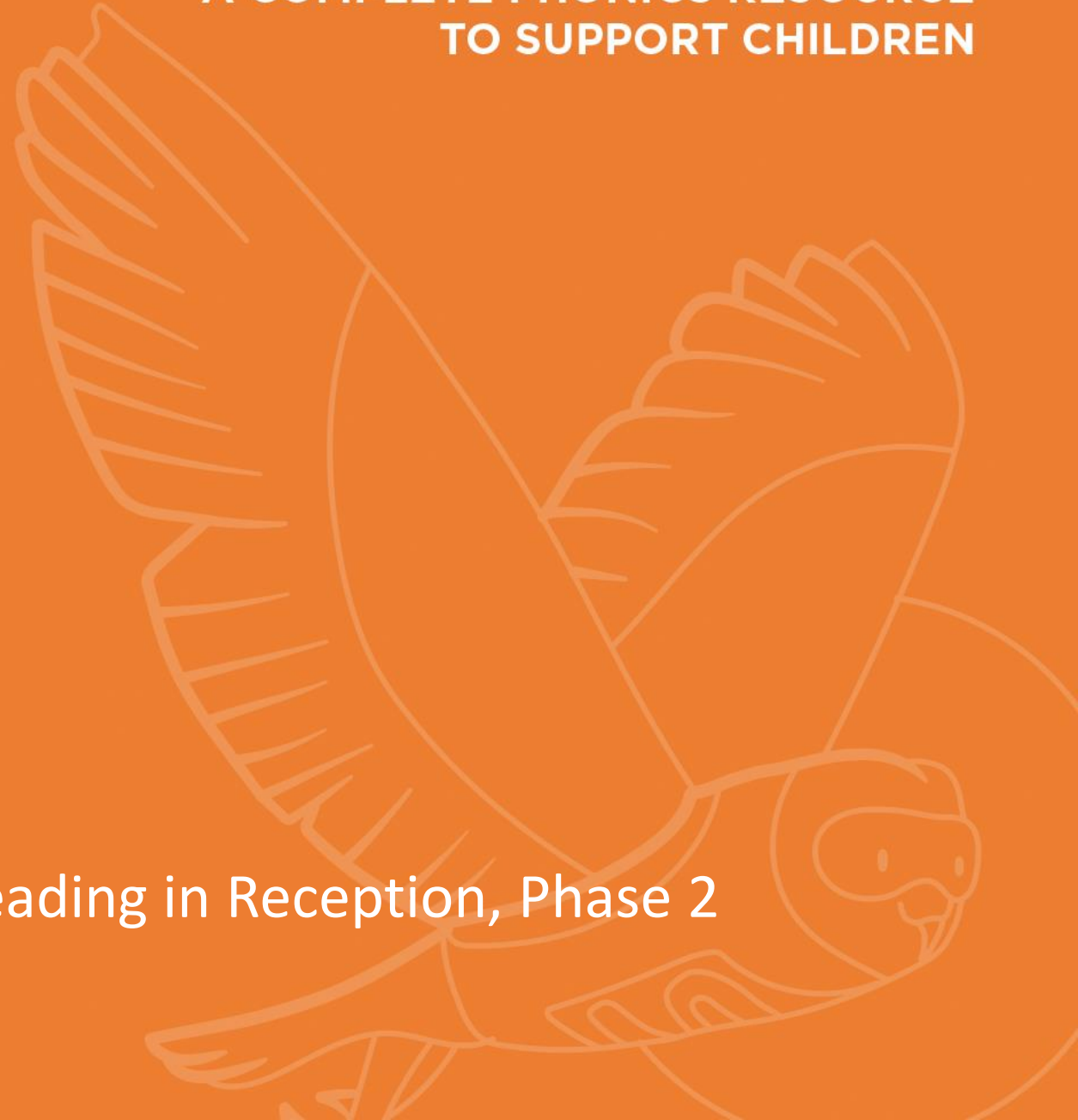




**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

# **Teach reading: change lives**

**Parent workshop: Phonics and early reading in Reception, Phase 2  
(Autumn 1)**



# 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   | <br>snake     | Show your teeth and let the s hiss out ssssss ssssss                                   | Under the snake's chin, slide down and round its tail.                      |
|  a   | <br>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   | <br>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  | <br>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 | <br>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.           |
|  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   | <br>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   | <br>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  | <br>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 | <br>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 sound                                                          |

# Let's say the Phase 2 sounds

|                                                                                                   |                                                                                              |                                                                                              |                                                                                              |                                                                                              |                                                                                              |                                                                                              |                                                                                                           |                                                                                                |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <br>s<br>ss      | <br>t<br>tt | <br>p<br>pp | <br>n<br>nn | <br>m<br>mm | <br>d<br>dd | <br>g<br>gg | <br>c<br>k<br>ck<br>cc | <br>r<br>rr |
| <br>h            | <br>b<br>bb | <br>f<br>ff | <br>l<br>ll | <br>j       | <br>v<br>vv | <br>w       | <br>x                  | <br>y       |
| <br>z<br>zz<br>s | <br>qu      | <br>ch      | <br>sh      | <br>th      | <br>ng      | <br>nk      |                                                                                                           |                                                                                                |
| <br>a          | <br>e     | <br>i     | <br>o     | <br>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.



