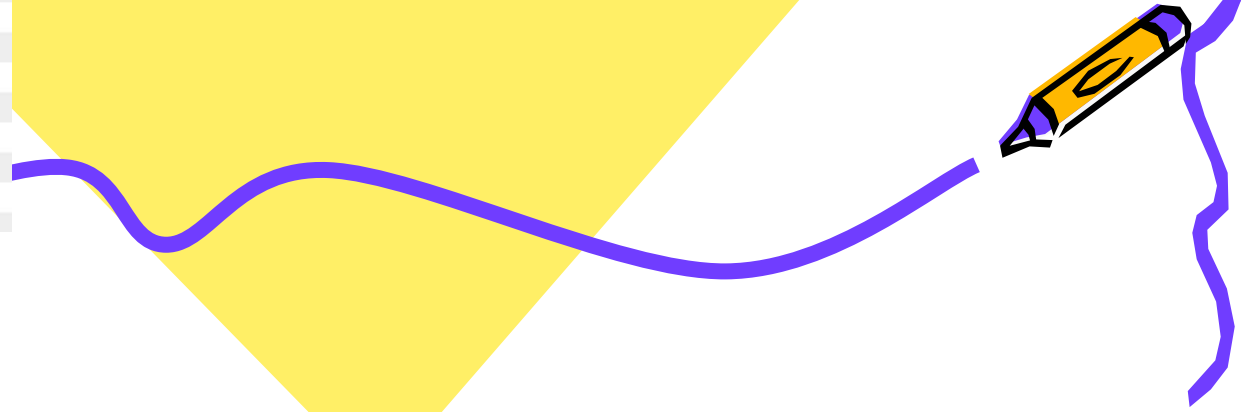


# Phonics



# What is phonics teaching?

- We teach the children how to make the 44 sounds (phonemes) of the English language using 26 letters of the alphabet. These sounds are made by one or more letters which, when written, are called graphemes.
- e.g. 's' makes the 'sssssss' sound
- e.g. 'ee' makes the 'eeeeee' sound



# What is phonics teaching?

- When we teach the sounds, the children learn how to say them, read them and write them. This is called grapheme-phoneme correspondence.
- The children learn the sounds in an order set out by our chosen SSP programme: **Little Wandle Letters and Sounds Revised**.
- The parent section of the Little Wandle website has some useful videos and information sheets.
- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



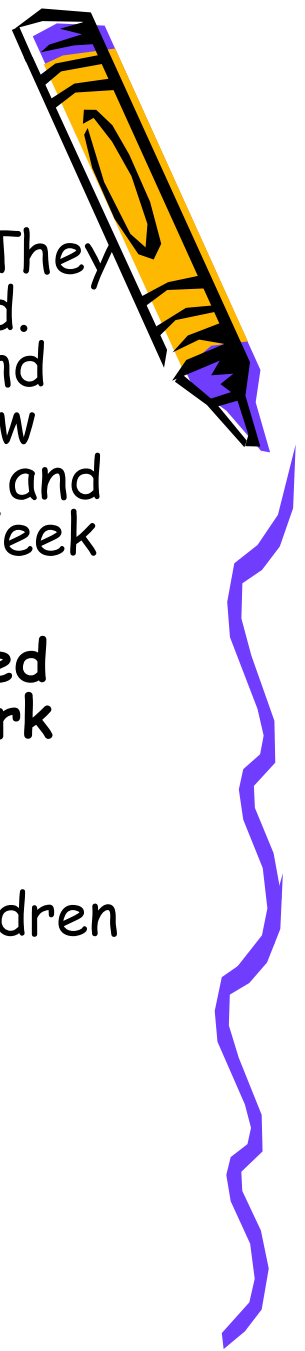
## What is phonics teaching?

- Children start learning phonics in the second week of Reception. Following our programme, they learn 4 new sounds a week and there is a day each week for consolidation.
- After the children learn the first set, they start to sound talk and blend to read words.



