

# Teaching and Learning of Phonics



**Wellesley Park Primary School**  
Reaching for Success Together

Reception Phonics Meeting

# Literacy - Early Learning Goals

## Comprehension

- ▶ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ▶ Anticipate key events in stories.
- ▶ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.

## Word Reading

- ▶ Say a sound for each letter in the alphabet and at least 10 digraphs.
- ▶ Read words consistent with their phonic knowledge by sound-blending.
- ▶ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Writing

- ▶ Write recognisable letters, most of which are **correctly formed**.
- ▶ Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- ▶ Write simple phrases and sentences that can be read by others.

# What is Phonics?

Phonics is the teaching of reading and writing by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

We're teaching every  
child to read with  
Little Wandle Letters  
and Sounds Revised

A complete SSP validated by  
the Department for Education



The DfE phonics validation process changed to ensure all schools deliver high-quality phonics teaching to improve literacy levels to:

- *give all children a solid base upon which to build as they progress through school*
- *help children to develop the habit of reading widely and often, for both pleasure and information*

**Little Wandle Letters and Sounds Revised is a DfE validated systematic synthetic phonics programme which provides:**

- Training - All staff have received the high-quality training.
- Weekly plans and content for phonics in Reception and Year 1.
- Weekly plans and content for Year 2 spellings and a rapid catch up and follow up plans for KS2.
- Detailed supportive programme for the application of phonics to reading, spelling and writing.
- Termly Assessments - Children are assessed roughly every six weeks - Interventions.
- Support to match children's secure phonic knowledge to the appropriate decodable reading books.

# Little Wandle Letters and Sounds



## 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 -s /z/ (his) and with -s /z/ added at the end (bags)</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.

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>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> <li>longer words and compound words</li> </ul>	Review all taught so far

- Term by term progression of GPCs (Grapheme Phoneme Correspondence).
- Specific order so that children are taught from the simple to more complex GPCs plus tricky words.
- All the graphemes taught are then practised in words, sentences and later on, in fully decodable books.
- Review and revise GPCs and words, daily, weekly and across terms and years in order to move this knowledge into children's long term memory.

# Little Wandle Letters and Sounds



## Termly Assessments

### 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	pe <u>ck</u>
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- ▶ All children are assessed 1:1 by an adult
- ▶ Children must know a given amount of phonemes (sounds)
- ▶ Children must be able to read a given amount of words
- ▶ Keep up and catch up sessions are provided to children in order to fill gaps

# Little Wandle Letters and Sounds



- ▶ Children need to learn to read as quickly and as reasonably possible so they can move from learning to read to reading to learn.
- ▶ Our expectations of progression are achievable – pace, practise and participation by all children.
- ▶ Children who are not keeping-up with their peers will be given additional practise immediately through keep-up sessions.

# Early Phonics Skills - Phase 1



This is taught in pre-school settings and continues in Reception alongside Phase 2.

Important Skills: **Distinguishing sounds and rhyming**

Phonics learning relies on children being able to hear and distinguish the sounds within words.

The first phase of formal phonics education (Phase 1) also focuses on key listening skills. Children with poor listening and/or attention skills can struggle with phonics learning. Without these skills, children may struggle to master the next stage of their phonics learning.

- ▶ Children to continue a rhyming string 'Hop - mop, shop, top'  
'House – mouse, touse, louse'
- ▶ Hears and say the initial sound in words fish 'fff', tiger 't',  
sock 'sss', sheep 'sh'

Rhyming is an extremely important skill for children to learn and is the basis for learning to read and write. Encourage children to learn lots of rhymes and have fun being silly with them.





Children need to be able to hear the initial sounds in words confidently before applying the sounds they learn to their reading and writing.

- ▶ Children need to play lots and lots of games so they can be listening for sounds. For example, silly soup, I spy, cross the river etc



# Little Wandle Letters and Sounds



New GPC and mnemonic	Formation phrase
s snake 	Under the snake's chin, slide down and round its tail.
a astronaut 	Around the astronaut's helmet and down into space.
t tiger 	From the tiger's nose to its tail, then follow the stripe across the tiger.
p penguin 	Down the penguin's back, up and around its head.

