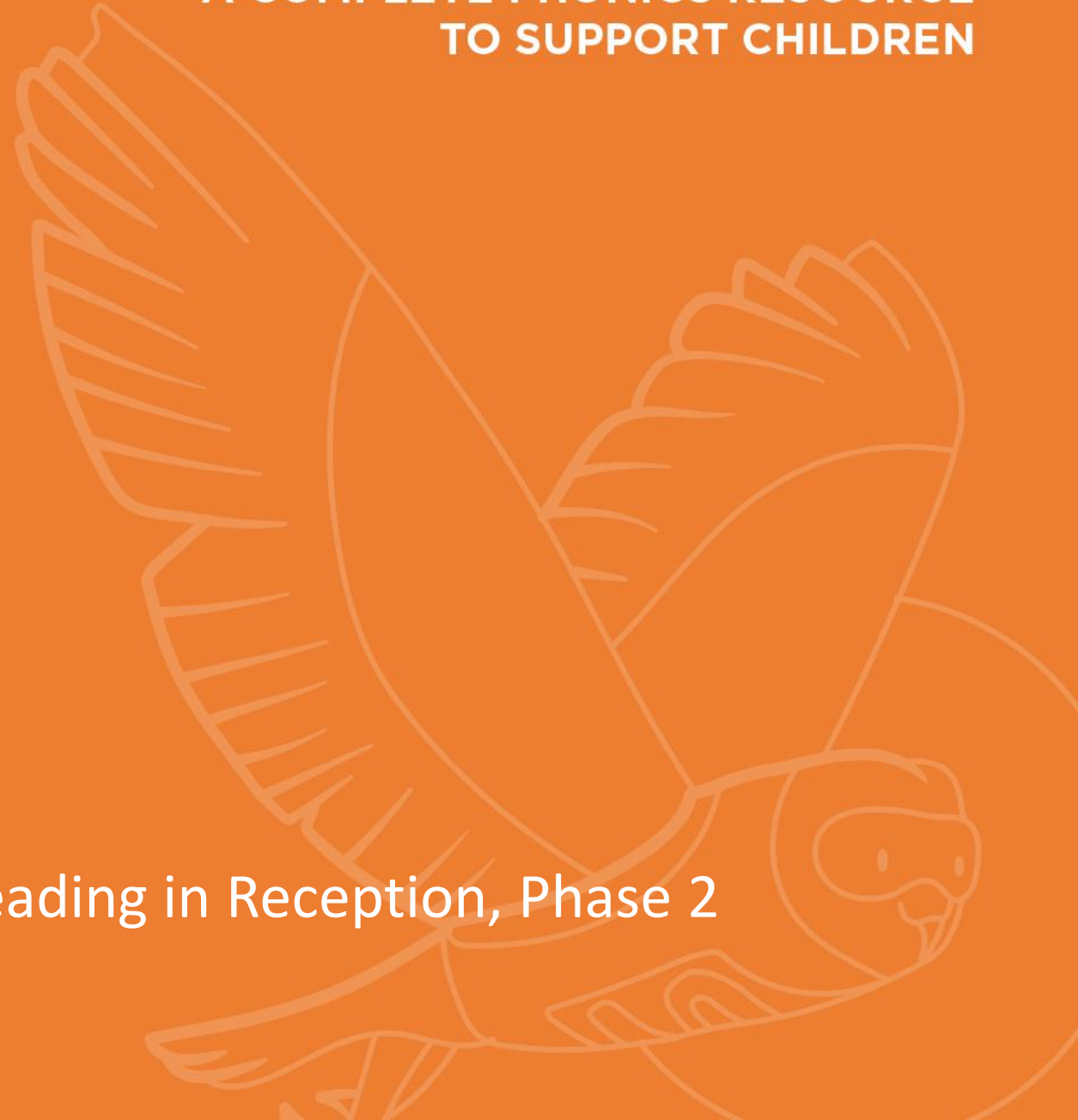




**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

# **Teach reading: change lives**

**Parent workshop: Phonics and early reading in Reception, Phase 2  
(Autumn 1)**



“

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

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

”

# 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**

# This term we are teaching Phase 2





- These are the first group of letters and sounds your child will learn.
- We started teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



# We teach Phase 2 in this 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 a a a	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 t t t	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 p p p	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 i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		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 j j j	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 w w w	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