# Tricky words

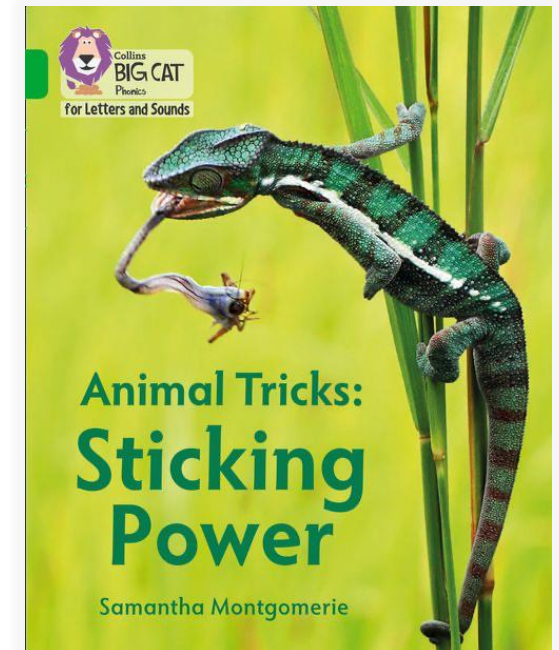
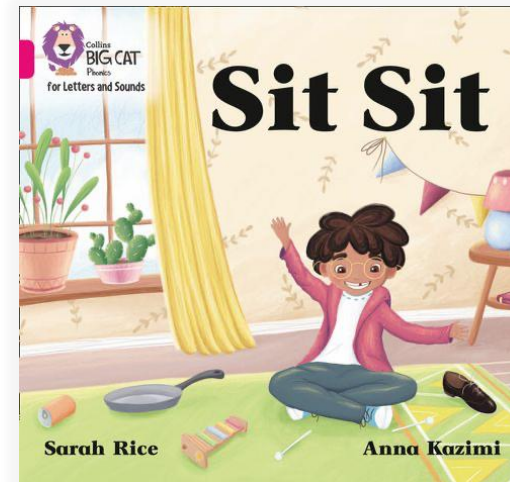
- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



# 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 have a wordless Ebook assigned each week. (Thursday or Friday) and a Shared reading book on a Friday.

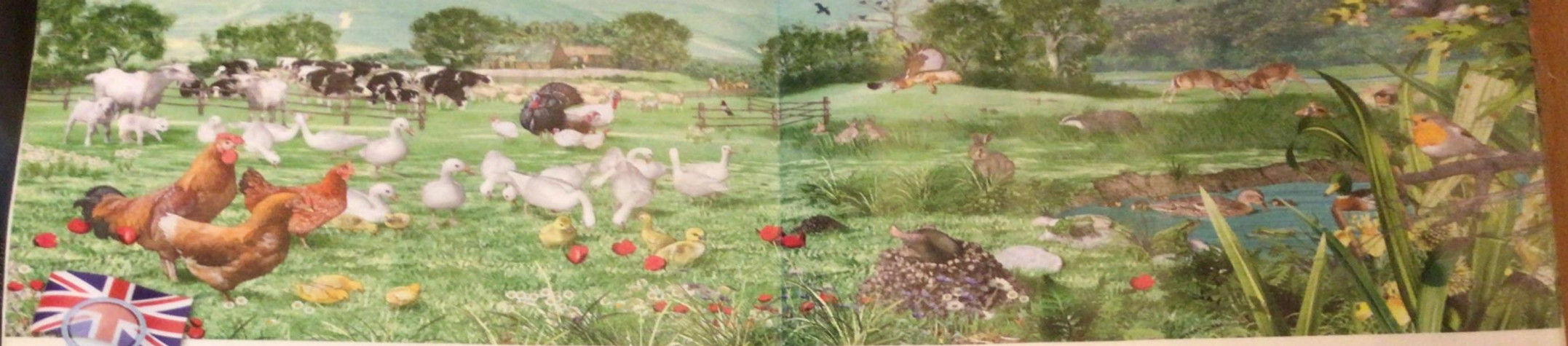


# Reading a wordless books

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.





