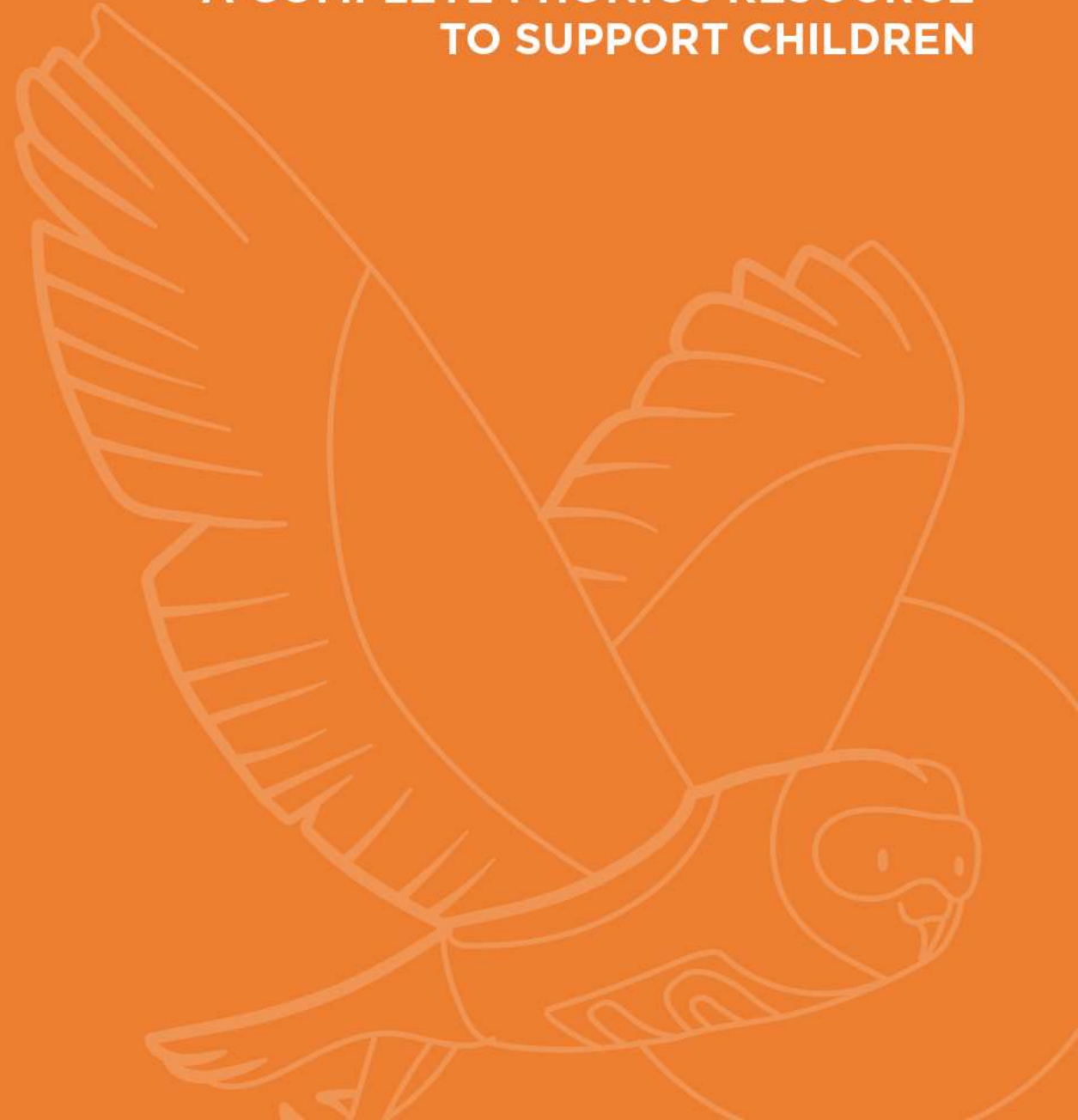




**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Phonics Workshop

Wednesday 29th November 2023





A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Would you like to support our phonics by volunteering?

Wednesday 29th November 2023

“

Phonics is:
making connections between the sounds
of our spoken words and the letters that
are used to write them down.

”

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.



Terminology

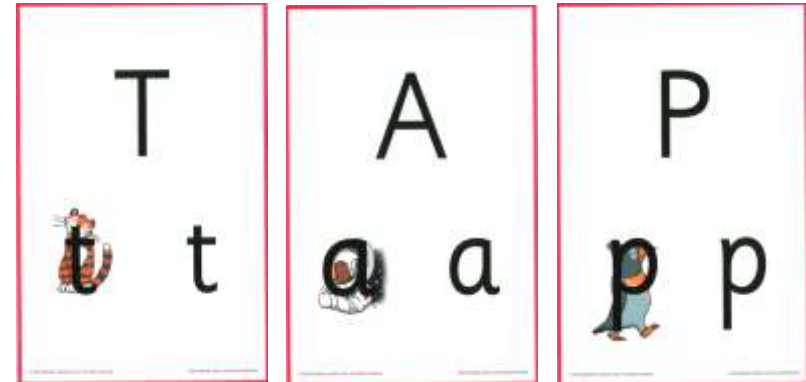
Phoneme

The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

Grapheme

A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.

