



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Year 1

Early Reading and Phonics Meeting
Wednesday 9th February 2022

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**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?

A photograph of a 'Quarterly Utilities Invoice' from Greater Vernon Water Utility. The invoice is for a residential account and includes a table of charges. The table has columns for 'GATE', 'METER NO.', 'NO. OF DAYS', 'CURRENT READING', 'PREV. READING', 'CONSUMPTION', and 'AMOUNT'. The charges include 'PREVIOUS BILL AMOUNT', 'PAYMENT', 'GWV WATER METER RENEWAL < 1\"/>

GATE	METER NO.	NO. OF DAYS	CURRENT READING	PREV. READING	CONSUMPTION	AMOUNT
Mar 16, 2020	A-12345678	91	236	168	68 CUBIC METERS	324.63
Apr 7, 2020					40.00 CUBIC METERS	-324.63
Apr 7, 2020					28.00 CUBIC METERS	7.48
Apr 7, 2020						96.00
Apr 7, 2020						35.60
Apr 7, 2020						50.12
Apr 7, 2020						117.60
Apr 7, 2020						29.39
Apr 7, 2020						4.11
Apr 7, 2020						392.50

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷

Background knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Literacy knowledge
print concepts, genres, etc.

Verbal reasoning
inference, metaphor, etc.

Language structures
syntax, semantics, etc.

Sight recognition
of familiar words.

Decoding
alphabetic principle,
spelling-sound correspondences.

Phonological awareness
syllables, phonemes, etc.

Language comprehension

Word recognition

Fluency

Hollis' Reading Rope was introduced as a way to represent how complex skills **need to work together** so a child can become a skilled reader.