- Every letter has a name
- Every letter has a phoneme (sound)
- Every letter has mnemonic (picture)
- Every letter has a letter formation phrase

# Little Wandle Letters and Sounds



## PURE SOUNDS

We teach the correct pure articulation for each letter phoneme (sound). This video shows you how to pronounce the sounds correctly. We do not add an 'uh' to sounds at the end. We pronounce it as 't' not 'tuh' and 'n' not 'nuh'.



<https://vimeo.com/838275928>

# Little Wandle Letters and Sounds

## Jargon Guide



- ▶ **Phoneme** - Any one of the 44 sounds which make up words in the English language
- ▶ **Grapheme** – How a phoneme is written down. This can be a single letter: **s a t**. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'w**ay**', 'm**a**k**e**', 'f**ai**l', 'gr**ea**t', 'sl**ei**gh' and 'l**ad**y'.
- ▶ **Digraph** – Two letters that make one sound, for example, **ch, sh, th**
- ▶ **Trigraph** – Three letters that make one sound **igh air ear**
- ▶ **Blending** – Seeing a word and merging the phonemes together to read the word. Children will put a word together by blending the sounds from left to right in order to read it, e.g. 'b – a – t, bat' and 's-o-ck, sock'. We start by oral blending before blending to read.
- ▶ **Segmenting** – Chopping up a word into separate phonemes to spell it out. Children will break a word into its constituent sounds in order to spell them, e.g. 'bat, b – a – t' and 'sock, s-o-ck'
- ▶ **Tricky Words** – Words that cannot be decoded (the, go, to, was etc)

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

# Little Wandle Letters and Sounds

## Reading



- It is the school's role to teach reading.
- Parents/carers play a vital role. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.
- Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school.
- This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.
- To ensure that reading at home is an enjoyable experience and does not feel like a chore, schools need to send home reading practice books in which the child can read 95% of the words.



**Just 10 minutes of reading at home every day can make a real difference to your child's progress!**

# Blending

- ▶ We start with lots of oral blending, e.g. c-a-t ...cat
- ▶ We sound out simple words from left to right and then blend. This is modelled in every lesson.
- ▶ Encourage your child to point to each grapheme as they sound them out and then blend.

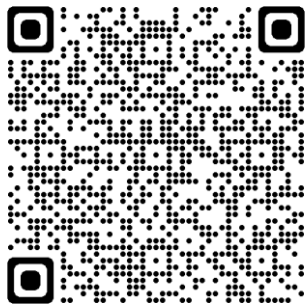
<https://vimeo.com/838286613>



# Tricky words

- ▶ We learn words that can't be decoded phonetically
- ▶ We teach the children which part of the word is tricky and what makes it tricky
- ▶ These need to be learnt with instant recall

<https://vimeo.com/742989066>



# Year 1 Phonics

In Year 1 children will revise the sounds and tricky words they were taught in Reception.

They quickly move on to learning new sounds and alternative GPCs for sounds they already know. E.g. that 'ai' can also be 'ay' in 'play, or 'oa' can be 'o-e' in 'home'

Children learn about split digraphs where the digraph is split by a consonant, e.g. a-e in 'shake'.

They will also learn new tricky words to read and spell.



<https://vimeo.com/743021918>



# Year 1 Progression

## 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.

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 /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	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl 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	once laugh because eye

\*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.

## 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

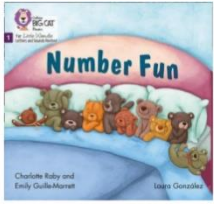


# Phonics Screening Check

- ▶ The Phonics Screening Check is a test to assess and show how well your child can use and apply the phonics skills that they have learnt up until the summer in Year 1.
- ▶ It takes place every year and provides teachers with an opportunity to identify which pupils need further support with their phonics to ensure they become confident and independent readers.
- ▶ Every child in Year 1 in England has to do the Phonics Screening Check. They will take the check 1:1 with a teacher.
- ▶ It will take place in the week beginning Monday 12<sup>th</sup> June. The children are asked to read (sound out and blend) 40 words. Most of these words are real words, but some are also pseudo- words. These are made-up words that feature strings of letters that resemble real words.
- ▶ There isn't a time limit for the check, but it usually takes around 8 to 10 minutes and most children usually enjoy it!
- ▶ Most children pass the check, but if they don't meet the expected standard, they will be given the appropriate support with their phonics to help them eventually reach the expected standard. They will then re-take the check the following year.

