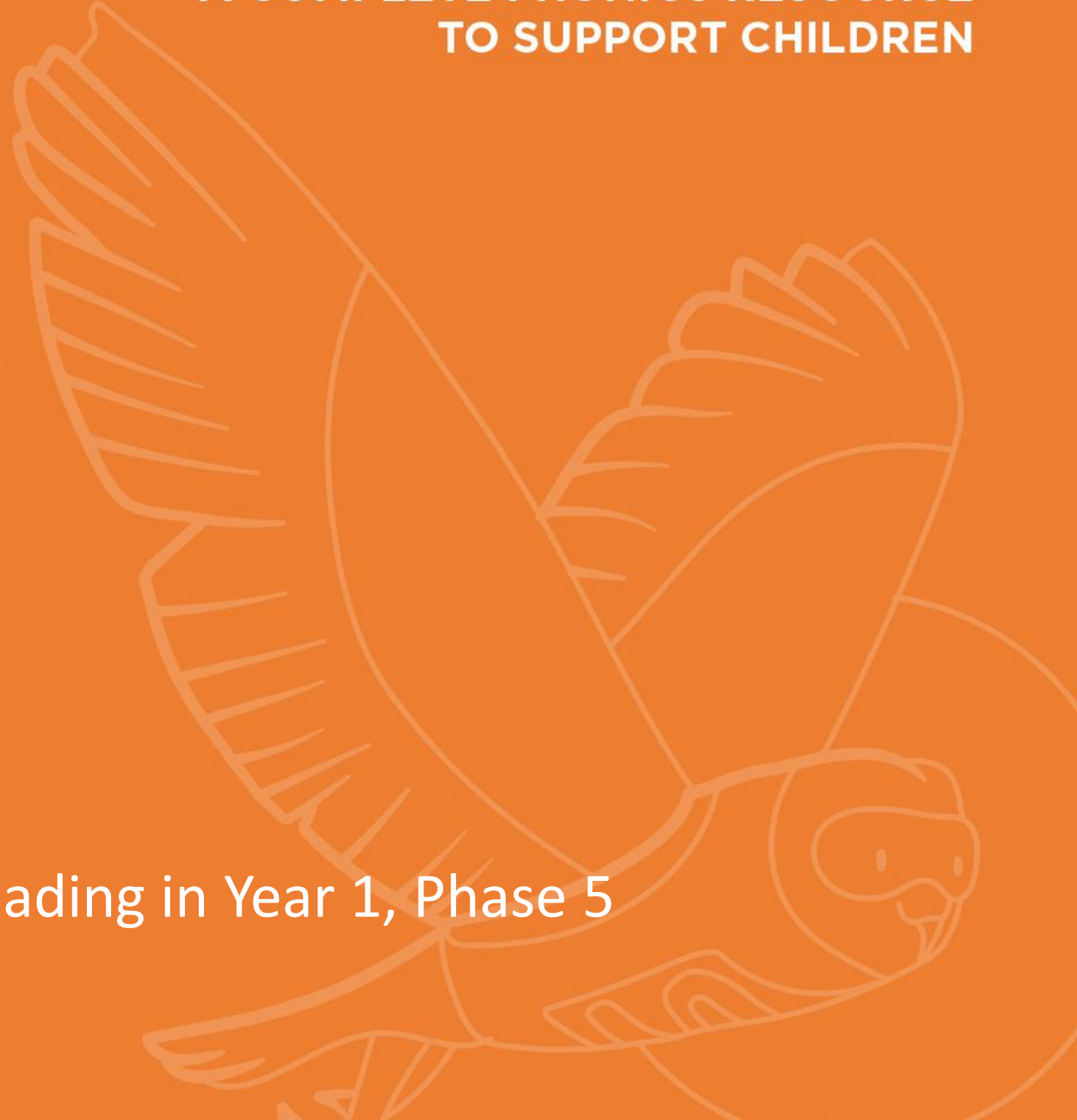




**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

Parent workshop: Phonics and early reading in Year 1, Phase 5



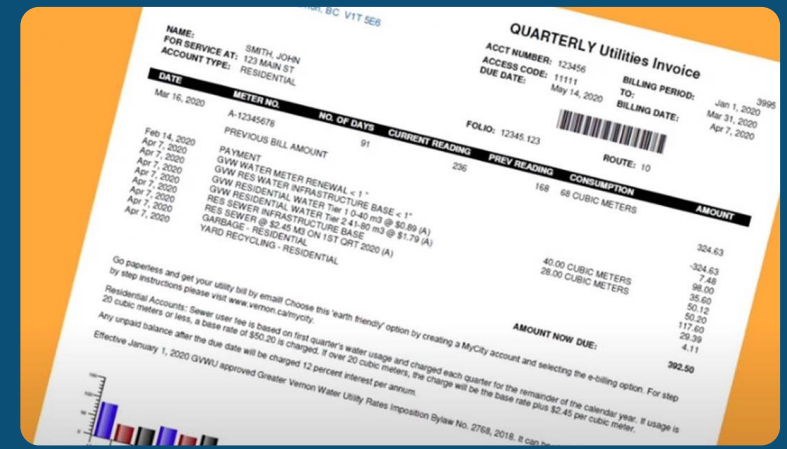


**A love of reading is the biggest indicator
of future academic success.**

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



How many times have you already read today?





Phonics

Little Wandle Letters and Sounds Revised

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

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 |

Let's say the Phase 5 sounds



Grow the code grapheme mat Phase 2, 3 and 5

| | | | | | | | | | |
|------|-----|----|-----|----|----|----|----|----|-----|
| S | s | p | n | m | d | g | c | r | h |
| s | tt | pp | nn | mm | dd | gg | ck | rr | |
| ss | | | kn | mb | | | ck | wr | |
| c | | | gn | | | | cc | | |
| se | | | | | | | ch | | |
| ce | | | | | | | | | |
| st | | | | | | | | | |
| sc | | | | | | | | | |
| b | f | l | j | v | w | x | y | z | qu |
| bb | ff | ll | g | vv | wh | | | zz | |
| | ph | le | dge | ve | | | | s | |
| | | al | ge | | | | | se | |
| | | | | | | | | ze | |
| ch | sh | th | ng | nk | a | e | i | o | u |
| tch | ch | | | | ea | | y | a | o-e |
| ture | ti | | | | | | | ou | ou |
| | ssi | | | | | | | | |
| | si | | | | | | | | |
| | ci | | | | | | | | |

Grow the code grapheme mat Phase 2, 3 and 5

| | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|-----|
| ai | ee | igh | oa | oo | yoo | oo | ar |
| ay | ea | ie | o | ue | ue | u* | a* |
| a | e | i | o-e | u-e | u | oul | al* |
| a-e | e-e | i-e | ou | ew | u-e | | |
| eigh | ie | y | oe | ou | ew | | |
| aigh | y | | ow | ui | | | |
| ey | ey | | | | | | |
| ea | | | | | | | |
| or | ur | ow | oi | ear | air | zh | |
| aw | er | ou | oy | ere | are | su | |
| au | ir | | | eer | ere | si | |
| aur | or | | | ear | ear | | |
| oor | | | | | | | |
| al | | | | | | | |
| oar | | | | | | | |
| ore | | | | | | | |

*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 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 rrrr | wr |
| f | Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff | 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.

<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



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.



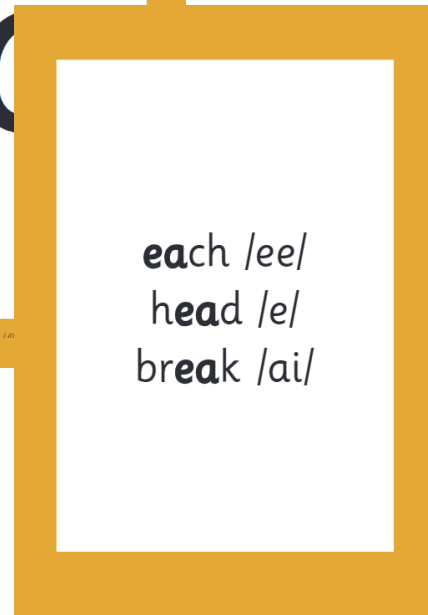
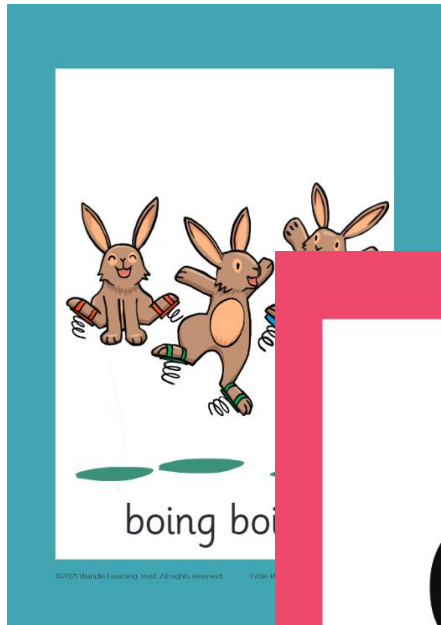
Phase 5 tricky words

| Autumn 2 Phase 5 graphemes | New tricky words |
|---|--|
| /ur/ ir bird /igh/ ie pie /ool/ /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 /ool/ /yoo/ u-e rude cute /ee/ e-e these /ool/ /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 /ool/ ui ou fruit soup | any many again who whole where two school call different thought through friend work |