# What is phonics teaching?

- Children have daily whole class phonics sessions. They last about 20-30 minutes and they are fast-paced. Each lesson follows the same structure: review and revise, teach and practise, practise and apply. New phonic knowledge is applied through both reading and spelling in each phonics lesson (from Reception Week 5)
- **At this stage, spelling phonetically is encouraged and the children use 'segmenting fingers' to work out which sounds they need in a word.**
- **Keep Up** - learning always moves forward and children who haven't mastered a sound receive short term intervention (1:1 or group)



# Key Terminology



- Phoneme - a sound
- Grapheme - a sound in written form, e.g. m, ai, th
- GPC (grapheme-phoneme correspondence) - relating a sound to its written form (speedy sounds)
- Digraph - two letters that make one sound, e.g. 'ai', 'ee'.

Trigraph - three letters that make one sound, e.g. 'igh', 'ear'



# Key Terminology



- Split-vowel digraph - a digraph in which the vowels are not next to each other, e.g. 'slice', 'cake'
- Consonant digraph - a digraph that contains two consonants, e.g. sh, ll, ck
- Vowel digraph - a digraph that contains at least one vowel, e.g. ai, oy
- Soundtalk - breaking the word into its graphemes (decoding)
- Blending - running sounds together to read a word, e.g. 's-u-n = sun'
- Segmenting - identifying the separate sounds in a spoken word, e.g. 'cat = c-a-t'
- Pure sound - 'mmm' instead of 'muh'



# Little Wandle Progression Reception - Phase 2



## 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"><li>• words with -s /s/ added at the end (hats sits)</li><li>• words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</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.





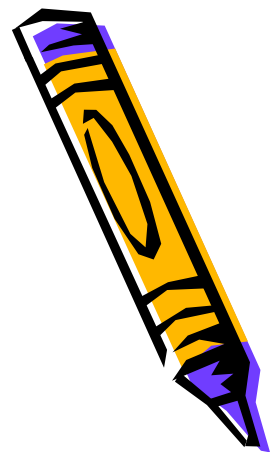
# Little Wandle Progression Reception - Phase 3



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"><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 <ul style="list-style-type: none"><li>• words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words</li><li>• words with s /z/ in the middle</li><li>• words with -s /s/ /z/ at the end</li><li>• words with -es /z/ at the end</li></ul>	Review all taught so far



# Little Wandle Progression Reception - Phase 4



## Summer 1 Phase 4

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

## New tricky words

said so have like some come love do were here little  
says there when what one out today

## Summer 2 Phase 4 graphemes

Phase 3 long vowel graphemes with adjacent consonants

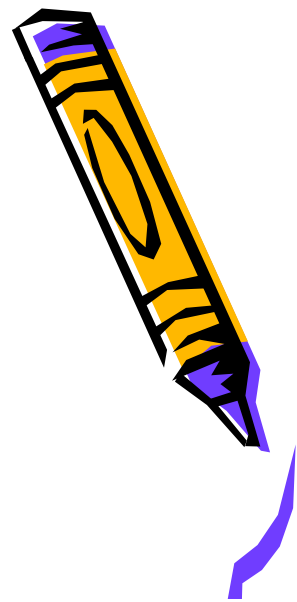
- CVCC CCVC CCCVC CCV CCVCC
- words ending in suffixes:  
-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est
- longer words

## No new tricky words

Review all taught so far



# Little Wandle Progression Year One - review + Phase 5



## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /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.



# Little Wandle Progression Year One - Phase 5



## Autumn 2 Phase 5 graphemes

/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

## New tricky words

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.



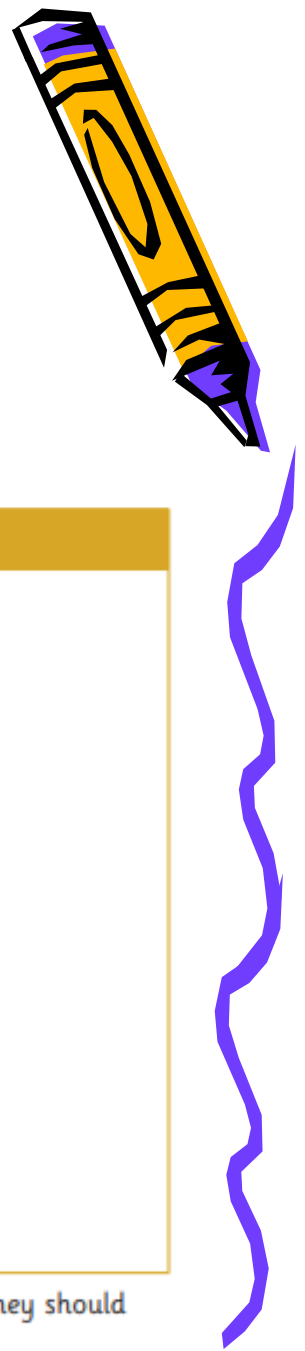
# Little Wandle Progression Year One - Phase 5



