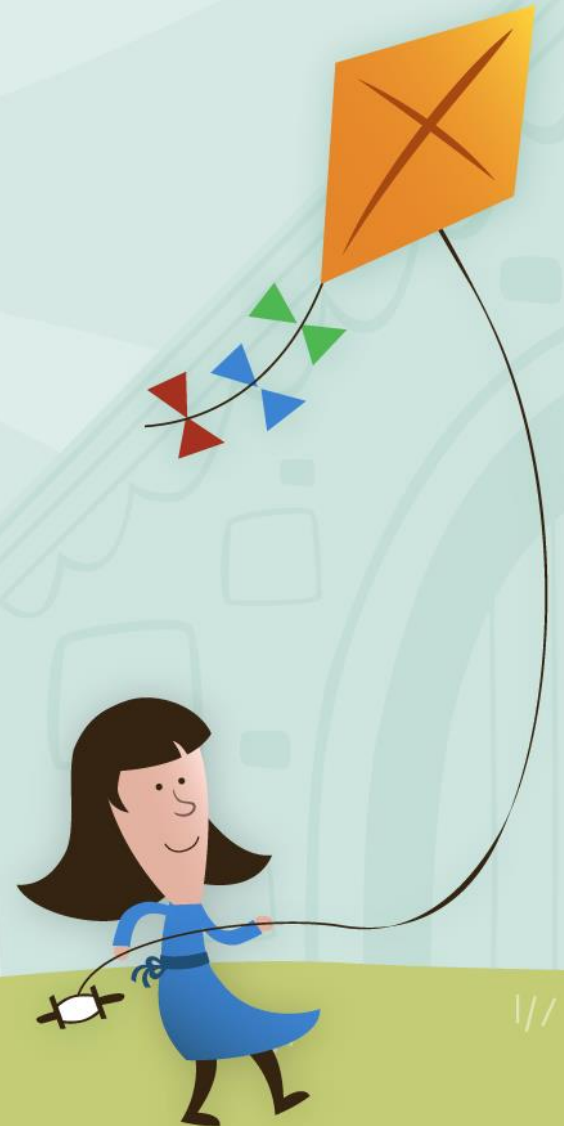


An introduction to Phonics and Reading

LO - To understand what Phonics is and how it is taught at St Vincent's Catholic Primary School.

7th October 2025



What a fantastic start!





“

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

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

”



How many times have you already read today?



“

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.
- 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	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 and push them open and say ppp	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 iii	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 jjj	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing 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 www	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 and



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.



Our progression

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

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 - words with -s /s/ added at the end (hats sits) - words ending -s /z/ (his) and with -s /z/ added at the end (bags)	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 - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with -s /z/ in the middle - words with -es /z/ at the end - words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
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	said so have like some come love do were here little says there when what one out today

Year 1

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

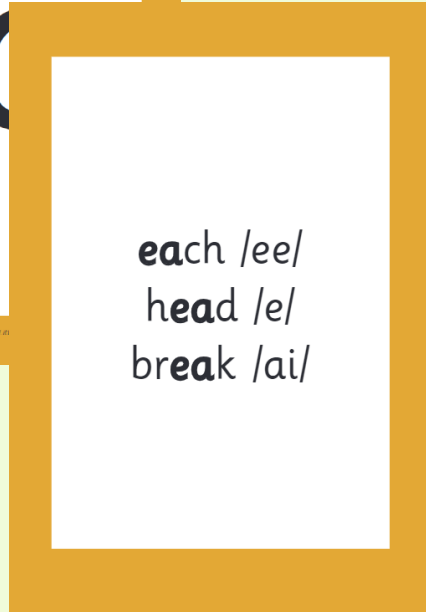
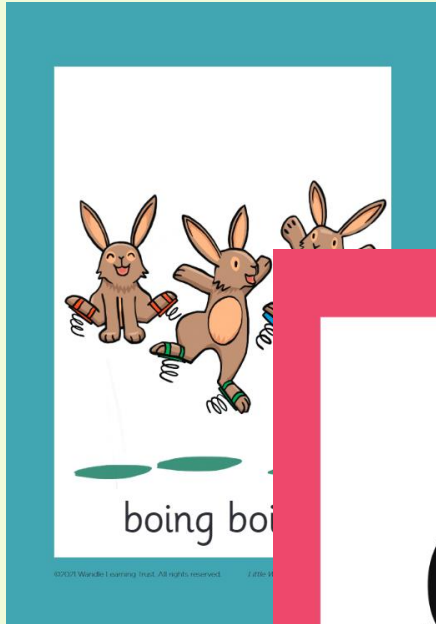
Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people 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	any many again who whole where two school call different thought through friend work