Blend



Segment

Digraph

sh ell

b u zz

Trigraph

l igh t

b r igh t



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.





| October Assessment | | | | | November re-assessment | | | | |
|--------------------|---------|------|---------------|---------------------------|------------------------|---------|------|---------------|---------------------------|
| Name | Overall | GPCs | Oral Blending | Reception Decodable Words | Name | Overall | GPCs | Oral Blending | Reception Decodable Words |
| | 89% | 90% | 100% | 80% | | 89% | 90% | 100% | 80% |
| | 57% | 70% | 67% | 0% | | 82% | 100% | 100% | 0% |
| | 0% | 0% | 0% | 0% | | 32% | 40% | 33% | 0% |
| | 68% | 75% | 100% | 20% | | 100% | 100% | 100% | 100% |
| | 61% | 65% | 67% | 40% | | 93% | 100% | 100% | 60% |
| | 50% | 70% | 0% | 0% | | 82% | 100% | 100% | 0% |
| | | | | | | 86% | 90% | 100% | 60% |
| | 82% | 85% | 100% | 60% | | 82% | 85% | 100% | 60% |
| | 71% | 75% | 100% | 40% | | 71% | 75% | 100% | 40% |
| | 54% | 60% | 67% | 20% | | 79% | 85% | 100% | 40% |
| | 61% | 75% | 67% | 0% | | 79% | 100% | 33% | 20% |
| | 50% | 60% | 67% | 0% | | 93% | 100% | 100% | 60% |
| | 71% | 80% | 100% | 20% | | 96% | 100% | 100% | 80% |
| | 68% | 70% | 100% | 40% | | 100% | 100% | 100% | 100% |

Teaching order

We usually teach four new sounds a week and have a review lesson on a Friday.

Your home learning sheets will inform you of the sounds we have learnt that week for you to practice at home.

Included in your pack will be the formation and pronunciation sheets.












Phase 2 grapheme information sheet

Autumn 1































| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|---|---|---|---|
|  s s |  snake | Under the snake's chin, slide down and round its tail. | |
|  a 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 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 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 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 n |  net | Open your lips a bit, put your tongue behind your teeth and make the 'n' sound. n n n | 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 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 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 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 x |  box | Mouth open then push the 'cs' 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. |
| |  y y | Smile, tongue to the top of your mouth and a wobble. | Down and round the y-o-y, then follow the string round. |

Grow the code grapheme mat Phase 2, 3 and 5

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
| s | t | p | n | m | d | g | c | r | h |
| ss | tt | pp | nn | mm | aa | gg | k | rr | |
| c | | | kn | mb | | | ck | wr | |
| se | | | gn | | | | cc | | |
| ce | | | | | | | ch | | |
| 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 |
| | ssi | | | | | | | | |
| | si | | | | | | | | |
| | ci | | | | | | | | |

Grow the code grapheme mat Phase 2, 3 and 5

| | | | | | | | |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  | 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 | y | y | oe | ou | ew | | |
| aigh | ey | | ow | ui | | | |
| 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 | | | | | | | |

*depending on regional accent



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.



Tricky words





Included in your pack is a list of the tricky words and an explanation of why the word is tricky .

| Phase 2 tricky word | Tricky part(s) | Why is it tricky? |
|------------------------|----------------|--|
| is as has his | s | <p>The 's' makes the sound z.</p> <p>Learning so far: For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound z later in the Autumn term.</p> |

End of Year 1 Phonics Screening Check



- Phonics screening check in June.
- Light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.
- The purpose of the phonics screening check is to identify children who may need extra help so we can put support in place to improve their reading skills.
- The phonics screening check consists of 40 words - 20 real words and 20 non- words to test the children's decoding skills. Previously, the children needed to read 32 words to pass.

| Practice sheet: Real words | Practice sheet: Pseudo words |
|----------------------------|---|
| in | ot  |
| at | vap  |
| beg | osk  |
| sum | ect  |

Little Wandle for Parents



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



Phase 5 sounds taught in Y1



Reception Autumn 1 sounds

Download a guide to how children are taught to say their sounds in Reception Autumn 1

[Download](#)

Resources



Little Wandle at Home More Phonics Flashcards for Reception Cards – 12 Sept. 2022

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

★★★★★ 15 ratings

[See all formats and editions](#)

Cards
£6.99

1 Used from £7.39

9 New from £6.99

Note: This item is eligible for **FREE Click and Collect** without a minimum order subject to availability. [Details](#)
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.

A set of 43 phonics flashcards to support children who are using Little Wandle for Letters and Sounds Revised at school and the perfect tool to support phonics learning at home.

✓ [Read more](#)





Thank you!

- Thank you for coming today.
- Any questions?

Would you like to support our phonics by volunteering?