Spring 1 Phase 5 graphemes	New tricky words
<p>/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</p>	<p>any many again who whole where two school call different thought through friend work</p>

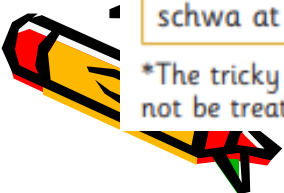


# Little Wandle Progression Year One - Phase 5



Spring 2 Phase 5 graphemes	New tricky words
<p>/ur/ or word /oo/ u out awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p>	<p>once laugh because eye</p>

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.



# Little Wandle Progression Year One - Phase 5



**Summer 1: Phonics screening check review – no new GPCs or tricky words**

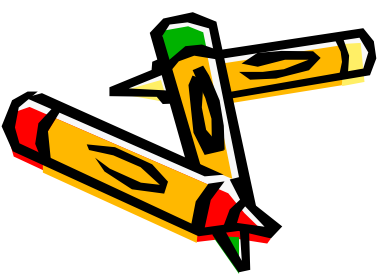
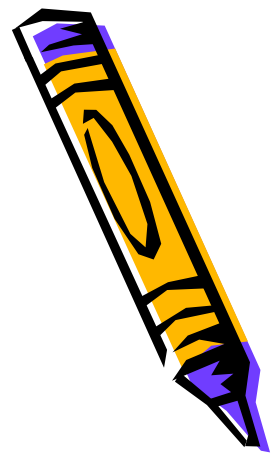
Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



# How to say the sounds

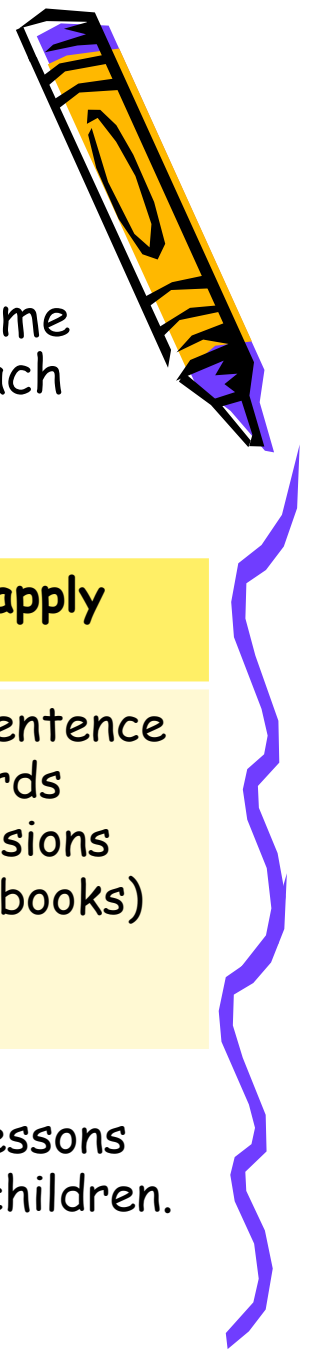
## Video Link:

