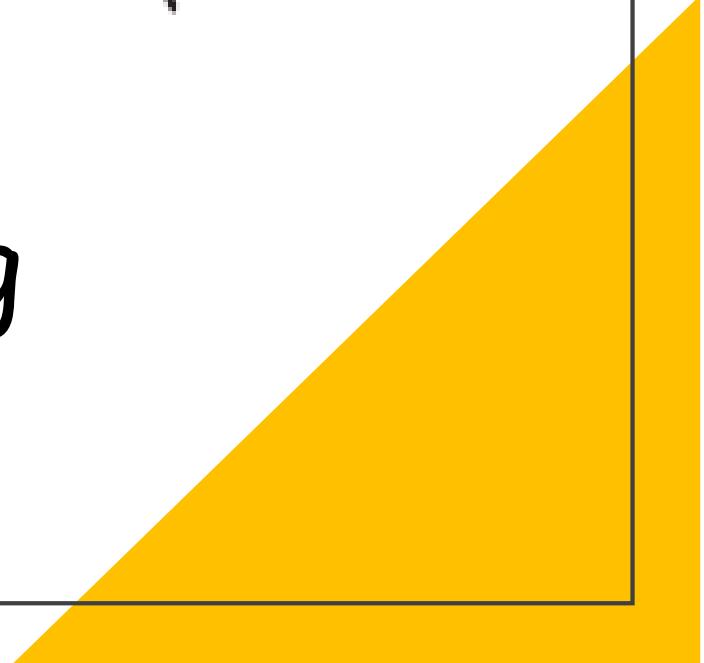
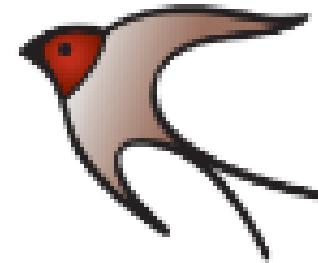


Welcome to our
Reception Workshop for
Phonics and Early Reading





Phonics



“

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.



We have daily whole class phonics lessons. Each week, we usually teach 4 different sounds and have a review lesson on the Friday.

In the Autumn term, we learn ...

S								
s	t	p	n	m	d	g	c	r
ss	tt	pp	nn	mm	dd	gg	k	rr
							ck	
							cc	
								
h	bb	ff	ll	j	v	w	x	y
vv								
								
z	qu	ch	sh	th	ng	nk		
zz								
s								
								
a	e	i	o	u				



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

[For parents | Letters and Sounds](#)

To view videos, click link

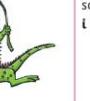
We say the letter sound, not the name.
We say “sss” not “ess”

We use “pure sounds” to pronounce our letters. For example, “mmm” not “muh”.
Try not to say “uh” at the end!

Each letter has a mnemonic and a handwriting phrase ...

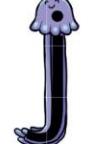
Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s 	s 	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a 	a 	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 	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 	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 	pull your lips back and make the 'i' sound at the back of your mouth iiii	Down the iguana's body, then draw a dot [on the leaf] at the top.
n 	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.

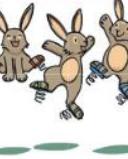
Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j 	j 	Pucker your lips and show your teeth use your tongue as you say jjjj	All the way down the jellyfish. Dot on its head.
v 	v 	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 	Pucker your lips and keep them small as you say wwww	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x 	x 	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (xx)	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 oo without	Down and round the yo-yo, then follow the string round.

We begin by orally blending 3 letter words as well as blending using the grapheme cards.
We aim for every child to blend by Christmas.

In the Spring term, we learn Phase 3 digraphs and trigraphs...

						
ai	ee	igh	oa	oo	oo	ar
						
or	ur	er	ow	oi	ear	air

Digraph: “two letters, one sound”

Trigraph: three letters, one sound”



Phase 3 sounds taught in
Reception Spring 1

[For parents | Letters and Sounds](#)

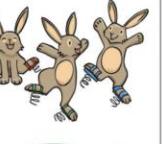
To view video, click link

Each digraph or trigraph also has a phrase...