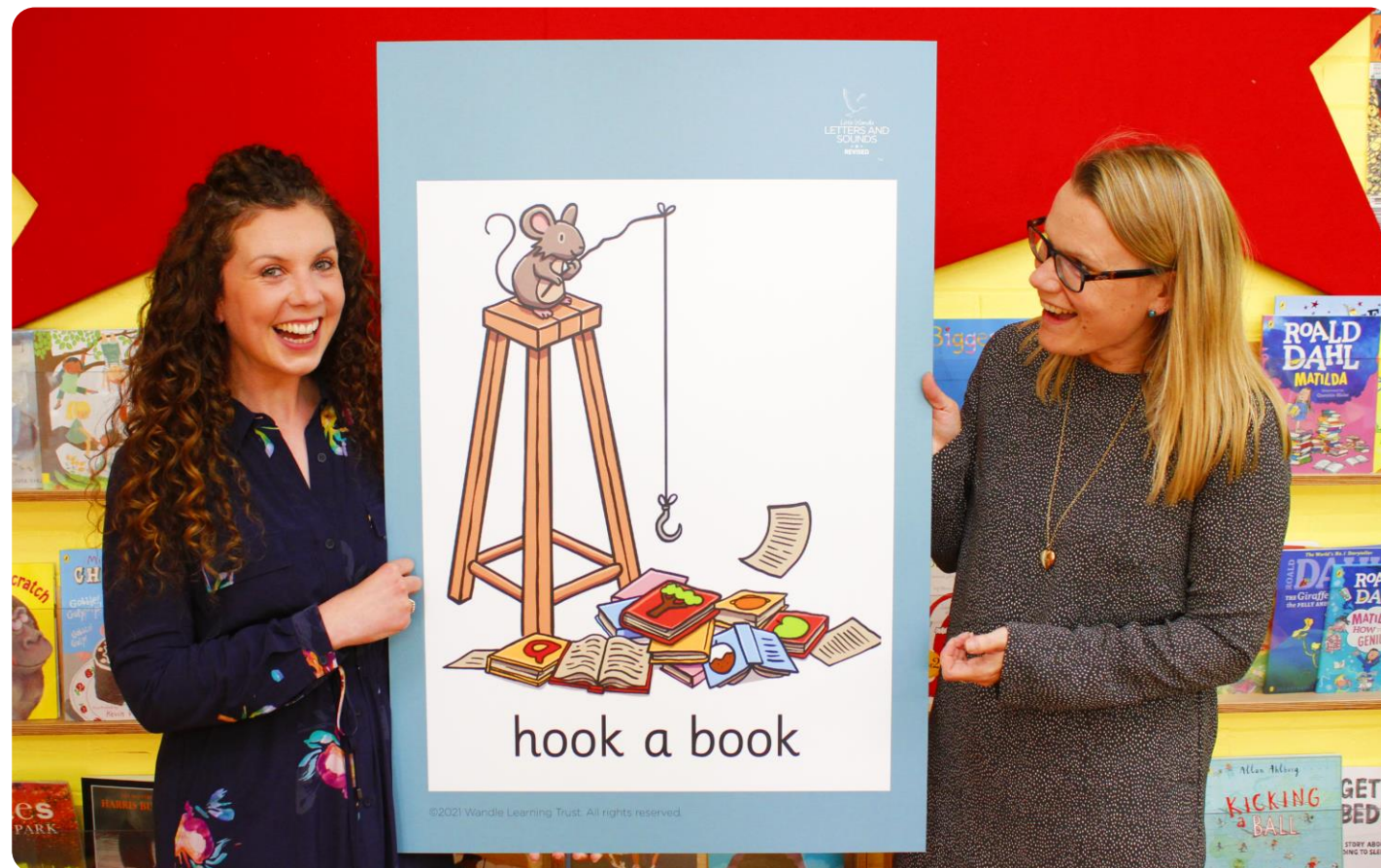
Phonics

Background

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.



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Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

Blending to read words



Phoneme

The smallest unit of sound that can be identified in words. Simply, '*a sound*'

Grapheme

A letter or group of letters used to represent a phoneme when we write. We call this a '*sound written down*'

Digraph

A grapheme which uses two letters to represent one phoneme: '*two letters, one sound.*'

Trigraph

A grapheme which uses three letters to represent one phoneme: '*three letters, one sound.*'

Split vowel digraph

A digraph representing a vowel sound where its two letters are split by an intervening consonant e.g. 'a_e' as in 'take'

Blend

The process of combining phonemes (sounds) into a whole word, working through from left to right.

Segment







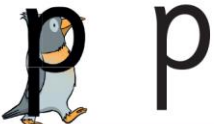



The process of identifying individual phonemes in a word, working through from left to right.



Teaching 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 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 and push them open and say p p p	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 i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

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 j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	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	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x		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.

Gradually your child learns the entire alphabetic code:



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
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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

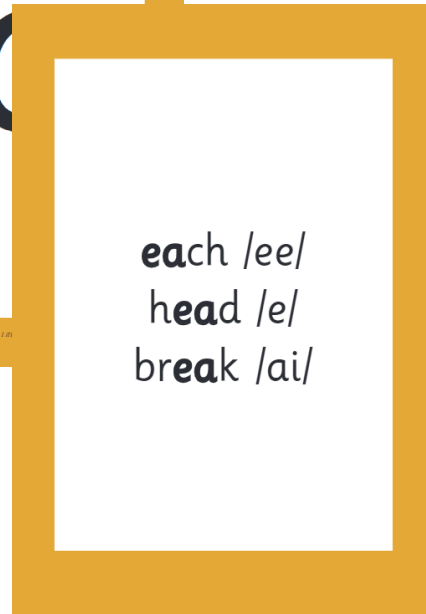
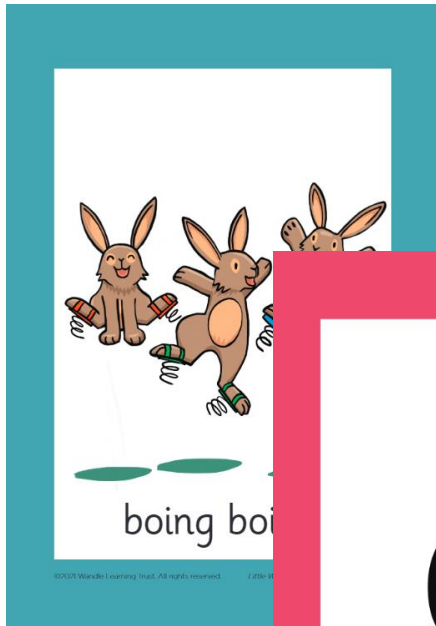
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /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
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How we make learning stick





Reading and spelling

Reading and spelling



ea

each /ee/
head /e/
break /ai/

It's not easy! Consider all the different ways to write the phoneme sh:



shell

chef

special

caption

mansion

passion

Tricky words



Spelling



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





Friday spelling check

- There are no new sounds taught on a Friday
- Opportunity for teachers to check that children have **secured** new sounds
- Words containing **sounds covered that week** will be sent home
- Tricky words will come home **as** they are encountered or to **consolidate**
- Not a test; spelling Tests begin in Year 2



Reading Books

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



Home Readers are sent home to build **confidence**.

