



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Year 2 Phonics and Reading



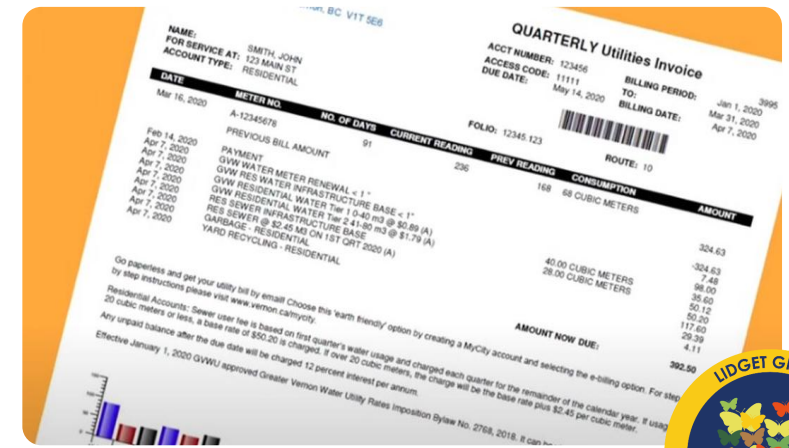


**A love of reading is the biggest indicator
of future academic success.**

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



How many times have you already read today?



Phonics

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 use this approach in Reception and Year 1.





“

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

split vowel digraph

blend

segment



The 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"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
/url/ 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



This term we are teaching Phase 5 Review

In Year 2 your child has been re-taught Year 1 Summer 2 in Autumn to ensure they are confident in this.

They are currently being taught the Phase 5 Review.

After this they will move onto Bridge to Spelling.

In Phase 5 children will have learnt:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.



Tricky words



Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

Children are now learning to read Phase 5 tricky words.



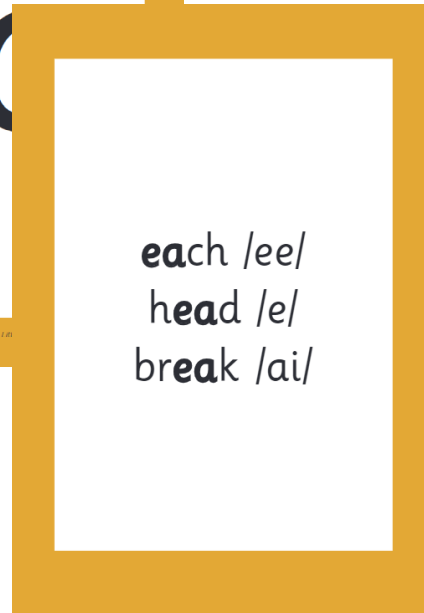
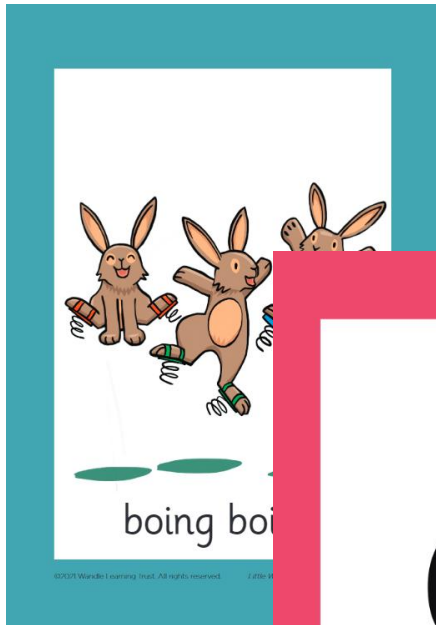
Phase 5 tricky words

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

How we make learning stick



Reading and spelling

Reading and spelling



ea

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Little Wandle Letters and Sounds Revised

each /ee/
h**ea**d /e/
br**ea**k /ai/



All the different ways to write
the phoneme /sh/:



shell

chef

special

caption

mansion

passion



Spelling



- This term, your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practice writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day- Kinetic Letters is our scheme.