Grapheme	Catchphrase	Pronunciation phrase
ai		Open your mouth wide and say ai ai ai tail in the rain
ee		Smile with your lips apart and say ee ee ee sheep in a jeep
igh		Open your mouth in a relaxed way and say igh igh igh a light in the night
oa		Make an 'o' with your mouth and say oa oa oa soap that goat

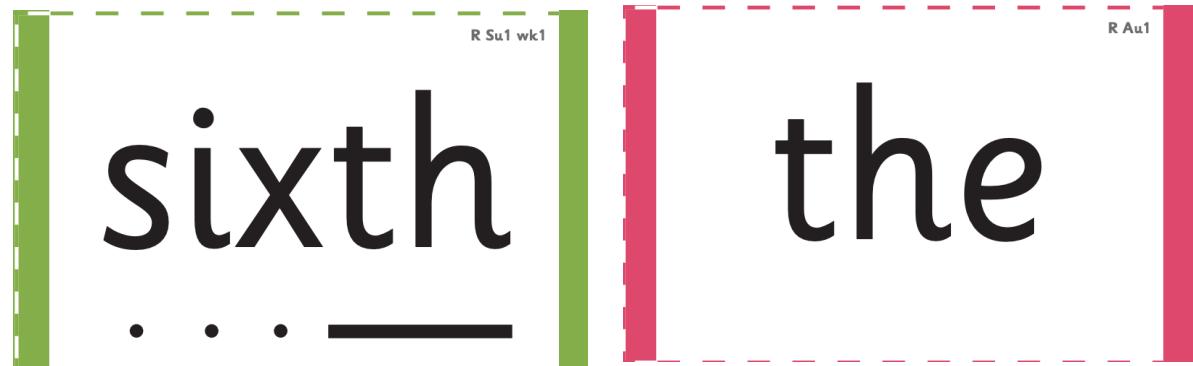
Grapheme	Catchphrase	Pronunciation phrase
oo		Pucker your lips and keep them small as you say oo oo oo hook a book
oo		Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo zoom to the moon
ar		Open your mouth wide, push your tongue down and say ar ar ar march in the dark
or		Make an 'o' with your mouth, push your tongue down and say or or or born with a horn

[For parents | Letters and Sounds](#)

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur		Open your mouth in a relaxed way, push your tongue down and say ur ur ur curl the fur	ear		Smile with your lips apart, push your tongue to your teeth as you say ear ear ear get near to hear
ow		Open your mouth wide then move your lips together as you say ow ow ow wow owl	air		Open your mouth wide, push your tongue down as you say air air air chair in the air
oi		Make an 'o' with your mouth then move your lips out as you say oi oi oi boing boing	er		Open your mouth in a relaxed way, push your tongue down and say ur ur ur a bigger digger

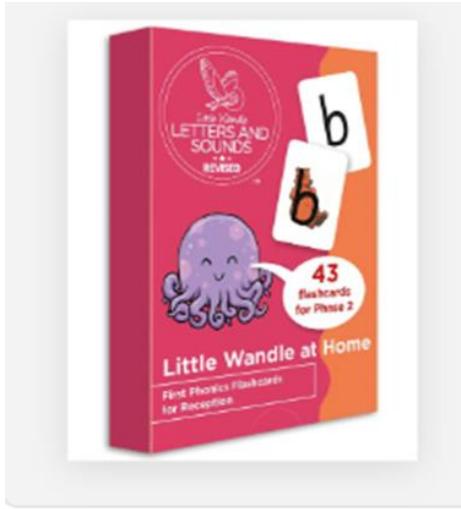
To view guides to Reception sounds, visit Little Wandle website and parent page.

How we make learning stick



The Little Wandle resources help the children to remember and recognise the sounds. Each sound that we teach has either:

- a mnemonic “a ...astronaut”
- a phrase “oi...boing boing”
- Every time we teach a new sound, we also orally blend words containing the sound as well as well as read words containing the sound.
- We then read the words within a sentence.