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.



Challenge: how do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week:
decoding, prosody and comprehension.
- taught by a trained teacher/teaching assistant
- taught in small groups.

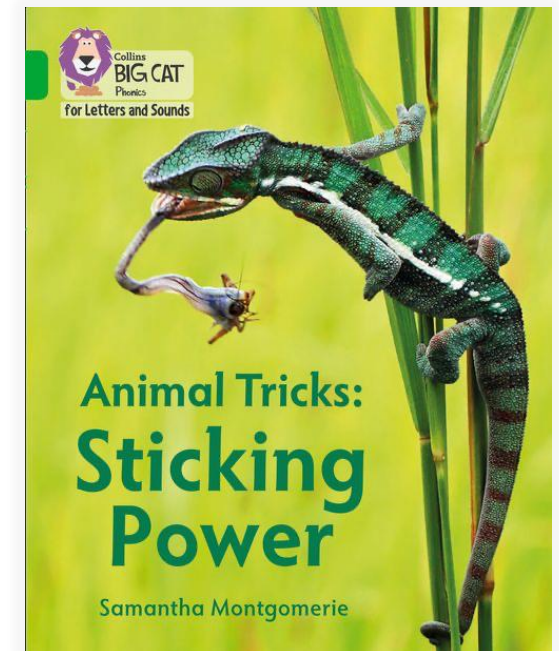
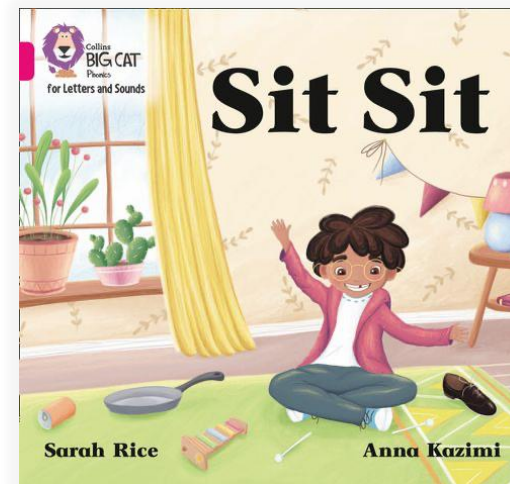
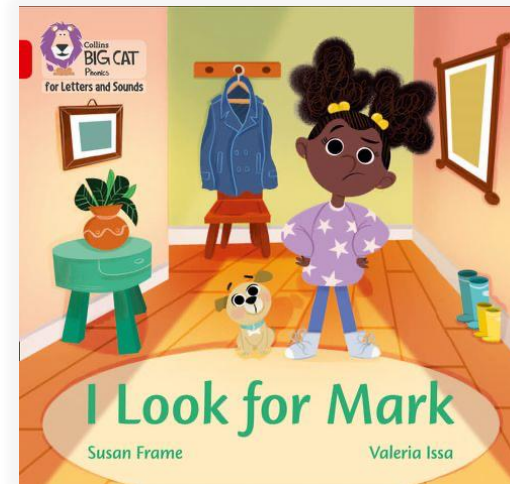