How we make learning stick





Reading and spelling

Spelling



- This term, your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



Spelling



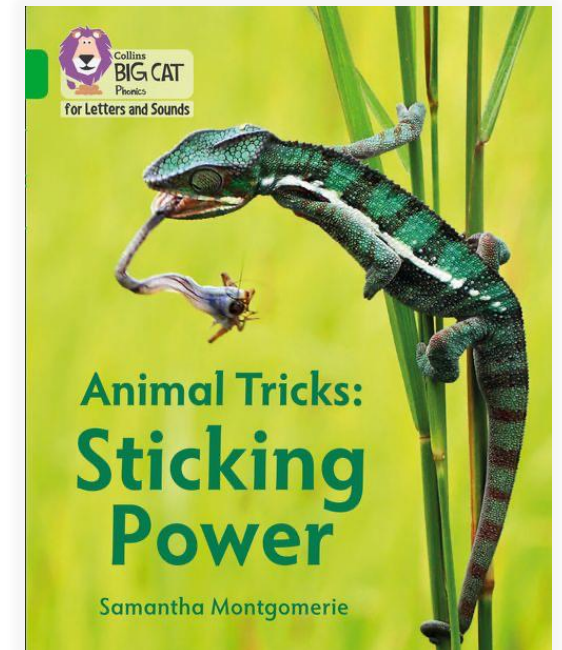
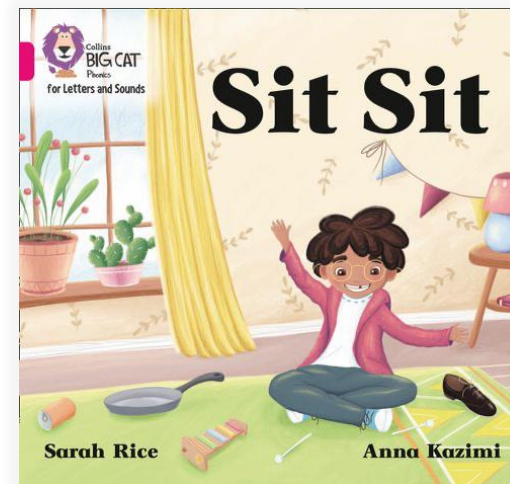
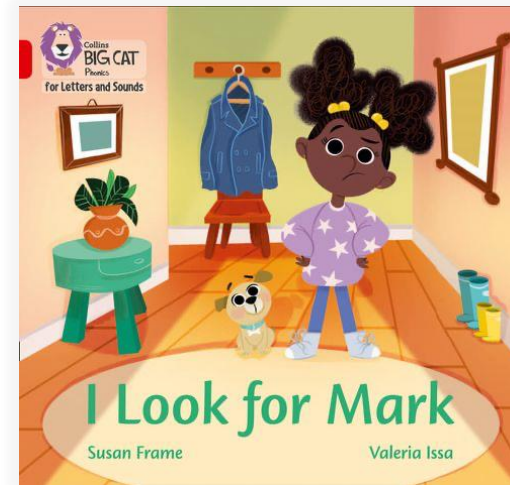
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



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 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 by the time they bring the book home – but they should be able to do this on their own.