# Reading at home

- ▶ The reading book we send home has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading.
- ▶ Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.
- ▶ Encourage your child to read the book again with more fluency and using expression- you can model this for them.



## Books without words



Please make sure your child's reading book and reading diary are in their book bag every day so that we can hear them read in school!

Write a comment to let us know how your child read or if they struggled with anything.



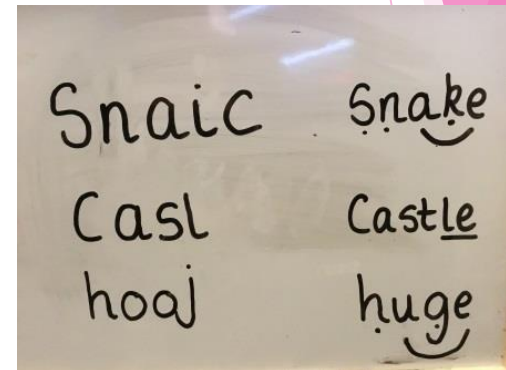
## Books with words



# Writing



- We teach correct formation right from the beginning as bad habits are hard to correct.
- Lots of activities that encourage children to develop gross motor skills will help them to be physically ready to write.
- Initially children will write phonetically and will only use the sounds and letters they have learnt so far.  
Please celebrate all writing and encourage risk taking.
- Provide lots of real life opportunities for writing so that children see the point of it. e.g. shopping lists, cards, letters to Granny and friends etc
- We teach the correct use of capital letters and so children will learn to write their names in lower case with a capital at the beginning.



# Letter Formation

- Children must be able to form most of their letters correctly by the end of Reception in order to achieve the Writing Early Learning Goal
- We use letter formation rhymes
- Handwriting lessons using Nelson Handwriting

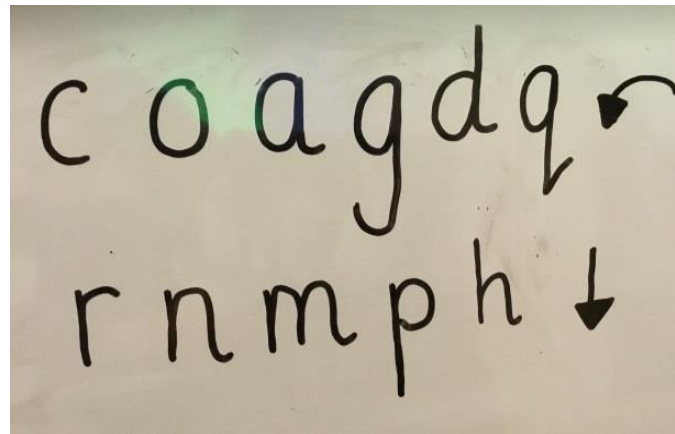
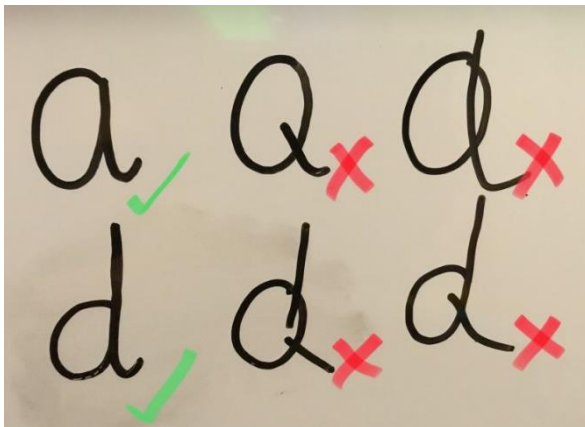
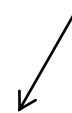
a astronaut