How we make learning stick



Spelling

- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practice 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 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?

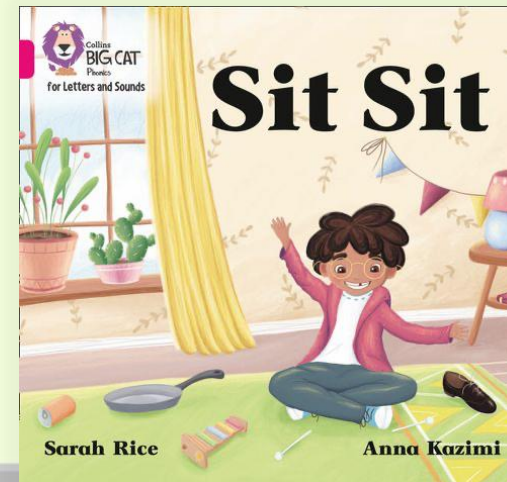
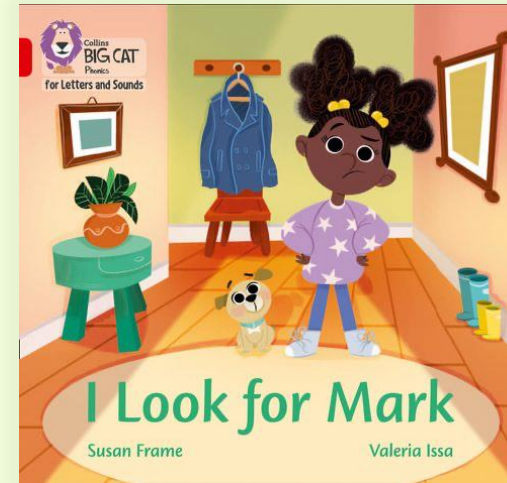
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we practice reading in books?

Reading practice sessions are:

- timetabled three times a week - different focus each session.
- taught by a trained teacher/teaching assistant
- taught in small groups



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
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat	man	hug	red	pe <u>ck</u>



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.

