



# Teach reading: change lives

Parent workshop: Phonics and early reading in Reception, Phase 2

Miss Baker – Early Reading and Phonics Lead

“

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

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

”



COMP. BC VIT 568

**QUARTERLY Utilities Invoice**

NAME: SMITH JOHN  
FOR SERVICE AT: 123 MAIN ST  
ACCOUNT TYPE: RESIDENTIAL

ACCT NUMBER: 123456  
ACCESS CODE: 11111  
DUE DATE: May 14, 2020

BILLING PERIOD:  
TO: Jan 1, 2020  
BILLING DATE: Mar 31, 2020  
Apr 7, 2020

DATE: Mar 16, 2020

METER NO.: A-12345678

FOLIO: 12345 123

NO. OF DAYS: 91

CURRENT READING: 296

PREV READING: 168

ROUTE: 10

CONSUMPTION: 68 CUBIC METERS

DATE	AMOUNT
Feb 10, 2020	324.63
Apr 7, 2020	-324.63
Apr 7, 2020	7.48
Apr 7, 2020	98.00
Apr 7, 2020	35.60
Apr 7, 2020	50.12
Apr 7, 2020	50.20
Apr 7, 2020	117.60
Apr 7, 2020	29.39
Apr 7, 2020	4.11
	<b>392.50</b>

PAYMENT  
GWW WATER METER RENEWAL \* 1 \*  
GWN WS WATER INFRASTRUCTURE BASE \* 1 \*  
GWR RESIDENTIAL WATER Tier 1 0-40 m3 @ \$0.89 (A)  
RES SEWER INFRASTRUCTURE Base \* 1 \*  
RES SEWER @ \$2.45 M3 ON 1ST QRT 2020 (A)  
GARAGE - RESIDENTIAL  
YARD RECYCLING - RESIDENTIAL

28.00 CUBIC METERS  
40.00 CUBIC METERS  
28.00 CUBIC METERS

**AMOUNT NOW DUE:**

No paperless and get your utility bill by email Choose this "earth friendly" option by creating a MyCity account and selecting the e-billing option. For step by step instructions please visit [www.vernon.ca/paperyless](#).

\*Residential Accounts: Sewer user fee is based on first quarter's water usage and charged each quarter for the remainder of the calendar year. If usage is 20 cubic meters or less, a base rate of \$50.20 is charged. If over 20 cubic meters, the charge will be the base rate plus \$2.45 per cubic meter.

Any unpaid balance after the due date will be charged 12 percent interest per annum.

Effective January 1, 2020 GVVW approved Greater Vernon Water Utility Rates Imposition Bylaw No. 2768, 2018. It can be found at [http://www.vernon.ca/files/2018/01/GVVW-Rates-Imposition-Bylaw-No.-2768-2018.pdf](#)

# 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

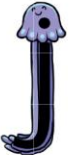
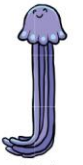







## Phase 2 grapheme information sheet

### Autumn 1



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out <b>ssssss</b>	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 <b>aaa</b>	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 <b>ttt</b>	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 <b>ppp</b>	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 <b>iii</b>	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 <b>nnnnn</b> sound <b>nnnnn</b>	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 <b>jjj</b>	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv</b>	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 <b>www</b>	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 <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	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 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