# Let's say the Phase 2 sounds

 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		
 a	 e	 i	 o	 u				



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



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

# We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



# Blending to read words



# Tricky words

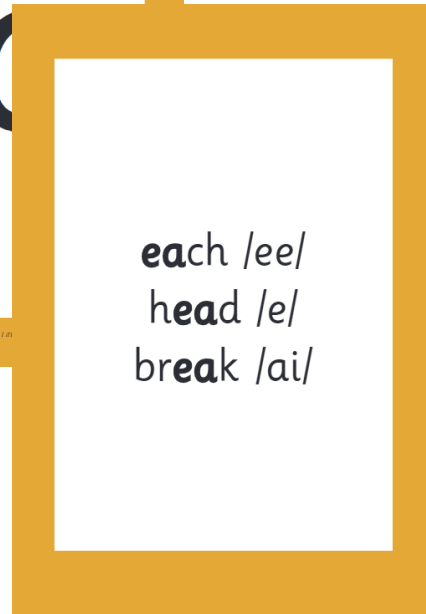
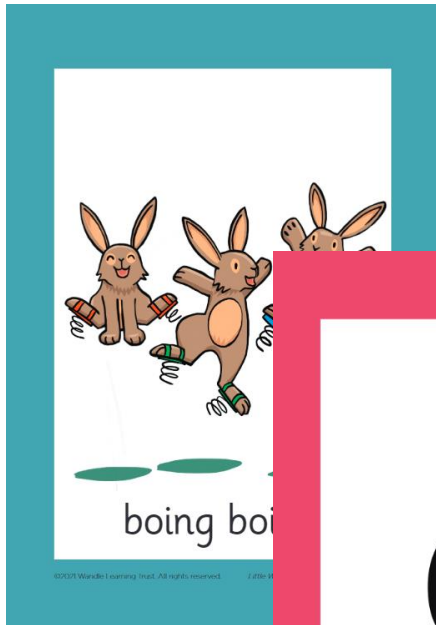
- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



# Reading tricky words



# How we make learning stick





# Reading and spelling









# Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters.

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 a a a	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 t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.

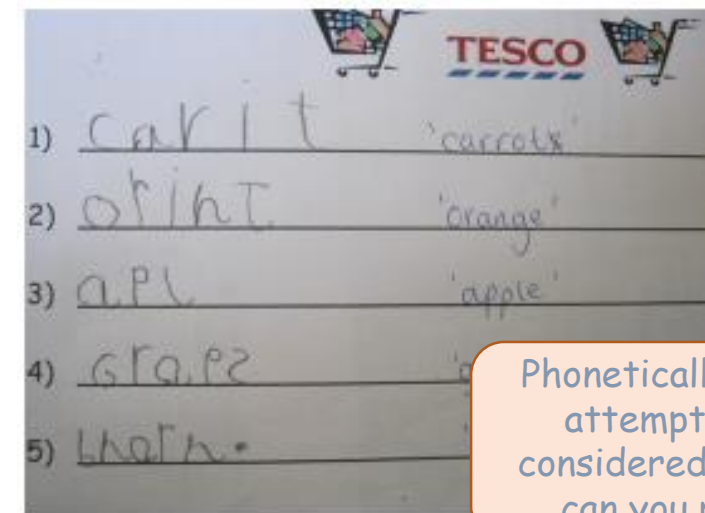
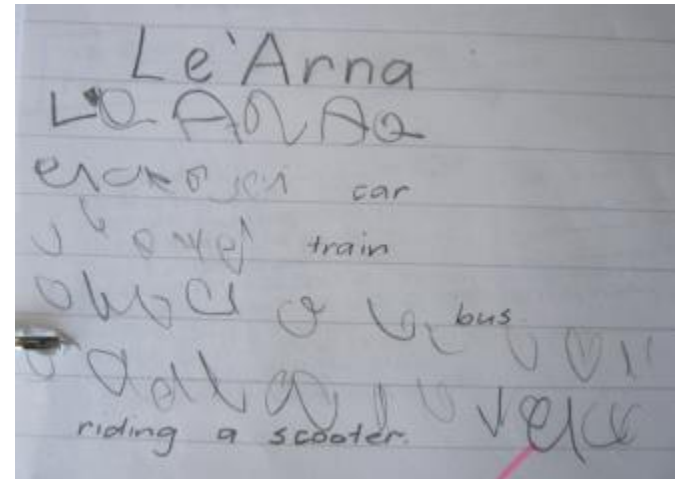
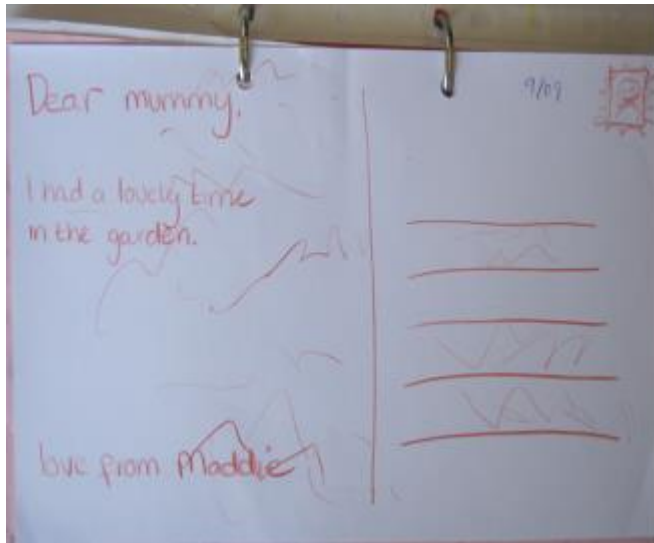