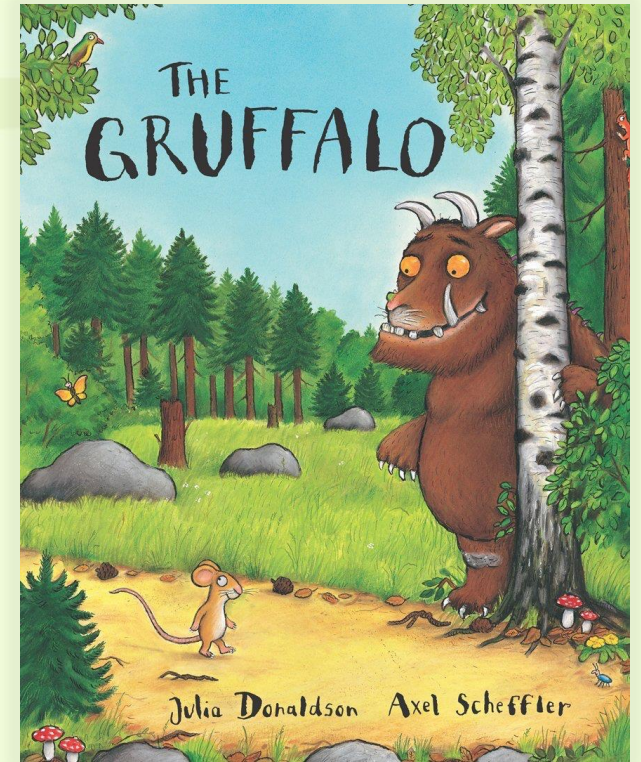
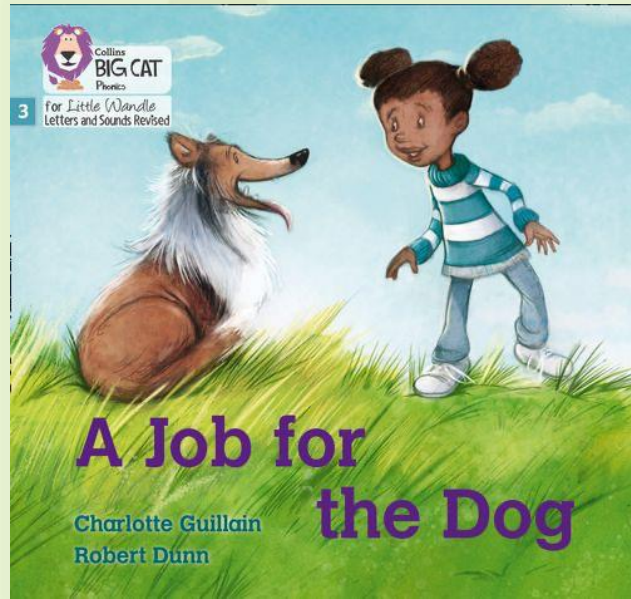


Listening to your child read their phonics book

- 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.



Books going home



Read to your child

The shared book (Library 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.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J



Reading Buddies



Mystery Readers

- To promote a love of reading and to show adults love reading too!
- Reading is highly valued in our classrooms and inviting parents into our community of readers strengthens the home-school connection that is so important in helping the children grow as readers.
- We'd like to Invite relatives to surprise your child by being a "mystery reader"
- Come in towards the end of the day (around 3pm) on a Monday, Wednesday or Thursday and read a story to the class.
- Your child will be SO excited that you or someone in your family participated but remember to keep it 'top secret' until your big day arrives!
- Please let us know if you would be interested!



“

“

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

Carl Sagan

”



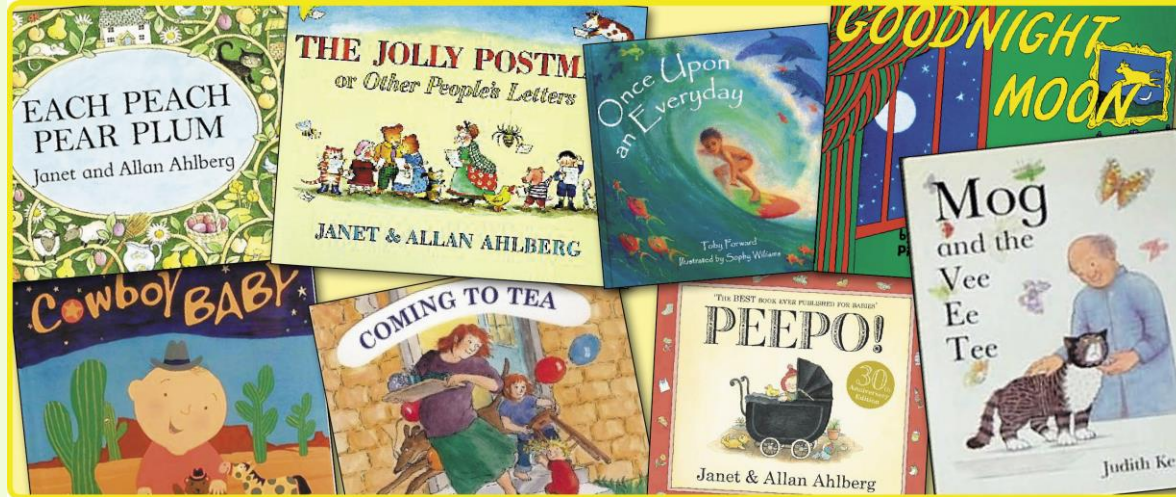
Phonics fun!



