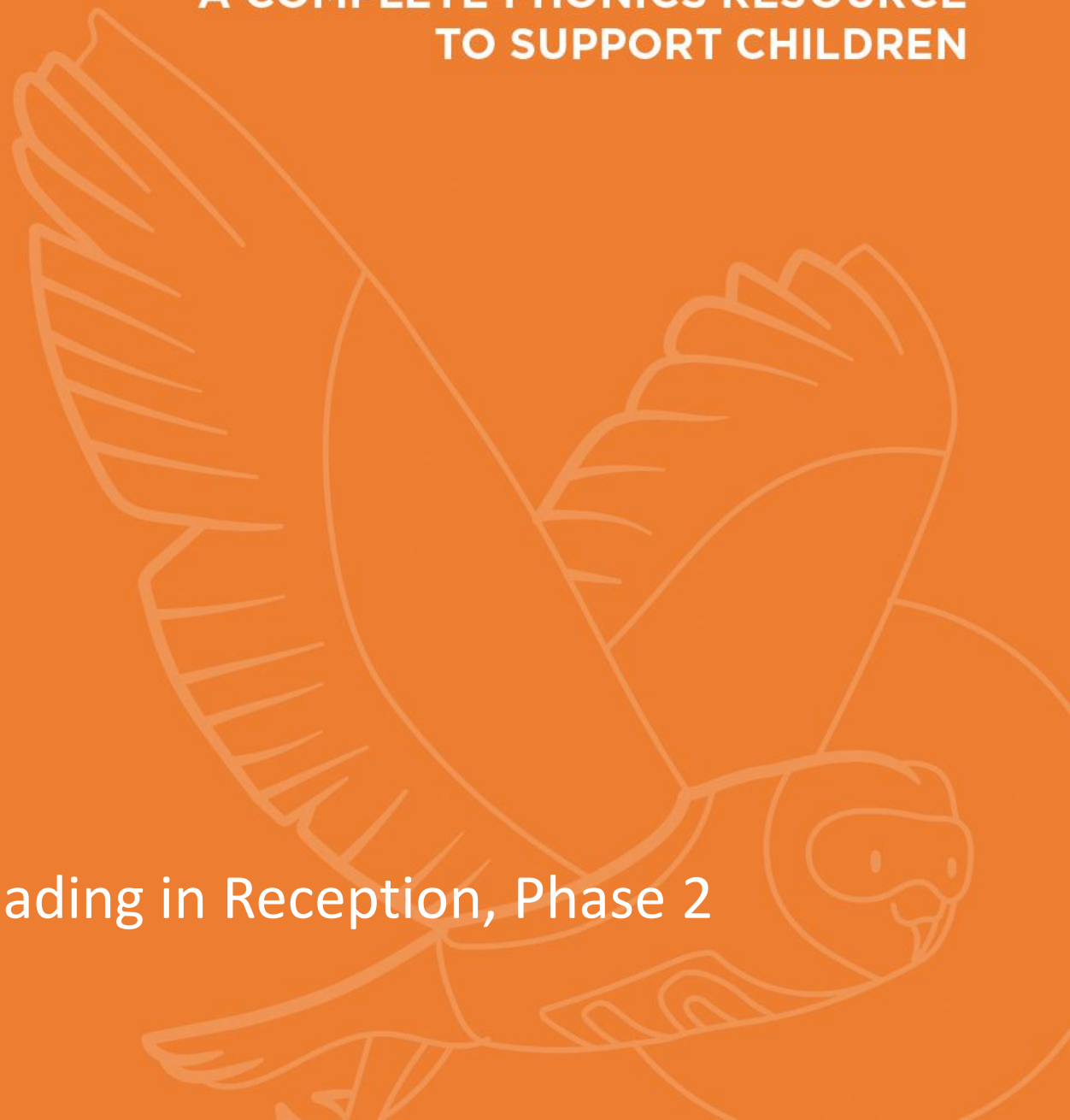




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

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 start 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 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

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



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

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





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. They will also have handwriting lessons.

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 sssss sssss | 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, push them open and say ppp | Down the penguin's back, up and around its head. |



How do we teach spelling?