Parents can support their child at home by purchasing the “Little Wandle at Home” phonics cards.

- Set 1: Phase 2 pink cards (Autumn term)
- Set 2 Phase 3 blue cards (Spring term)

Games to play to help with recognition of sounds include:

Win it!

<https://www.youtube.com/watch?v=T0rRocdBx2E>

Change it

<https://www.youtube.com/watch?v=X8GS7egh5nQ>

Mix it up

<https://www.youtube.com/watch?v=8hjoZ6Wn95k>



Reading and spelling

Phase 3 words containing digraphs /trigraphs and reading longer words

When the children start to read words containing digraphs or trigraphs, we encourage them to spot the digraph or trigraph in the word first.

The children begin to “blend in our heads” as they become more confident.

As the words get longer, we introduce a method called “chunking”.



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 		Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.	
a 		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 		Open your lips; put the tip of your tongue behind your teeth and press t t	From the tiger's nose to its tail, then follow the stripe across the tiger.	
p 		Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.	

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



Pencil grip reminder: “Pinch pinch pinch flip”

Tricky words

Tricky words are words have unusual spellings and do not follow our phonic rules:

is, I, the, as, and, has, his, her, go, no, to, into,
he, she, we, me, be, of

was, you, they, my, by, all, are, sure, pure

We teach the children the “tricky part” of the word and learn to read these words fluently.

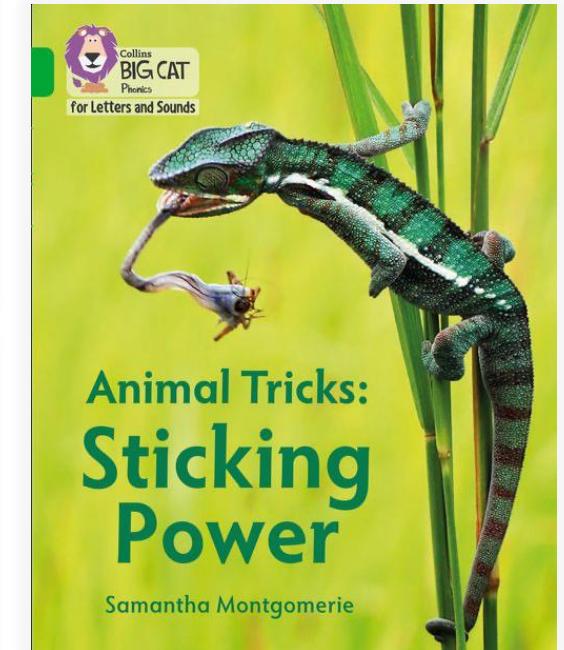
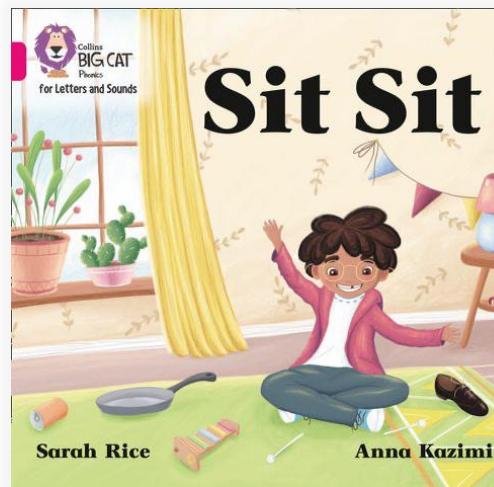
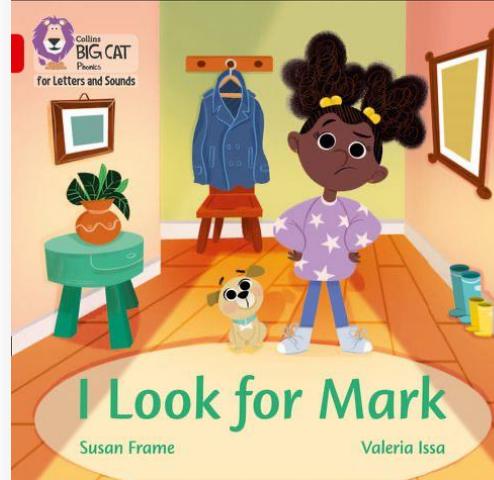


How do we teach reading in books?