# 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 <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

#### 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

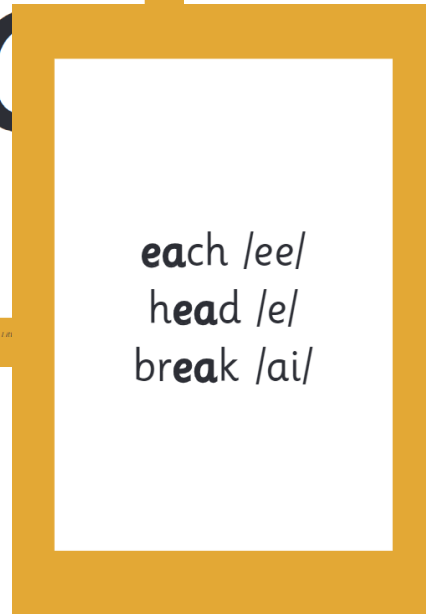
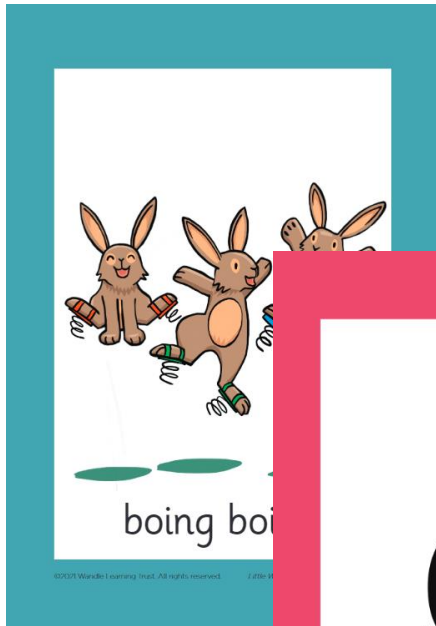
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ 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
/eel/ 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











# 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 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?

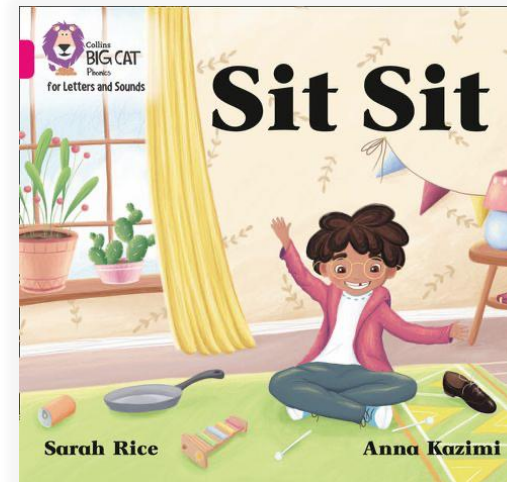
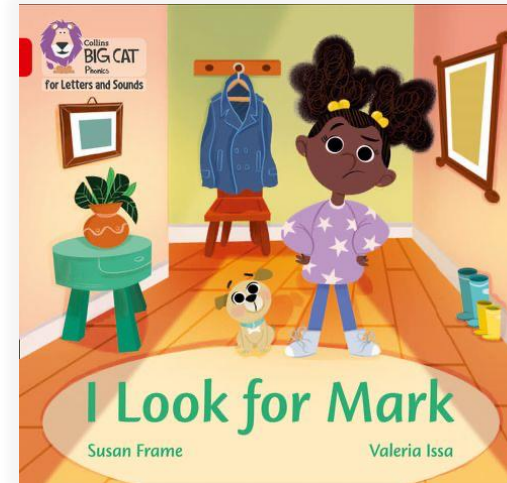
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# How do we 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
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