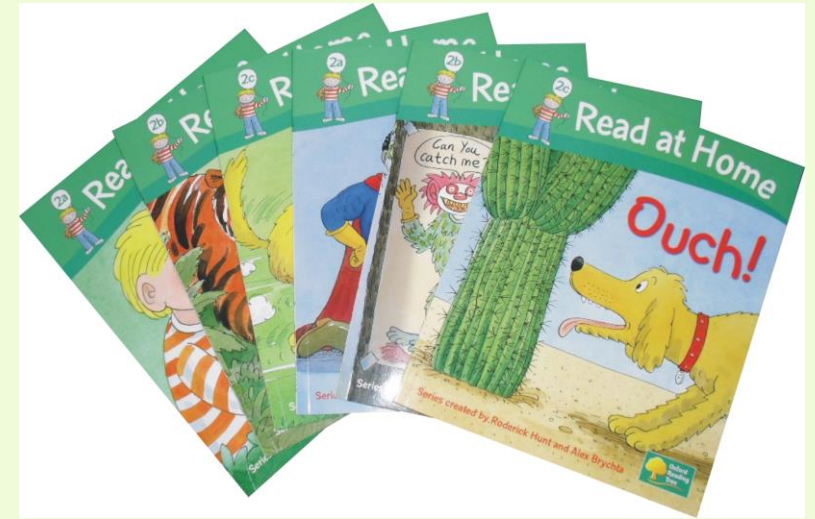
Ideas for activities to support learning at home...