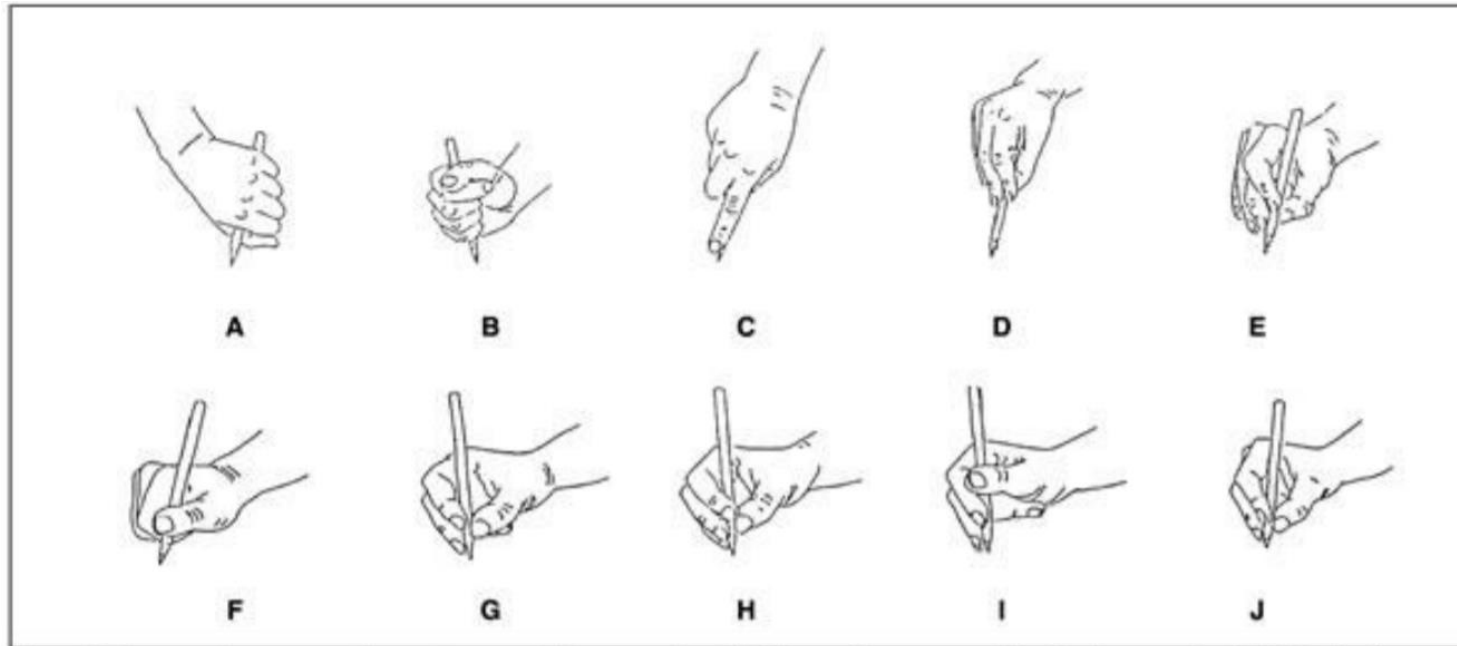
Around the  
astronaut's  
helmet and  
down into  
space.

## Letter families

Letters that start  
in the position and  
have similar  
letter formations.



# Pencil Grip



A = radial cross palmar grasp; B = palmar supinate grasp; C = digital pronate grasp, only index finger extended; D = brush grasp; E = grasp with extended fingers; F = cross thumb grasp; G = static tripod grasp; H = four fingers grasp; I = lateral tripod grasp; J = dynamic tripod grasp.

**Figure 2 - Pencil grip postures<sup>16</sup>**



# Fine Motor and Pre-Writing Skills

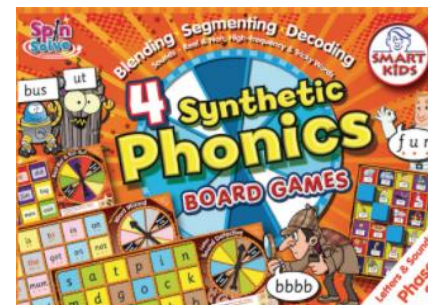
It is important for children to strengthen their fine motor skills and pre-writing skills.



# Useful Websites and Games

- **Magnetic Letters** - Magnetic letters on the fridge are great for children to practise the segmenting and blending skills they have learnt.
- **I Spy** - Playing I spy by the sound (not letter) 'shhhhh' for shoe rather than 'sss'
- <https://www.phonicsplay.co.uk/ParentsMenu.htm> - Lots of information about how phonics is taught plus a few free interactive games

- **Spelling Games:**





# Questions?

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