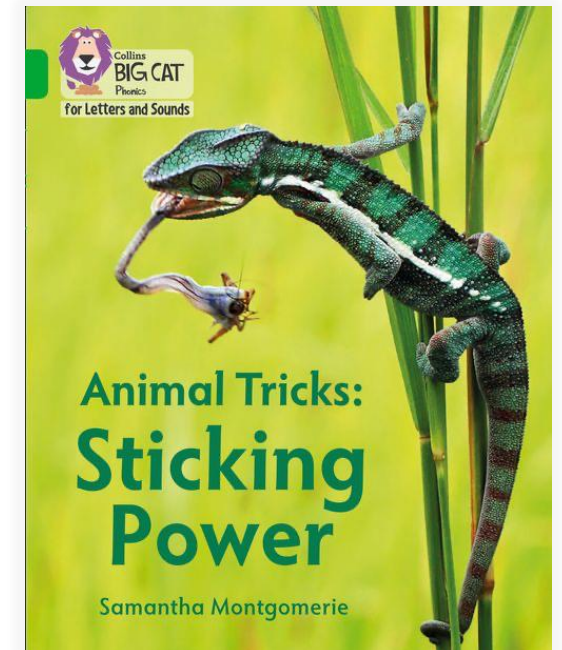
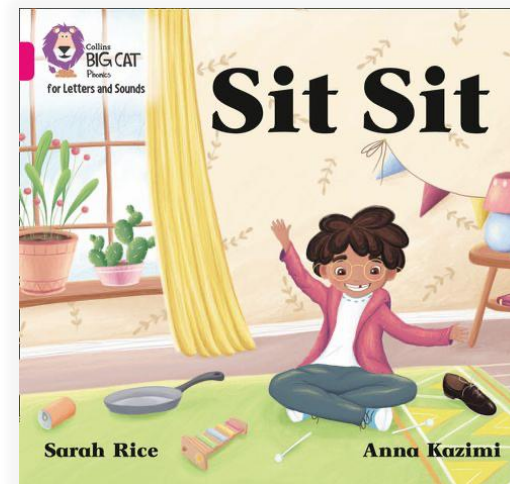
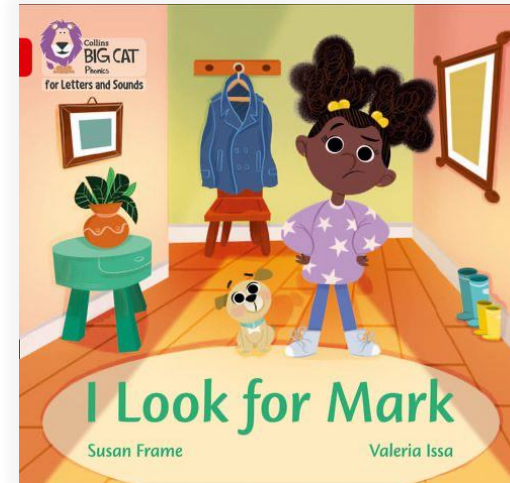
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we practise reading in books?

Reading practice sessions are:

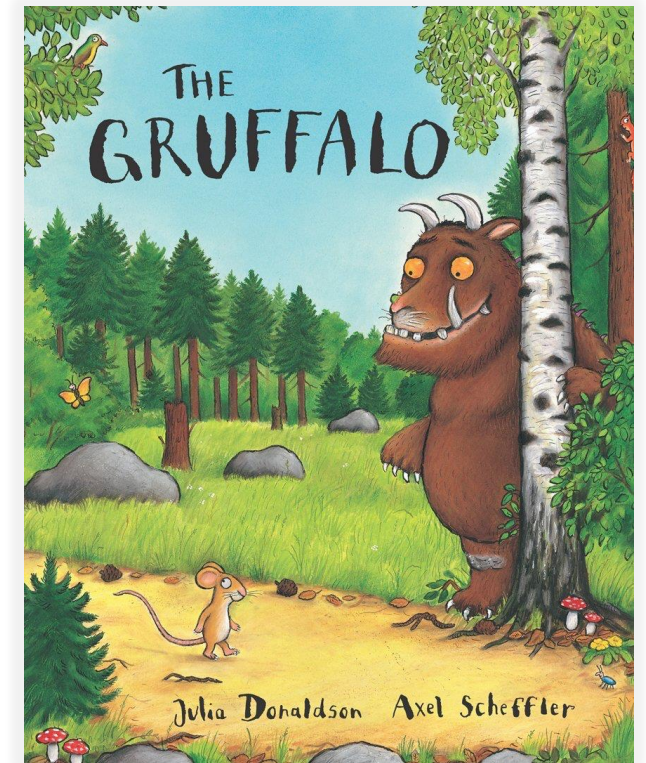
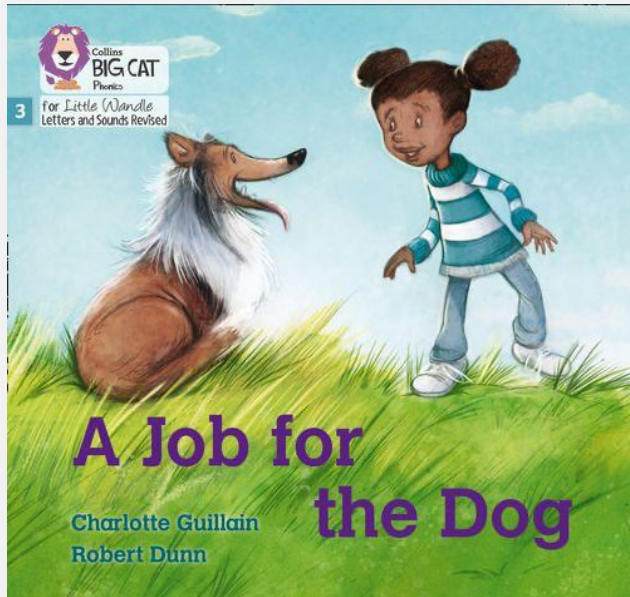
- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.





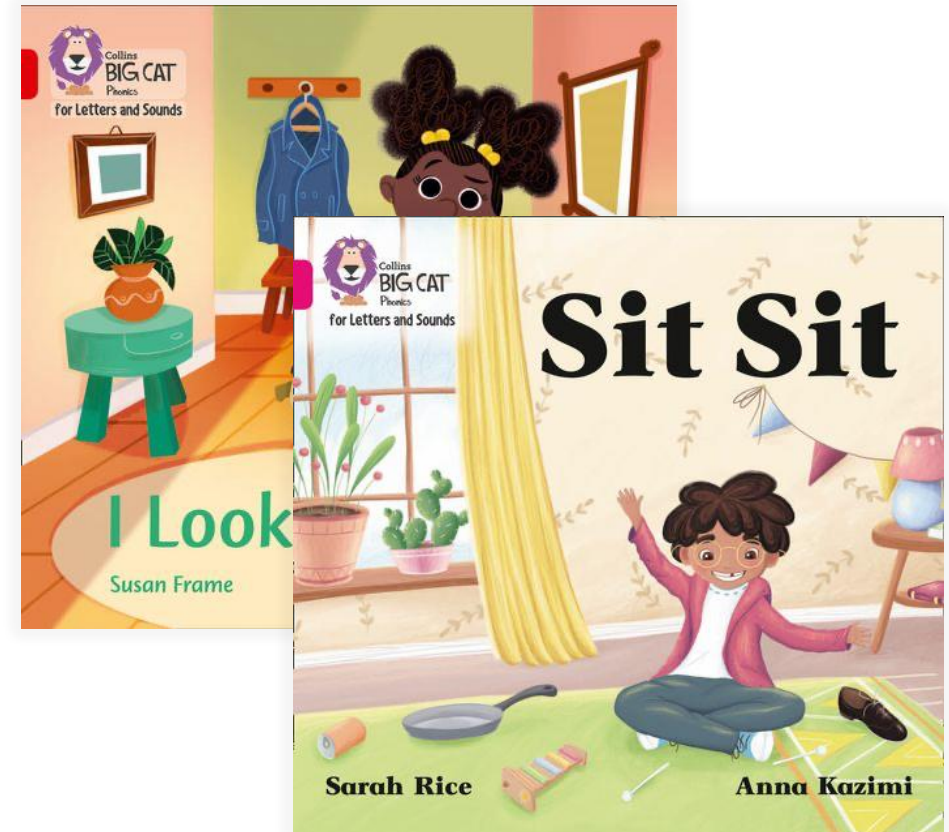
Reading at home

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.



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.





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

Carl Sagan