<https://youtu.be/UCI2mu7URBc>





# What do the children do in each lesson?



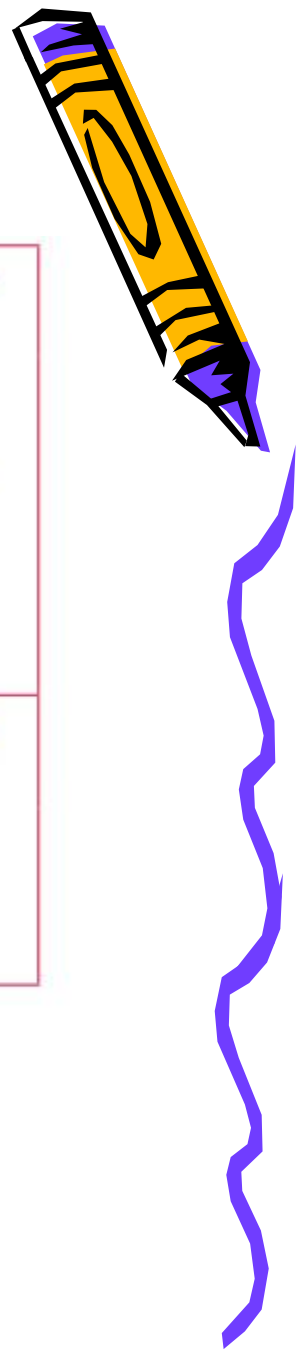
- To avoid cognitive overload, each lesson follows the same structure and children quickly become familiar with each activity.
- Example Y1 lesson:


























Revisit and review	Teach and practise	Practise and apply
<ul style="list-style-type: none"><li>• Speedy sounds - GPCs</li><li>• Word reading - spotting digraphs/trigraphs</li><li>• Tricky words</li></ul>	<ul style="list-style-type: none"><li>• New phoneme and grapheme - grapheme spotter</li><li>• Oral blending</li><li>• Reading new words</li><li>• New tricky word</li></ul>	<ul style="list-style-type: none"><li>• Reading a sentence</li><li>• Spelling words</li><li>• Reading sessions (decodable books)</li></ul>

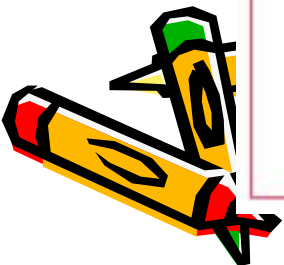
The same resources are used throughout school, in lessons and keep up sessions, to ensure consistency for the children.



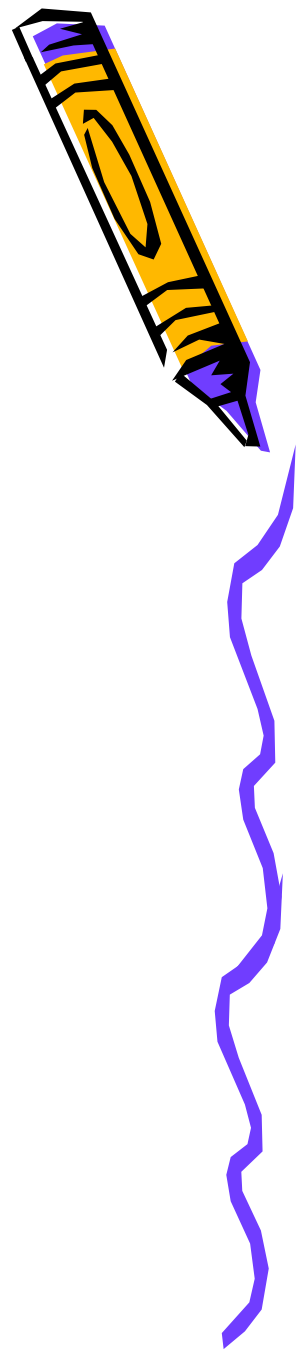
# Resources




 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		



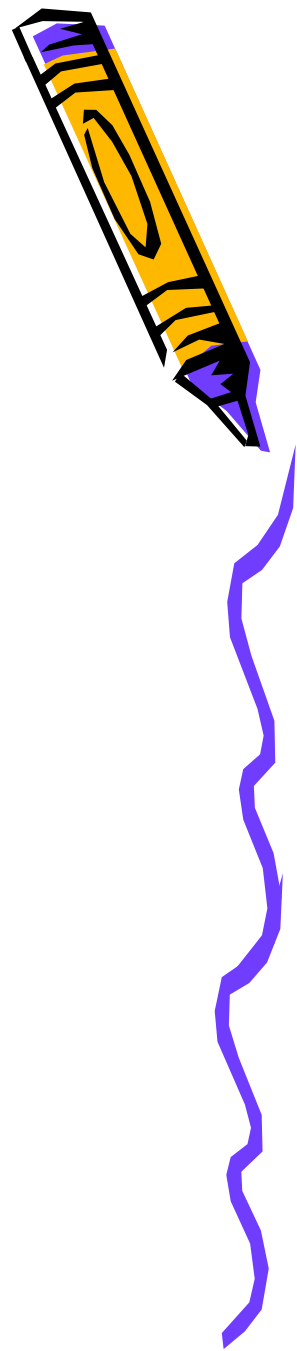
# Grow the Code













 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	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a e ea	 e ea	 i y	 o a	 u o-e ou