# How do we teach spelling?

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



# How does writing progress?



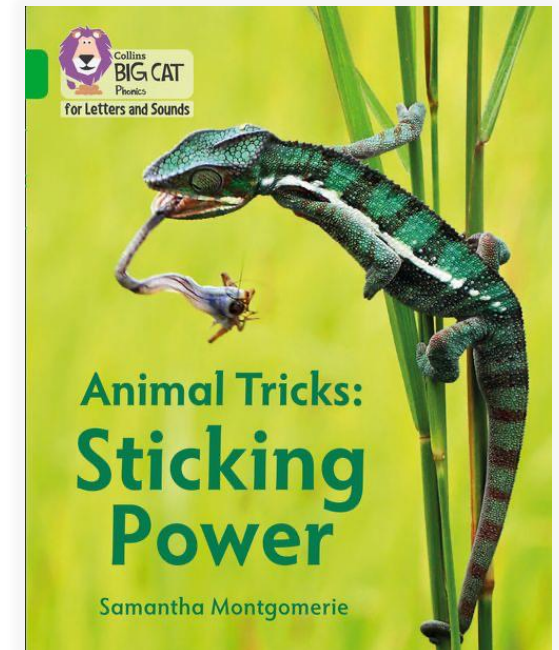
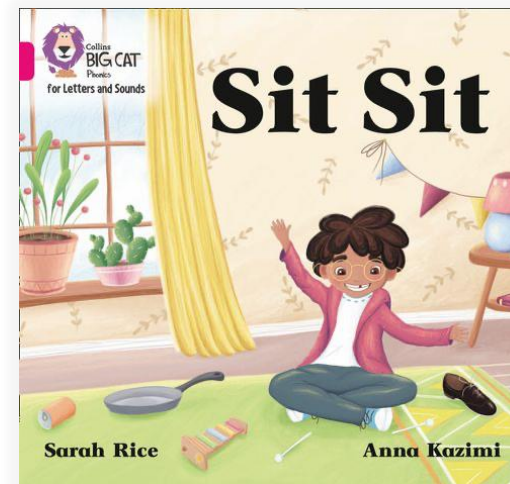
Phonetically plausible attempts can be considered 'right' (i.e. can you read it?)



