakfast toe head	Quick review: smelly hairy silly whisper white whimper goes boulder bread	n/a	Write: A joke can be funny or silly.	carry whisper

Reading practice sessions with decodable reading books three times a week







How we make learning stick












Grow the code



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

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.



Reading and spelling

Reading and spelling



ea

each /ee/
head /e/
break /ai/

And all the different ways to write
the phoneme sh:



shell

chef

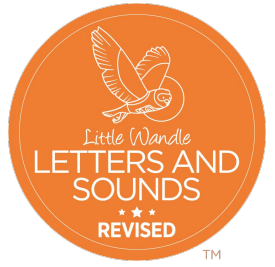
special

caption

mansion

passion

Tricky words



Spelling



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



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	pe <u>ck</u>
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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.





Reading at home

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



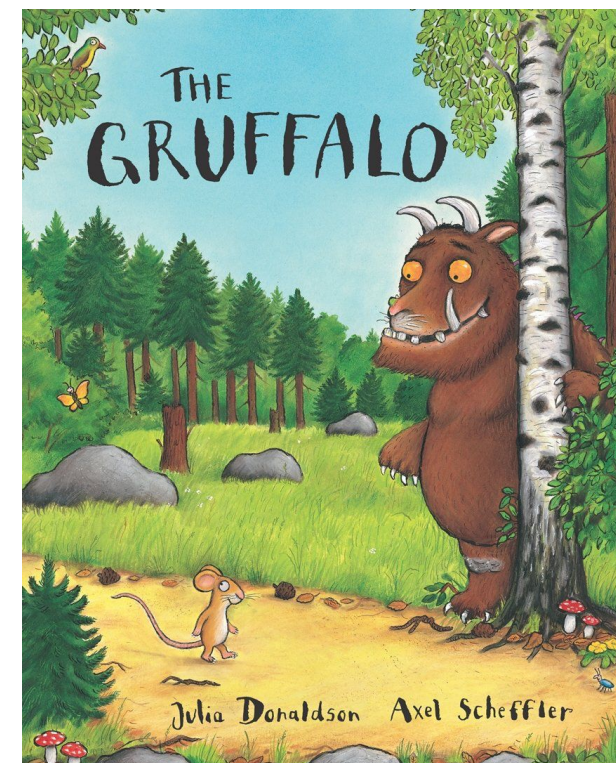
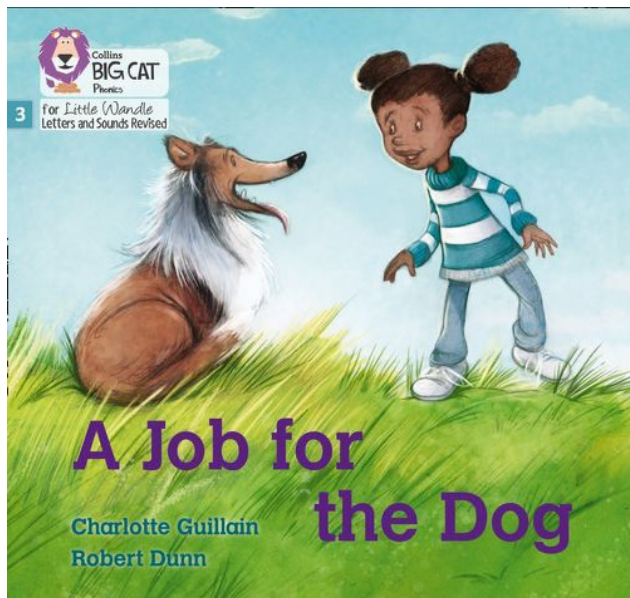
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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.



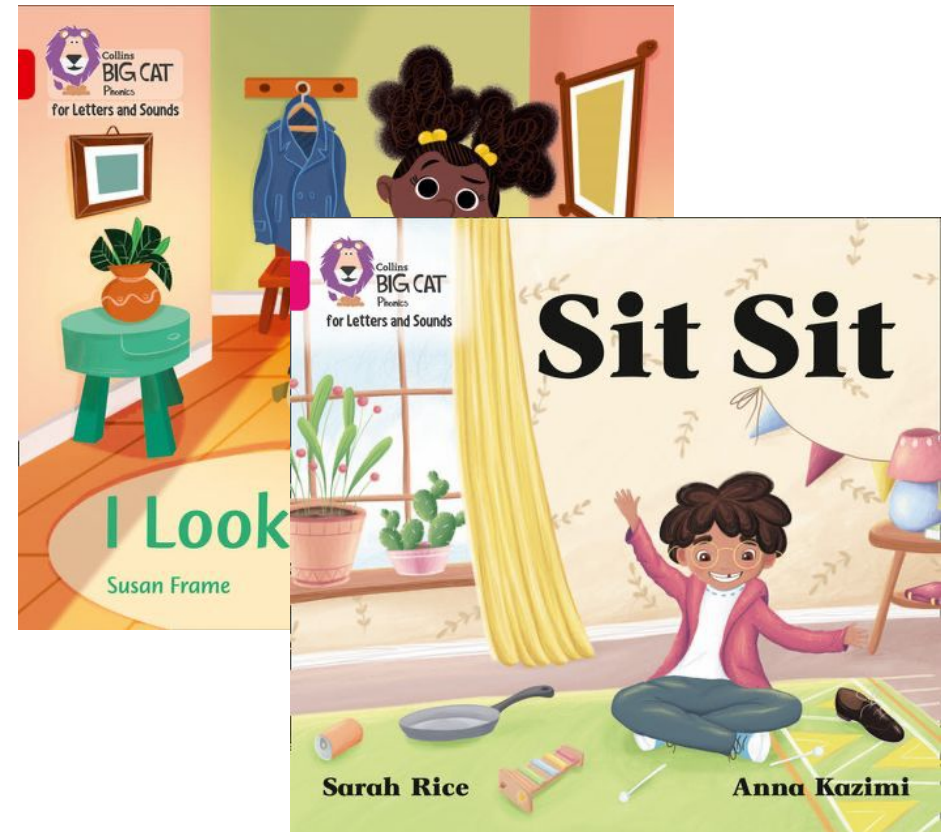
Books going home



Listening to your child read their phonics book



- Your child should be able to read their book with little help.
- If they can't read a word read it to them using phonics (where able to).
- Talk about the book and celebrate their success.



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**

Read to your child



The 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.





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

Carl Sagan