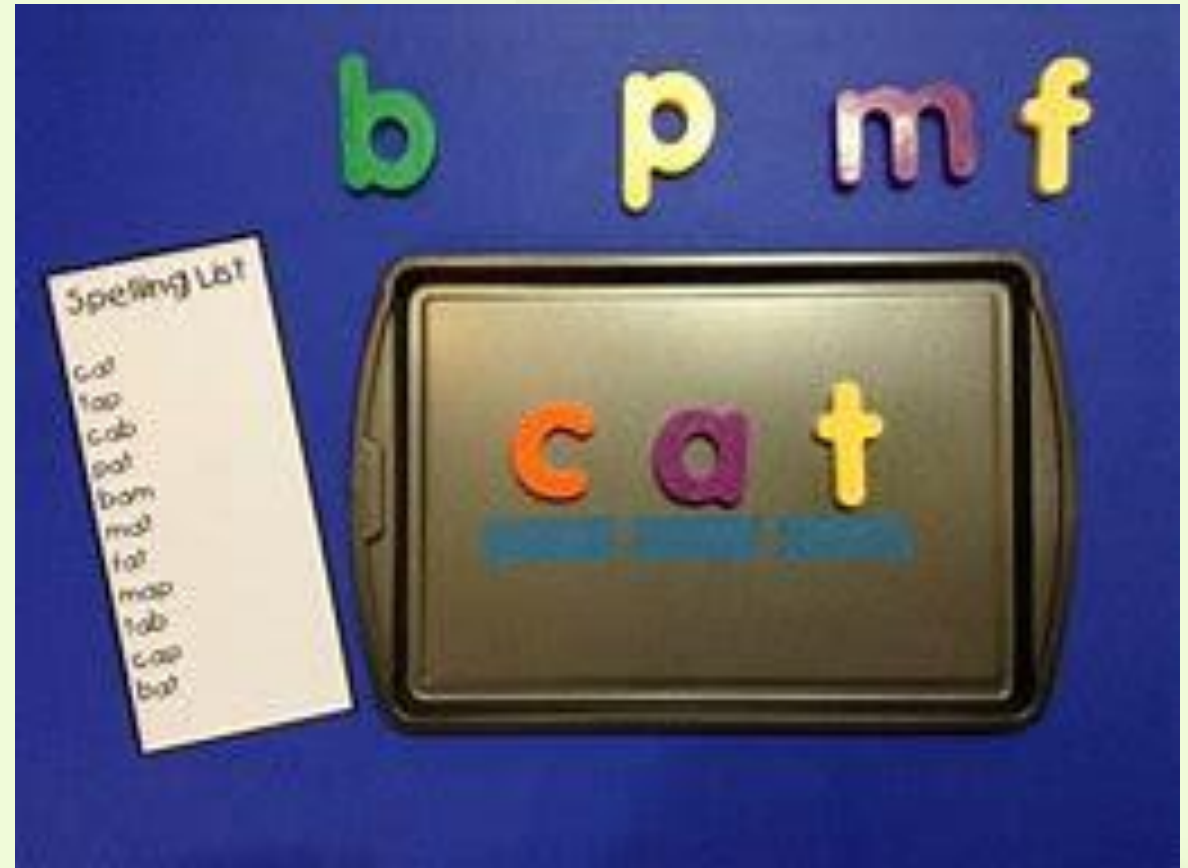
Sharing books together



- Range of different types of books/magazines
- Reading for pleasure
- Sharing your favourite book when you were a child.



Magnetic letters



LazyMomsBlog.com



Flash Cards

- Use flash cards to practice sounds.
- Take it in turns to be the teacher.
- Hide sounds around the house for children to find and collect.
- Lay cards out on the floor and throw a bean bag/teddy and whichever it lands on you have to call out the sound.
- Build CVC (Consonant -Vowel - Consonant) words using the cards to practice sounding out and blending.

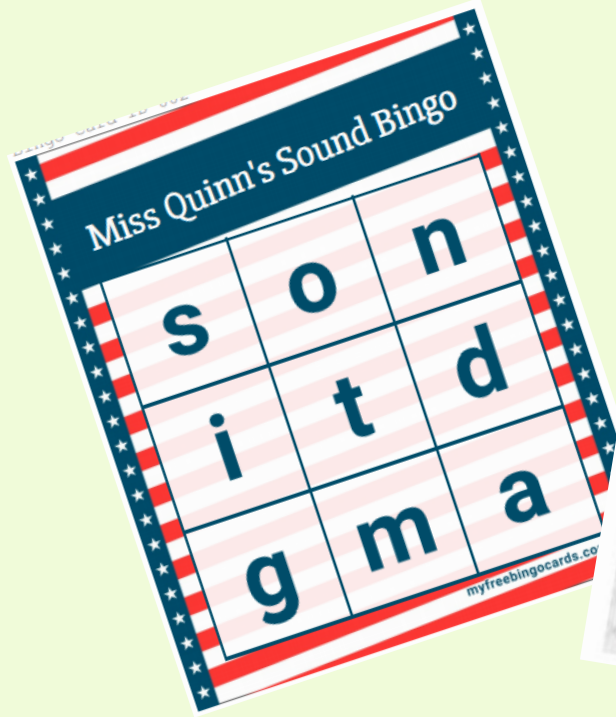


The power of a post it note

- Writing simple CVC words and Tricky words on them and having around the house to practice reading.
- Hide words around the house, give children a word and get them to go find it and bring it to you.
- Labelling objects, initial sounds moving towards writing simple CVC words and little captions.
- Using UV pens to write words for children to read - being secret spies!!



BINGO!!



- Phonic sound bingo.
- Tricky word bingo
- Old newspapers - give them a sound/word to find, dab the sound every time they see it.

<https://myfreebingocards.com/bingo-card-generator>





Tricky Word Detectives

- Using Tricky Words taught to find these words in books at home.
- Choose one to focus on when reading a book at bedtime.
- How many times can you find this word in your book as mummy and daddy read it to you?



Website/App Recommendations - Literacy Focus



Teach Your Monster
to Read
(App/Website)



Hairy Words 1
(App)



Chatterpix
Kids
(App)



Reading Eggs
(App/Website)

Websites:

Tricky word songs <https://youtu.be/TvMyssfAUx0>

Alphablocks - <https://www.bbc.co.uk/cbeebies/shows/alphablocks>



What else is going on?