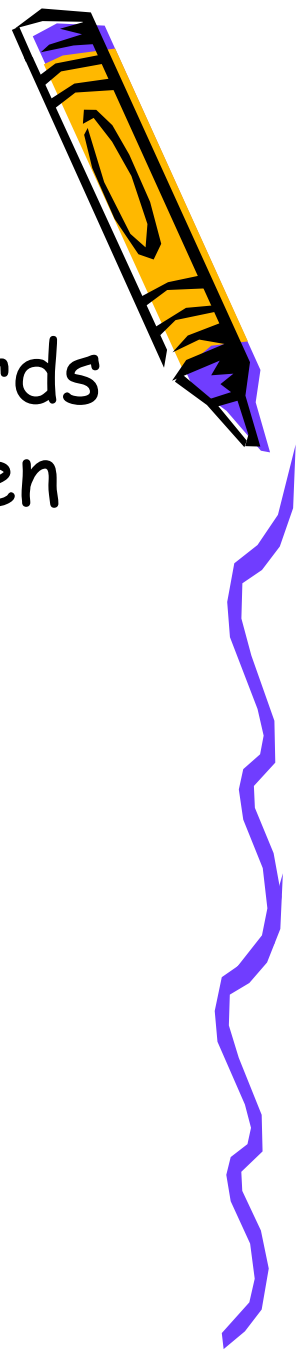
# Grow the Code



					yoo		
ai	ee	igh	oa	oo		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							
						zh	
or	ur	ow	oi	ear	air		
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							



# Tricky Words



- Throughout the phases, tricky words are introduced in sets. The children are taught how to soundtalk these words and which parts are tricky.
- E.g. in 'could', the 'oul' trigraph is making the 'u' sound.



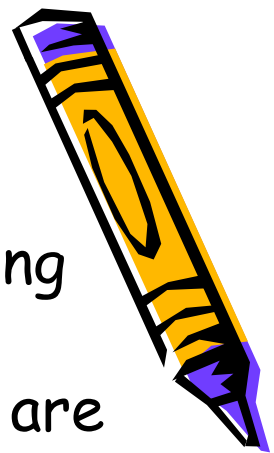
# Application of phonics

- The children need to learn how to soundtalk and blend so they can work out unknown words.
  - E.g. break down 'cat' into 'c-a-t' then blend the sounds together
- The children should only blend words using sounds that they have already learnt. **They shouldn't use any other method of reading words at this stage.**
- The aim is for children to read automatically and fluently without overt blending.
- By Year 2, the children should be reading most words by sight, decoding without hesitation when needed.

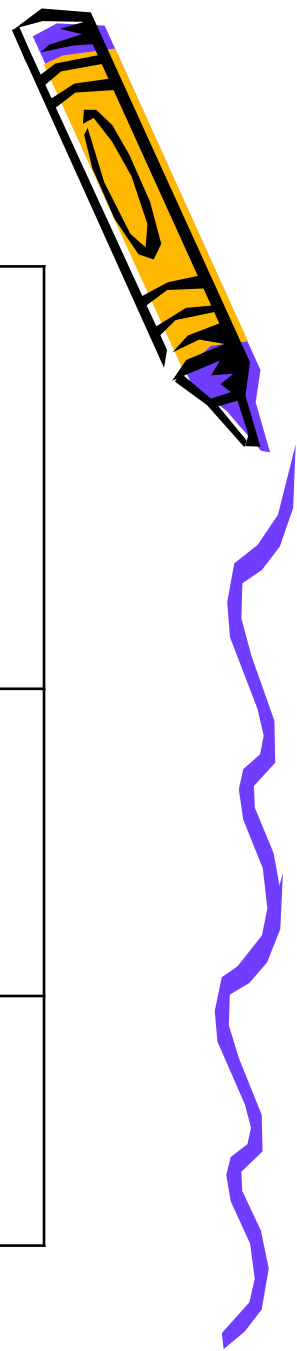


# Reading

- Once the children can blend words, they begin reading practice sessions three times a week using **fully decodable books**. Through assessment, these books are matched to the child's current phonic ability.
- Each reading session has a different focus and the same book is read three times.
- The books are then sent home to be read again. This allows the children to read fluently and practice reading words automatically without overt blending. It also builds confidence as children are successful from the start. **Children should only be decoding 1 in 20 words by the time they bring the book home.**