# How do we practise reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.



# How do we find the right book for your child?

## Little Wandle Letters and Sounds Revised Reception Child assessment

### Autumn 1

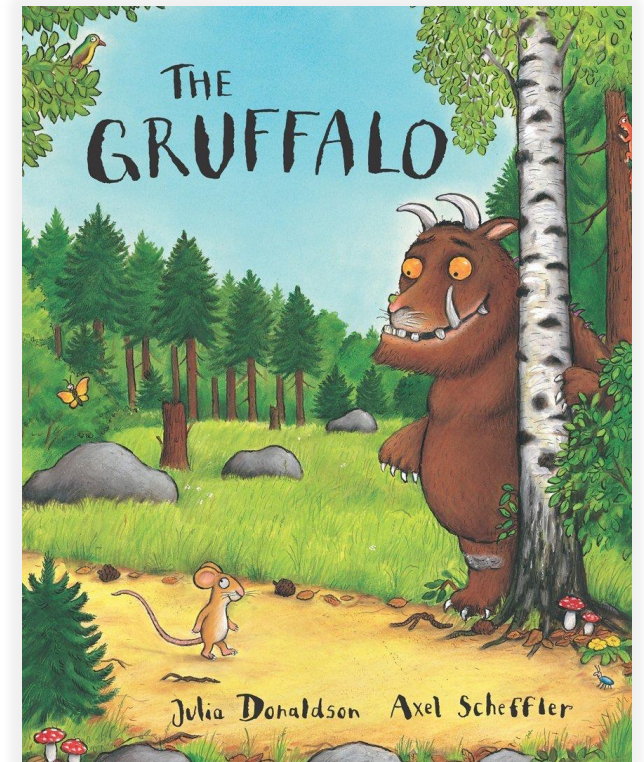
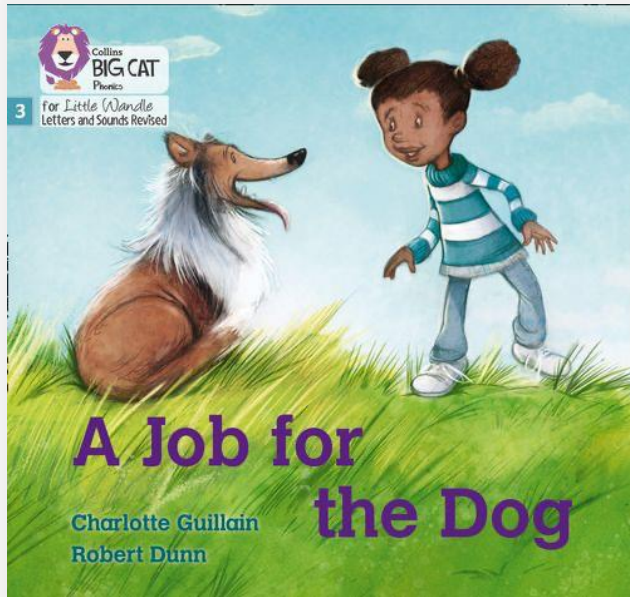
m	a	p	c	o
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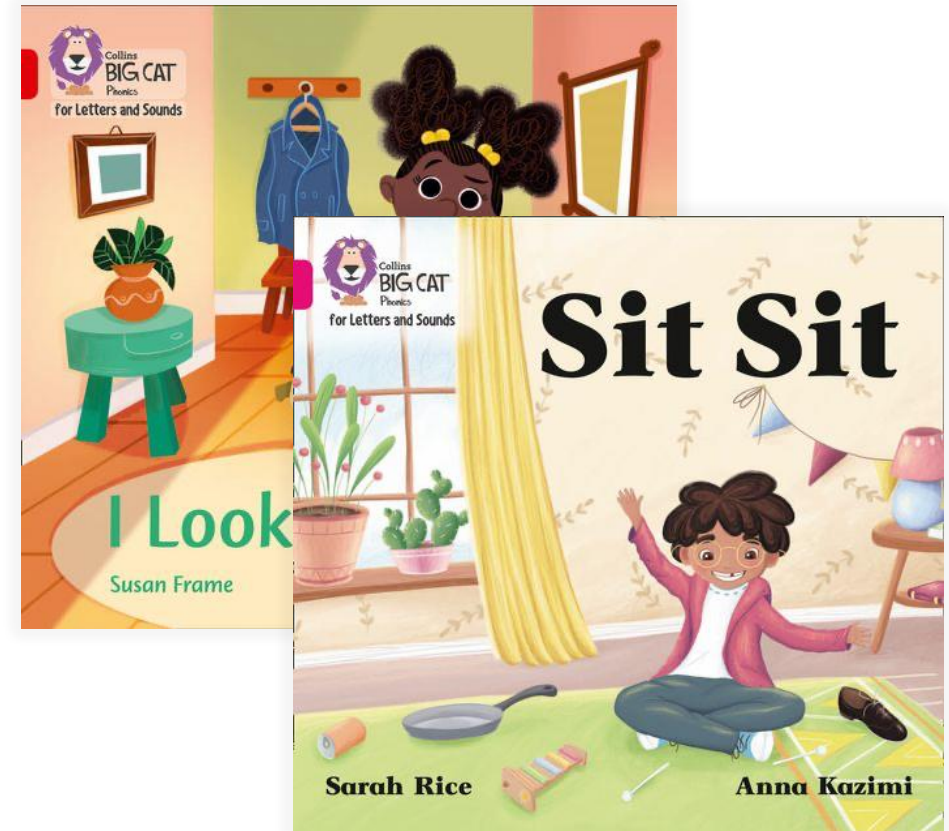
# Reading at home

# 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.



# Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



# 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.



# 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



## Little Wandle at Home Phonics Flashcards for Year 1: Phase 5 (Big Cat Phonics for Little Wandle Letters and Sounds Revised) Cards – 12 Sept. 2022

by Wandle Learning Trust and Little Sutton Primary School (Author)

4.8 ★★★★★ 156 ratings

[See all formats and editions](#)

Cards

£6.99


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Big Cat Phonics for Little Wandle Letters and Sounds Revised has been developed in collaboration with Wandle Learning Trust and Little Sutton Primary School. It comprises classroom resources to support the SSP programme and a range of phonic books that together provide a consistent and highly effective approach to teaching phonics.