Spelling

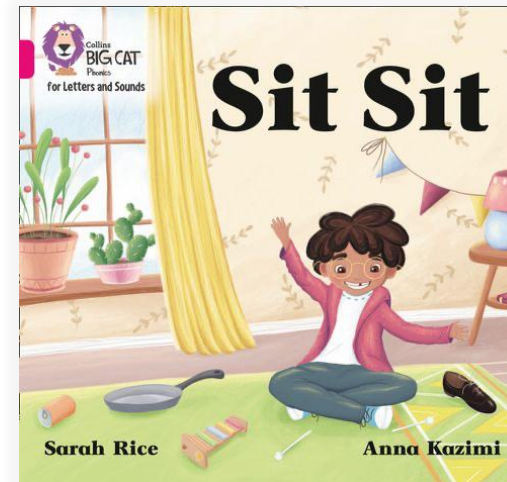
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



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
- this will continue till children have progressed to the final set of Phonetically decodable books- Phase 5 Set 5.



We use assessment to match your child the right level of book



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 peck



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 many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





Reading at home



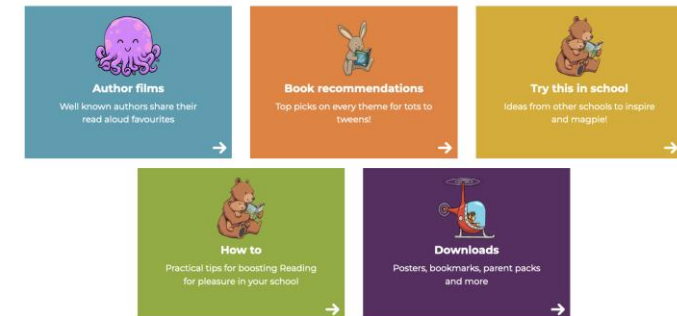
The most important thing you can do is read with your child



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.

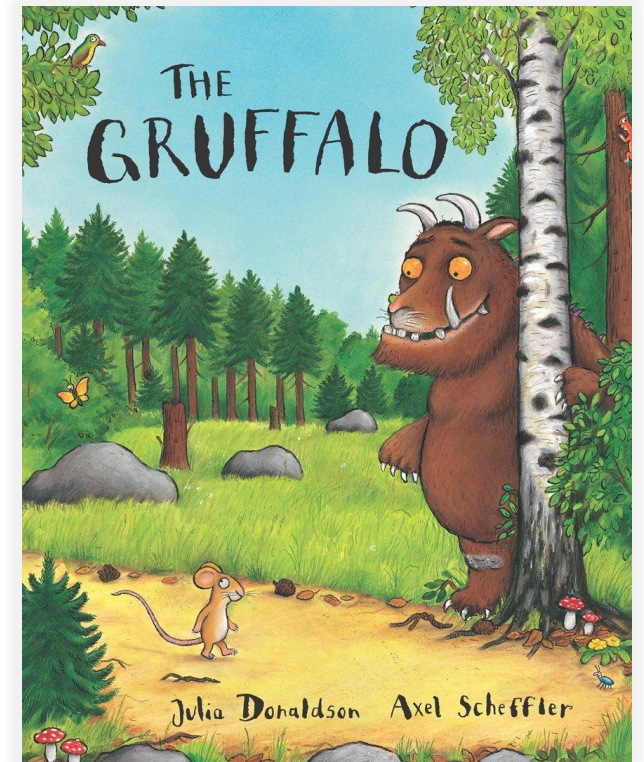
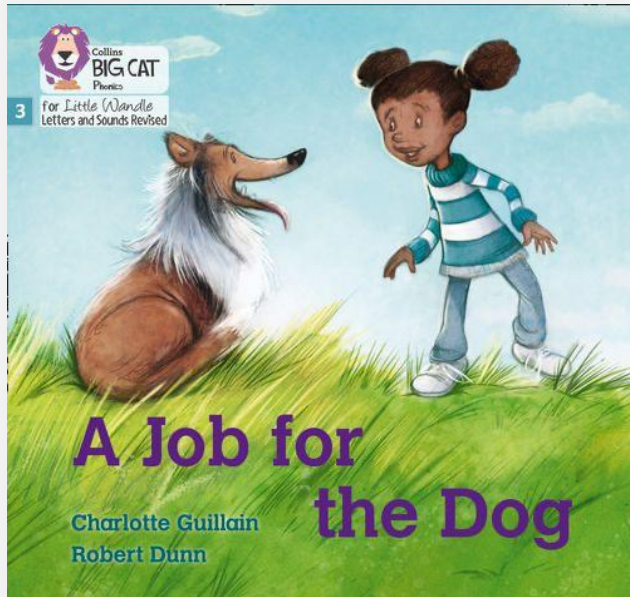
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