- **Maths** - Subitising numbers to 5, cardinal counting, matching and sorting objects.
- **Communication and Language** - listening and attention games, circle time activities, sharing our shoe boxes.
- **Expressive Arts and Design** - exploring different mediums for art skills, role play activities, music sessions.
- **Understanding the World** - changes in our own history, forest school, looking at all the amazing things in God's World.
- **Fine/Gross Motor Skill** - PE with Coach Dave, dough disco, mark making, cutting, peg boards and lots of fine motor activities.
- **Independence** - encouraging children to think for themselves and to take responsibility, putting coats on, dressing for PE.



Broad and balanced curriculum.





Homework folders

Little Wandle - Letters and Sounds
Reception Phonics Home Learning



Phase 2 - Autumn 1 Week 1
Focus - Phonemes s / a / t / i

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

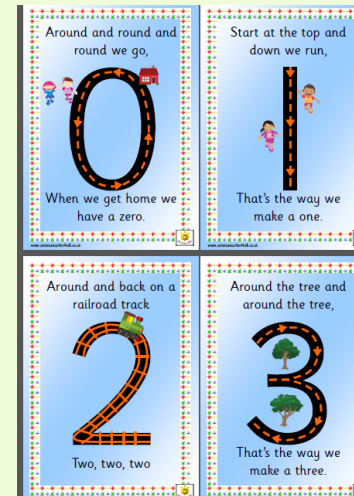
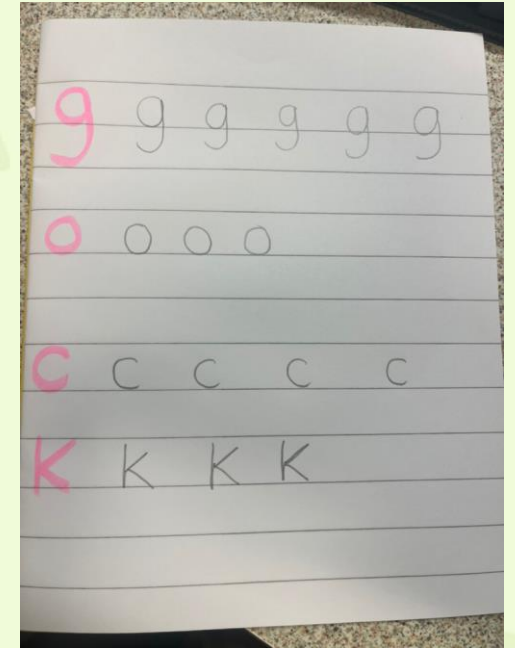
Phonemes we will be focusing on this week in school -

 Pronunciation Phrase - s Show your teeth and let the s hiss out ssss	 Pronunciation Phrase - a Open your mouth wide and make the a sound at the back of your mouth aaa
 Pronunciation Phrase - t Open your lips; put the tip of your tongue behind your teeth and press ttt	 Pronunciation Phrase - p Bring your lips together, push them open and say pp

We will be orally blending words. Can you hear the phonemes in these words? Can you listen and then repeat the word?

s - a - t t - a - p s - a - p

p - a - t a - t



Name Writing Certificates

- Focus on name writing in this half term.
- Using the correct letter formations.
- Name cards in homework folders to support at home.
- Once able to do this, will receive a special certificate in assembly.



Tapestry

- Tapestry is working well.
- Thank you to the parents who have already started contributing.
- Please ask if you need the password resetting or have any questions.
- If you want to add any additional family members please let us know.
- Please feel free to add observations of things the children are doing at home as they love to share!



Important Information

- New Reading Books to be sent home on a Thursday and removed on a Tuesday ready for Reading Practice.
- Homework to be put in folders on a Friday.
- Snack - offered fresh fruit every morning break and milk available for all everyday for all children.
- Hair to be tied up please to avoid unwanted visitors.
- Earrings to be removed or covered with plasters on PE day which is Friday.
- Harvest Festival will be on Friday 17th October , please come and join us. (2.15pm)
- Parents evening on Tuesday 21st October.



Thank you for joining us today.

If you have any questions please do
ask.

Time now to play...