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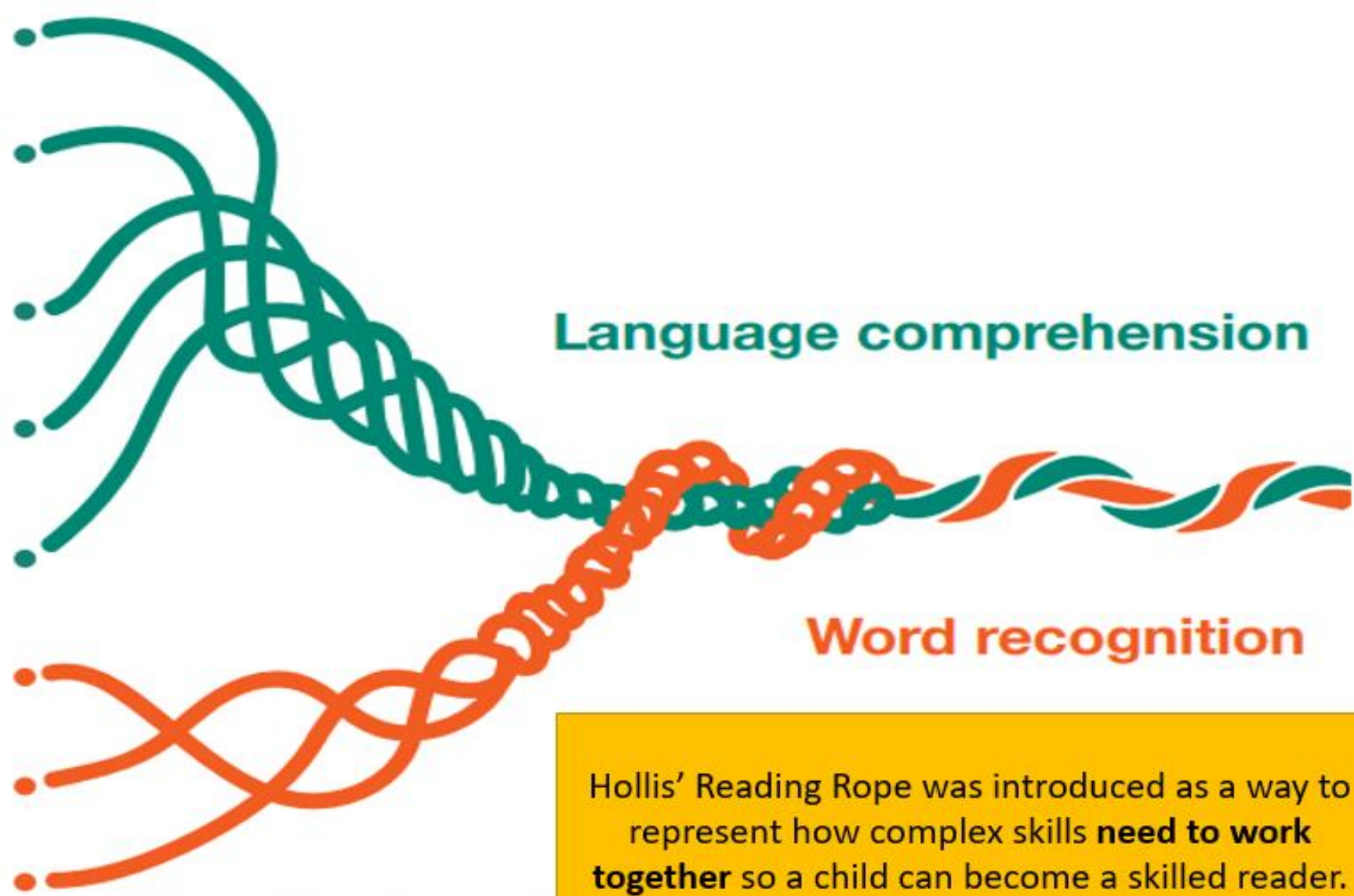
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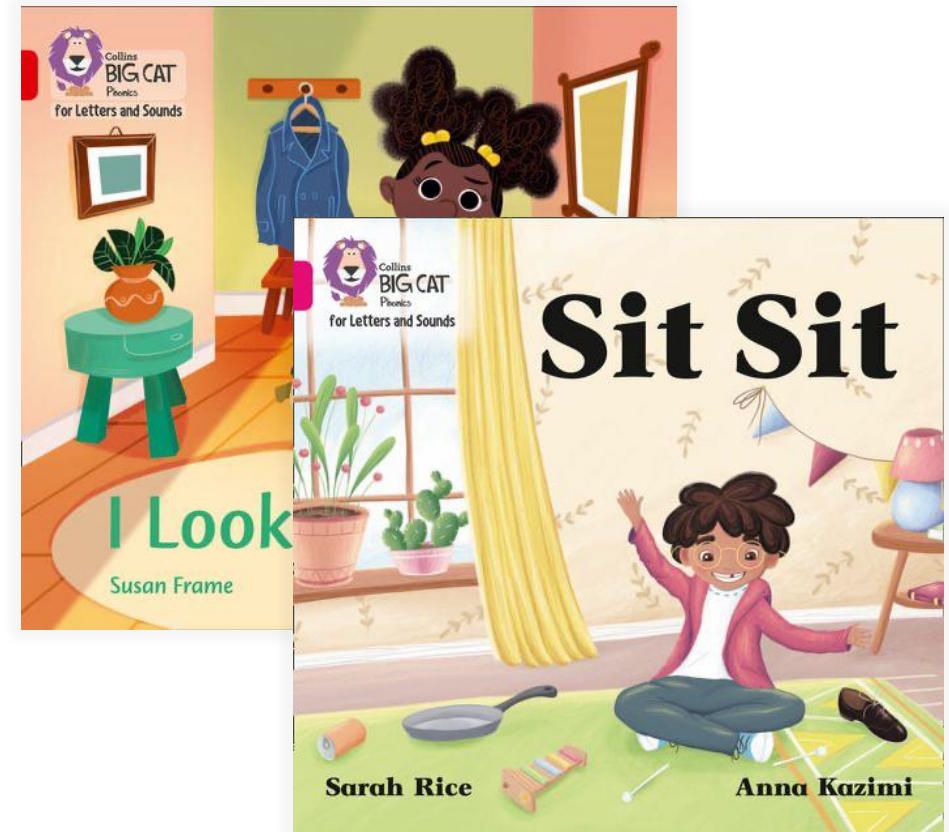