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



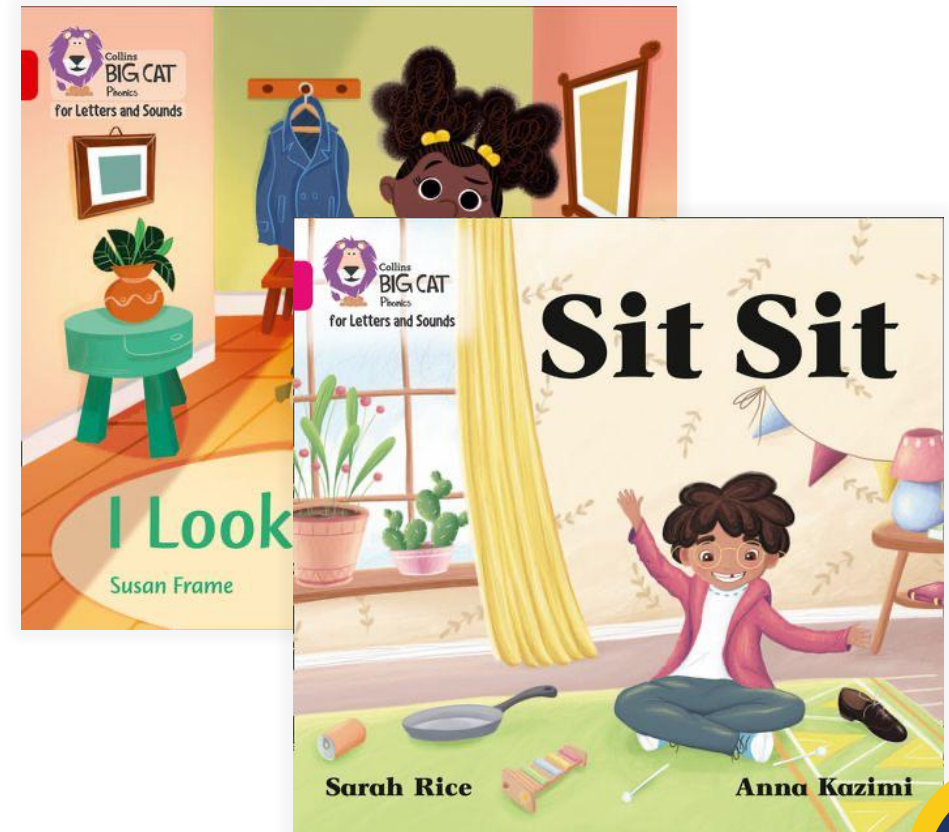
Books going home



Listening to your child read their phonics book



- Your child should be able to read their book without your help.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.

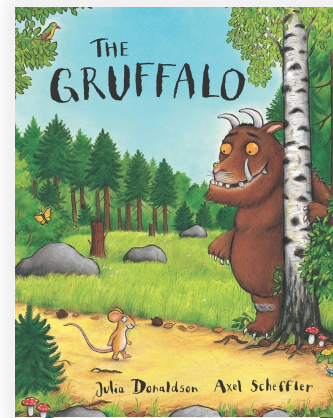


Looking after your phonics book

- Please take great care with the decodable book sent home.
- Recently we have had a lot of books damaged, usually water damage or lost.
- There is a £5 charge for books that are damaged or lost- this is so that we can replace this book.
- One less book in a set makes an impact.
- Please also ensure books are returned weekly-there is Reception, Year 1 and Year 2 using these books- that's almost 120 children and a book not returned makes an impact.



Read to your child



The shared book/library book/reading for pleasure 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



Videos



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**



How to say Phase 5 sounds



Rapid Catch Up



Our school is using *Little Wandle Rapid Catch-up Programme* to support pupils not currently reading at age-related expectations in Year 2 and above. The programme has a fast pace, so the children can access the curriculum and enjoy reading as soon as possible.

Supporting all children



Rapid Catch-up progression



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Rapid Catch-up progression and overview

Programme progression

The aim of the Rapid Catch-up programme is to rapidly teach children to read. Below is an overview of the GPCs and tricky words covered in each phase of the programme.