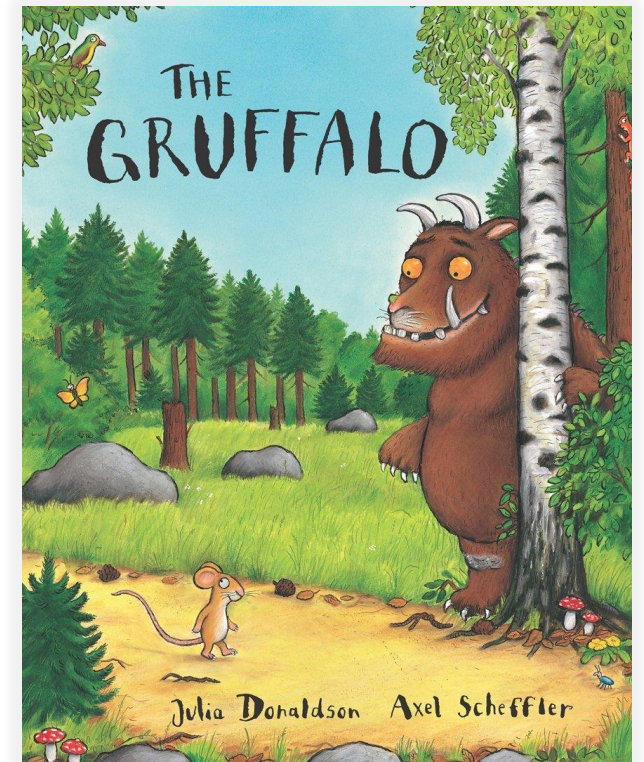
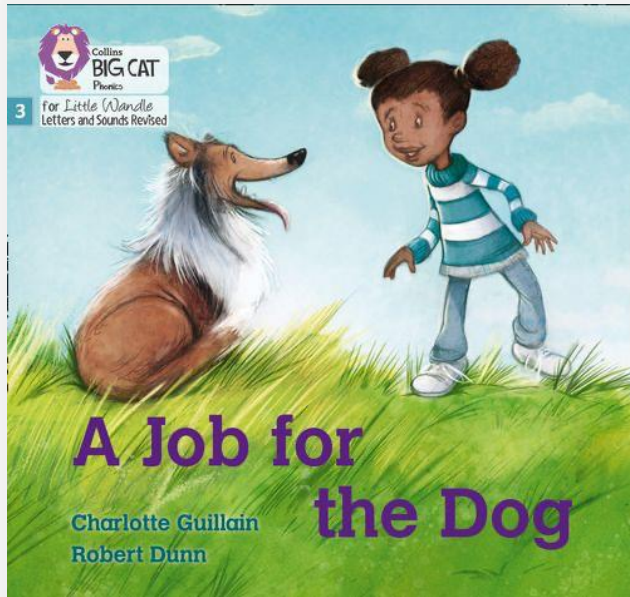
sat	man	hug	red	pe <u>ck</u>
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# Reading at home



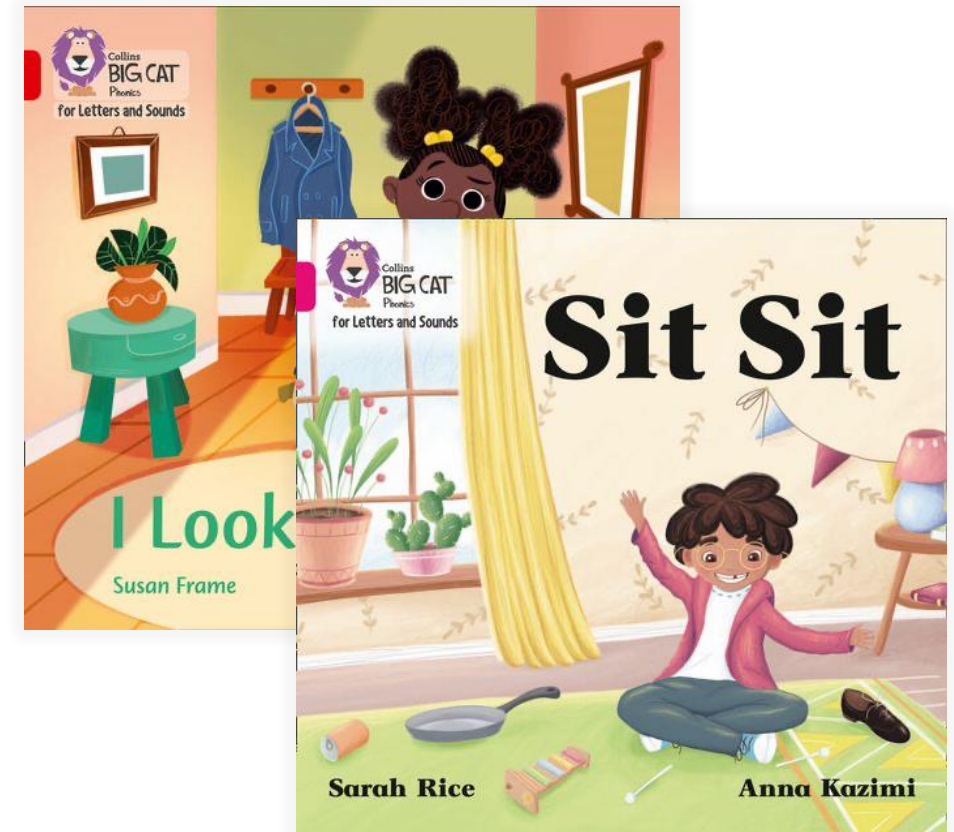
# Books going home





# 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**



# 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

”