Reading practice sessions are:

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

Books are matched to children's level through assessments.



Reading a book at the right level

This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read some of the words by silent blending (in their head), so their reading becomes automatic
- stop and sound out some words by the time they bring the book home – but they should be able to do this on their own.





Reading at home



“

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

Carl Sagan

”

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 number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

My Letters and Sounds /
Everybody read!

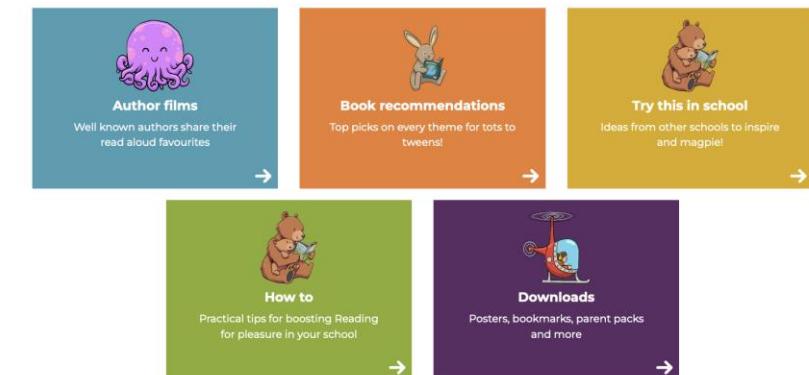


Book recommendations

Earth Day reading

Grow your pupils understanding of their planet with this stunning selection for all ages.

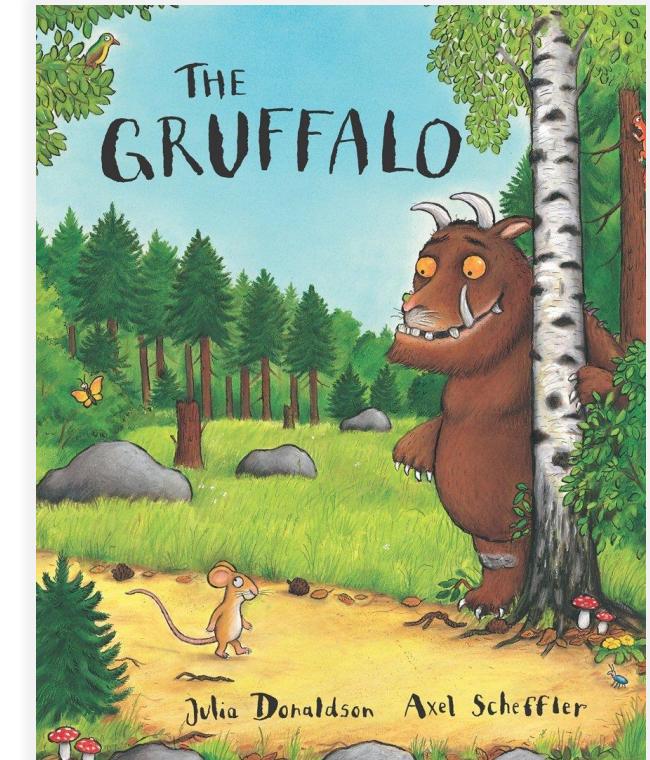
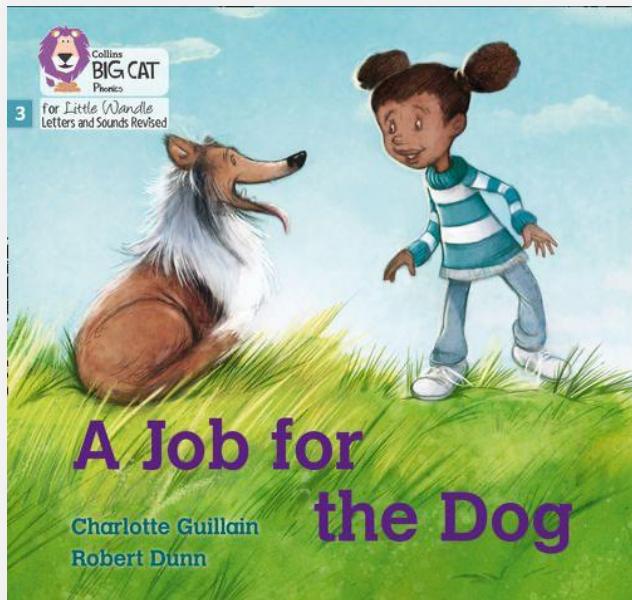
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[Little Wandle – Everybody read!](#)