# Reading



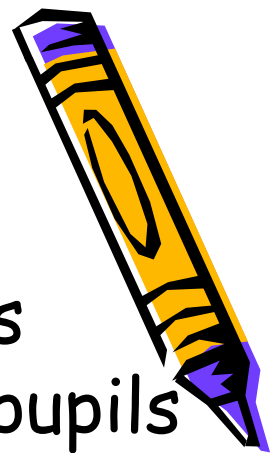
<b>Decoding</b>	<ul style="list-style-type: none"><li>• Go through GPCs that will be in the book, e.g. ai, ee</li><li>• Read familiar words (aim for automatic word reading)</li><li>• Read words and discuss meanings</li><li>• Read the book independently and adult listens to each child</li></ul>
<b>Prosody</b>	<ul style="list-style-type: none"><li>• Go through GPCs/words/tricky words</li><li>• Read book again independently</li><li>• Turn to pre-selected pages and teach reading for meaning with appropriate expression.</li></ul>
<b>Comprehension</b>	<ul style="list-style-type: none"><li>• Go through GPCs/words/tricky words</li><li>• Turn to pre-selected pages and ask comprehension questions about the events of the book.</li></ul>





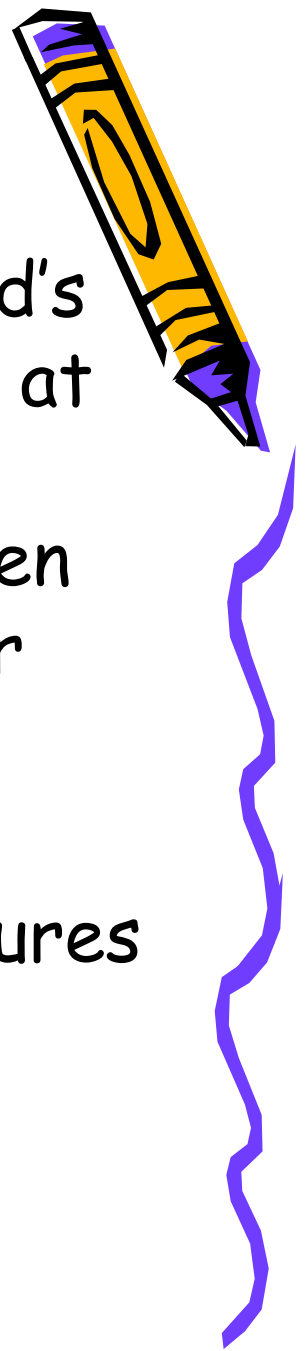
# Phonics Screening Check

- This is an annual phonics check that is statutory for pupils in Year One and pupils in Year Two who did not pass in Year One.
- They are asked to read real and pseudo words (nonsense words) containing sounds from Phase 2-5.
- It is important to note that the children don't need to identify which words are nonsense words, it is an exercise to test their blending skills and recognition of sounds and alternative pronunciations.



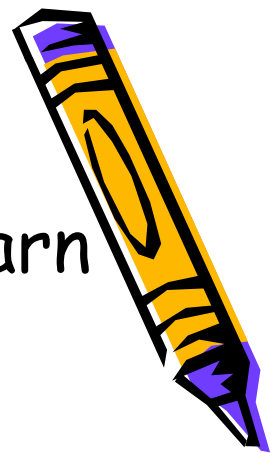
# How to help at home

- It is really important to read your child's decodable book with them three times at home. Re-reading books is part of the National Curriculum and it helps children to build confidence and fluency in their reading.
- In Reception, the children start with wordless books. Talking about the pictures together builds their vocabulary and understanding of stories.



# How to help at home

- Phonics books are helping your child learn to read using their familiar phonic knowledge.
- Other books should still be enjoyed together! Library books, recommended reads, books from home... read whatever your child is interested in.



# Questions?