Dimensions: 117x77mm (Cards)

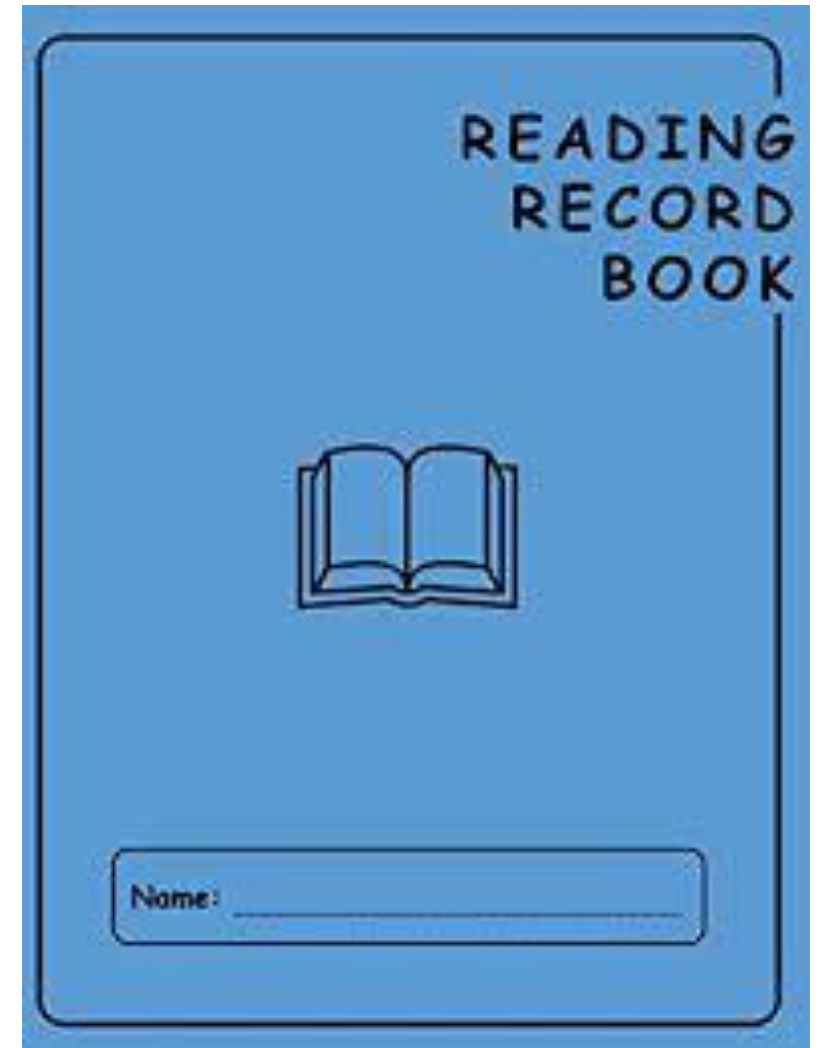
Read more

<b>Little Wandle - Letters and Sounds</b> <b>Year 1 Phonics Home Learning</b>			
<b>Phase 3 &amp; 4 (review) / Phase 5 - Autumn 1 Week 1</b> <b>Focus - Review Phase 3 phonemes</b>			
Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <a href="https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/">https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</a>			
<b>Phonemes we will be focusing on this week in school -</b>			
<b>ai</b>  <b>oo</b>  <b>oo</b>	<b>ee</b>  <b>ar</b>  <b>ow</b>	<b>igh</b>  <b>or</b>  <b>oi</b>	<b>oa</b>  <b>ur</b>  <b>ear</b>
<b>We will be reading and writing words. Can you see this week's focus phonemes?</b>			
tail	feel	right	road
food	bar	born	surf
down	join	near	soap
<b>We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?</b>			
The toads feel so cool.			
The boot on my right foot is too hard.			
I can see foxes in the car lights.			
We can go down to the town on the bus.			
<b>We will be practising tricky words. Can you spot the tricky part of the word?</b>			
no	go	so	my
to	into	out	the
<b>We will be spelling words. Can you write these words? Can you use the correct phonemes?</b>			
right	hard	took	hear

# Reading record books



- We need you to record your reading sessions  
Enjoyment, engagement, questions they have, sounds/words they have recognised or read fluently
- Read five times a week



“

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

Carl Sagan

”