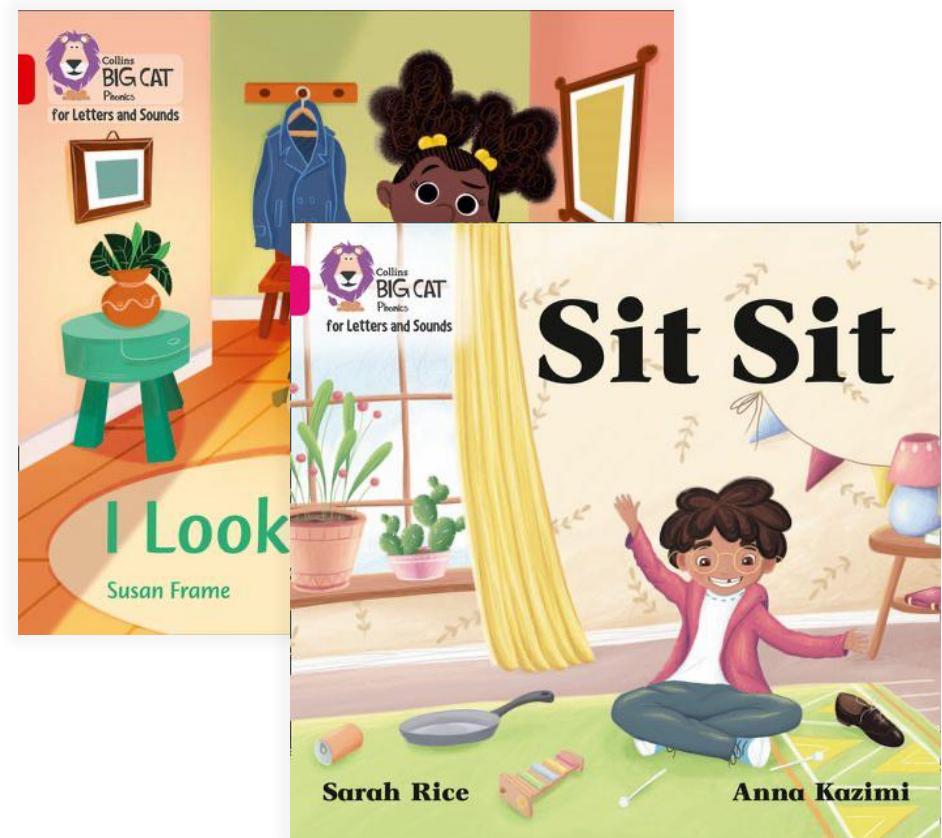
Books going home – a reminder



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.

If there is a repeated word and your child recognises it, they do not need to sound it out again. They may also begin to “blend in their head” . Please praise your child if they begin to do this as this builds up their fluency.



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.





“

**Children are made readers on
the laps of their parents.**

— Emilie Buchwald

”