Phase 2

Length of teaching: four weeks		
New GPCs covered	Week 1	s a t p i n m d
	Week 2	g o c k c k e u r h
	Week 3	b l l f f s s j v y x z z z
	Week 4	q u c h s h t h n g n k
Tricky words taught	and is l the as put* pull* full* her his has no go to into we me be he of she push* *depending on accent	

Phase 3

Length of teaching: four weeks		
New GPCs covered	Week 1	a i e e i g h o a o o a r
	Week 2	o o u r o w o i e a r
	Week 3	a i r e r double letters
	Week 4	longer words and suffixes -ing and -es
Tricky words taught	was you they my by all are pure sure	

Phase 4

Length of teaching: four weeks		
Word types covered	Week 1	Adjacent consonants with short vowels
	Week 2	Adjacent consonants with long vowels
	Week 3	Suffixes: -ed /t/, -ed /d/, -ed /d/, -ing, -er, -est
	Week 4	Two-syllable words with adjacent consonants
Tricky words taught	Compound words and multi-syllable words with adjacent consonants	
	said so have like some come love do were here little says there when what one out today	

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Phase 5

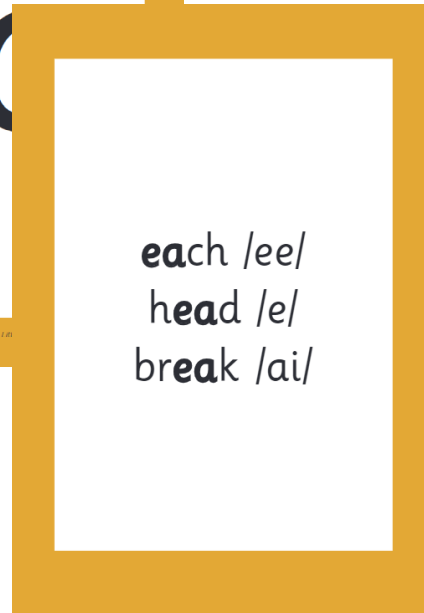
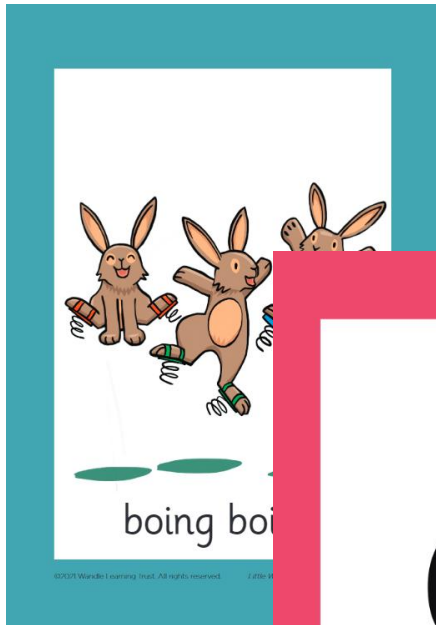
Length of teaching: 14 weeks			
New GPCs covered	Week 1	/ai/ ay play /ow/ ou cloud /oi/ oy toy	/ee/ ea each /ur/ ir bird /oo/ ue blue /yoo/ ue rescue
	Week 2	/yoo/ u unicorn /igh/ ie pie /igh/ i tiger	/oa/ o go /ai/ a paper /ee/ e he
	Week 3	/oa/ o-e home /ai/ a-e shake /ee/ e-e these	/igh/i-e time /oo/ /yoo/ u-e rude cute /oo/ /yoo/ ew chew new
	Week 4	/or/ aw claw /ee/ ie shield /ee/ y funny	/e/ ea head /w/ wh wheel /igh/ y fly
	Week 5	/oa/ oe toe /oa/ ou shoulder /oa/ ow snow	/i/ g giant /t/ ph phone /s/ c ice
	Week 6	/i/ le apple /i/ al metal /i/ ve give	/u/ o-e some /u/ o mother /u/ ou young
	Week 7	/z/ se cheese /s/ se mouse /s/ ce fence	/ee/ ey donkey /oo/ ui fruit /oo/ ou soup
	Week 8	/ur/ or word /oo/ u awful /oo/ oul could	/air/ are share /air/ ear bear /air/ ere there
	Week 9	/or/ au author /or/ aur dinosaur /or/ oor floor	/or/ al walk /or/ a water /ch/ tch match /ch/ ture adventure
	Week 10	/ar/ al half /ar/ a father* /o/ a want	/ur/ ear learn /r/ wr wrist /z/ ze freeze
	Week 11	/s/ st whistle /s/ sc science /c/ ch school /sh/ ch chef	schwa in longer words schwa at the end of words (-or, -our, -re, -a)
	Week 12	/ai/ eigh eight /ai/ aigh straight /ai/ ey grey /ai/ ea break	/n/ kn knee /n/ gn gnaw /m/ mb thumb
	Week 13	/ear/ ere here /ear/ eer deer /zh/ su treasure /zh/ si vision	/i/ dge bridge /i/ ge large /i/ y crystal
	Week 14	/sh/ ti potion /sh/ ssi mission /sh/ si mansion /sh/ ci delicious	/or/ augh daughter /or/ our your /or/ oar roar /or/ ore more
Tricky words taught	their people oh your Mr Mrs Ms ask could would should our house mouse water want again any many where who whole two school call different thought through friend work once laugh because eye busy beautiful pretty hour parents shoe move improve		