Reading at home

1. Listening to your child read their phonics book: your child reads to you.



- 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.

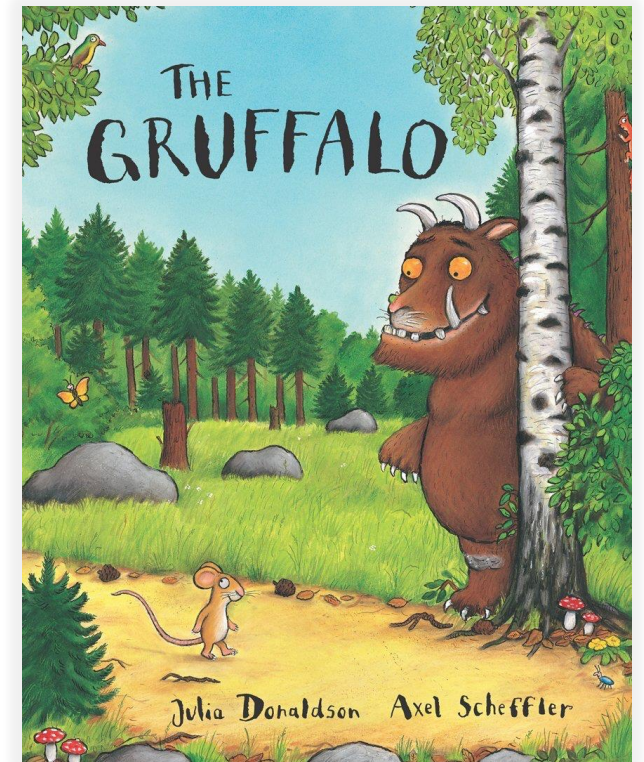
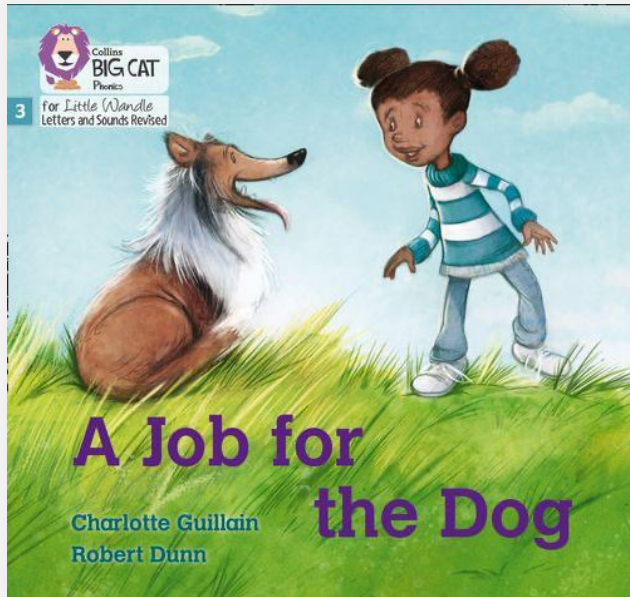


2. Read to your child

- Develop listening comprehension skills.
- Meet new vocabulary together, talk about it and try it in a sentence orally.
- Build background knowledge about different topics and areas of interest.
- Describe the things you see.
- Take the pressure off and enjoy books together.



Books going home



“

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

Carl Sagan

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