Reading at home

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

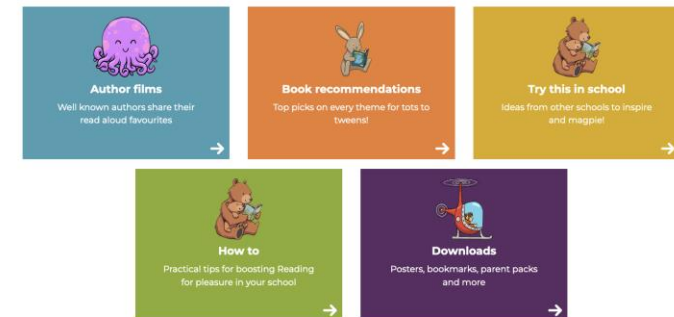


Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

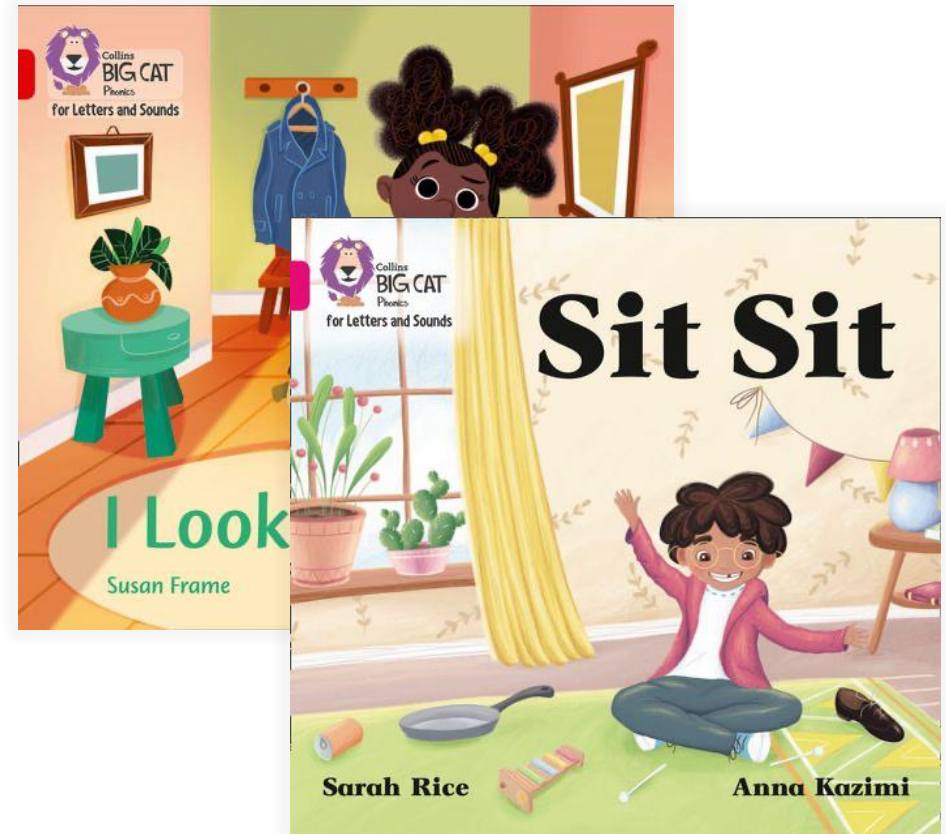
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/everybody-read/> - everybody read section of website.



Listening to your child read their phonics 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.



Supporting your child with phonics



Videos



**Phase 2 sounds taught in
Reception Autumn 1**



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



**Phase 3 sounds taught in
Reception Spring 1**



How to say Phase 5 sounds

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



Phonics Screening Check

This term we are preparing for the Phonics Screening Check







What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.

Section 1

| | |
|-----|--|
| sut |  |
| yad |  |
| dop |  |
| uct |  |

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Section 1

| |
|-------|
| shop |
| yell |
| peel |
| check |

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How does the check work?

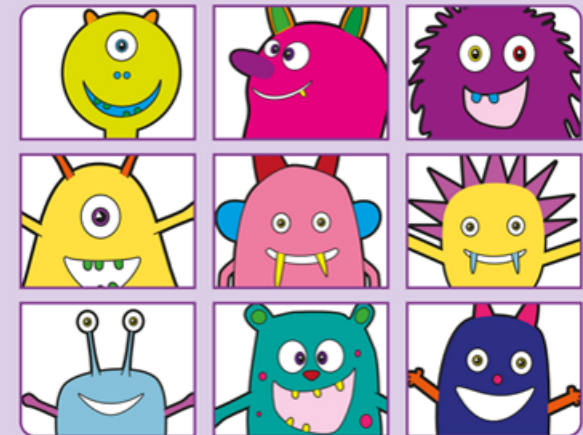
- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.

2023 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



What are 'alien words'?



Why we teach alien words
for Phonics Screening Check

A quick guide to alien words

tabe



Yr1 Su1 wk1

'Alien words' recap



- The check will contain 20 'alien words'.
- The children will be familiar with alien words and will start to read them this term.
- Alien words assess children's decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- The Phonics Screening Check will be administered in June.



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

Carl Sagan