*depending on accent

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How we make learning stick



Timetabling



Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of the teaching from day 1 and 2 10-minute phonics lesson plus 10- to 15-minute Reading practice session.
Day 4	10- to 15-minute Reading practice session
Day 5	10- to 15-minute Reading practice session



Tricky words

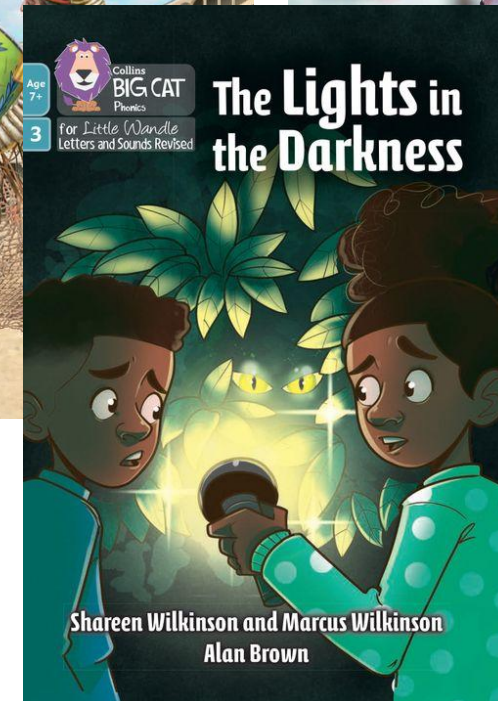


How do we teach reading in books?



Reading practice sessions:

- are timetabled three times a week.
- children read the same book three times in a week .



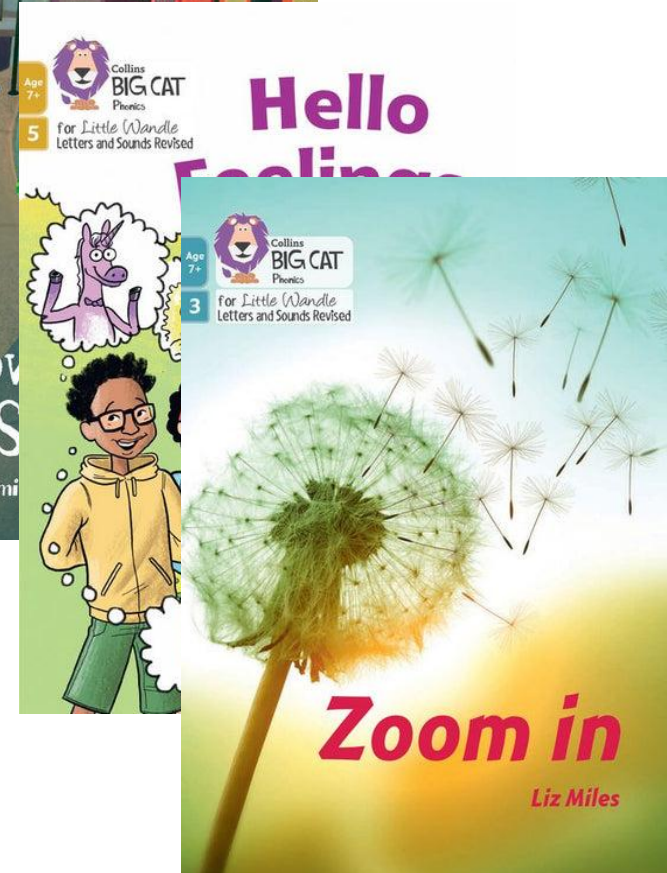
We use assessment to match your child's reading the right level of book



Phase 3 GPCs and words

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

wait	feel	tight	coat
food	hard	wood	born
hurt	down	join	near
pair	hammer	puppet	rubbish
helmet	morning	garden	fishes
lightning	rooftop		



Reading a book at the right level



This means that your child should:

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- read many of the words by silent blending (in their head) – their reading will be automatic
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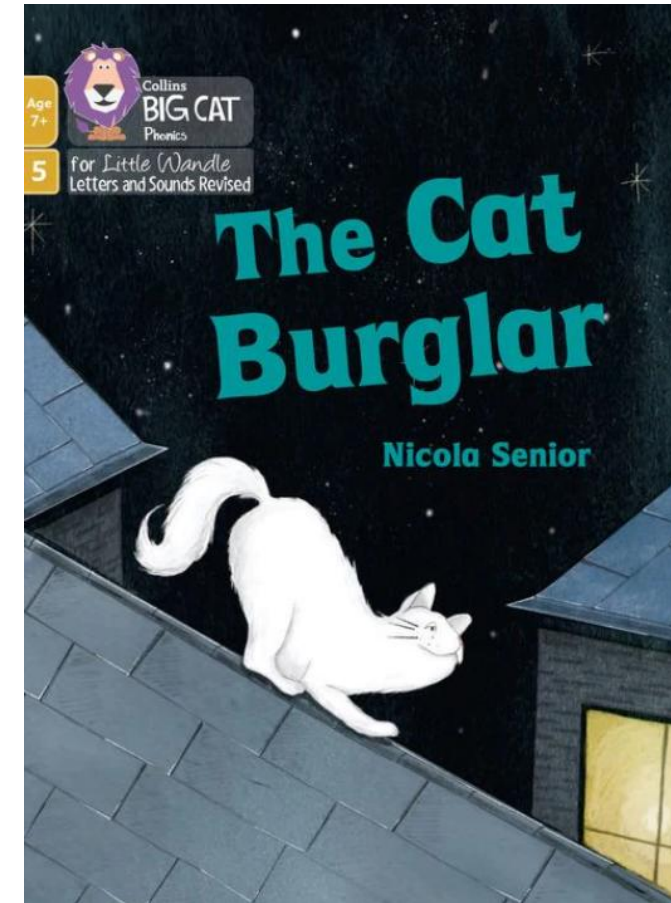


Aiming for fluency – this takes practice!



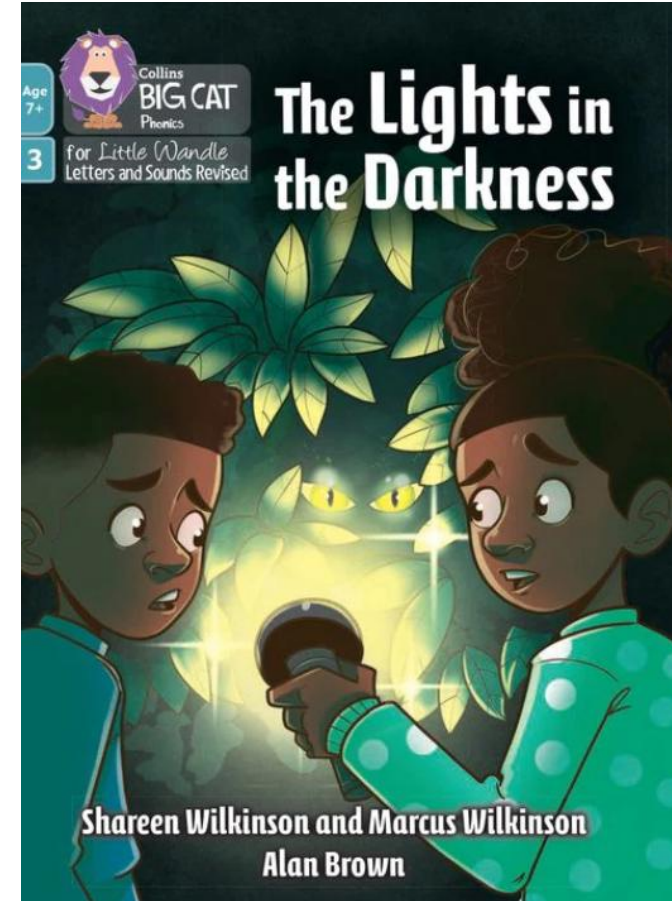
After Rapid Catch-up

- You still have an important role to play in supporting your child to become a lifelong reader.
- Continue to listen to your child read (reading with your child).
- It will support them to develop their reading fluency, their prosody, and their confidence.



After Rapid Catch-up

- Read to your child.
- It will develop their language and vocabulary.
- It shows them that reading is important to you and encourages them to read for pleasure.





“

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

Carl Sagan

”