2



3



10



11

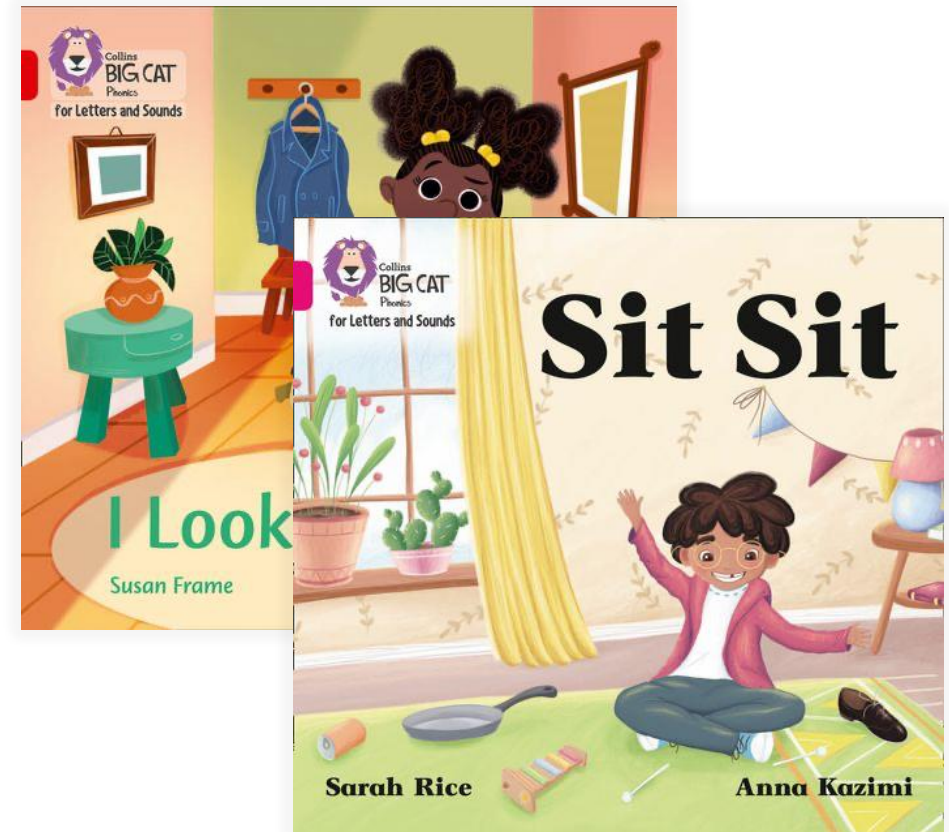
# Animal Fun

## Useful vocabulary

**United Kingdom**, mole, turkey (gobbler/hen/poult), eagle, poppy, robin, acorn, goat/kid, sheep/lamb, cow/calf, hare, badger, **Brazil**, poison dart frog, three toed sloth, claw, parrot, snake, ant eater, golden lion tamarin, jaguar, marmoset, capybara, Brazilian Morpho butterfly, **South Africa**, Elephant/calf, Lion/ cub, zebra/foal, hippopotamus/calf, crocodile, cheetah, hornbill, Carmine bee-eater, antelope, giraffe/ **Antarctica**, seals, penguins, sea lion, orcas, Albatross, Antarctic fish, **Canada**, beaver, caribou, lynx, cougar, grizzly bear/cubs, mountain lion, grey wolf, red-winged blackbird, Canada goose/gosling, mountain goat **United Arab Emirates**, white oryx, sand cat, red fox, scorpion, horned viper, carpet viper, falcon, camels, swallowtail butterfly, hedgehog, spiny-tailed lizard, bats, gerbil,

# 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.



# How do we find the right book for your child?

## Little Wandle Letters and Sounds Revised Reception Child assessment

### Autumn 1

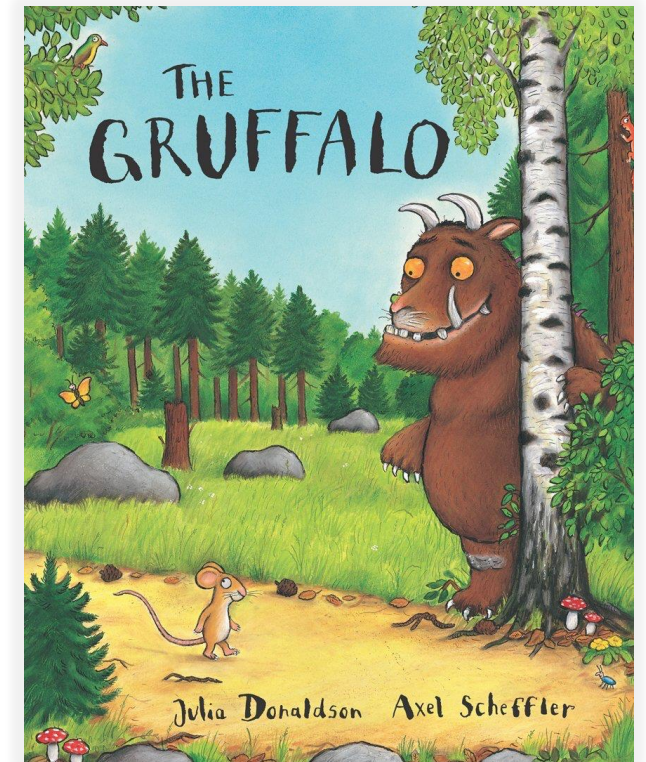
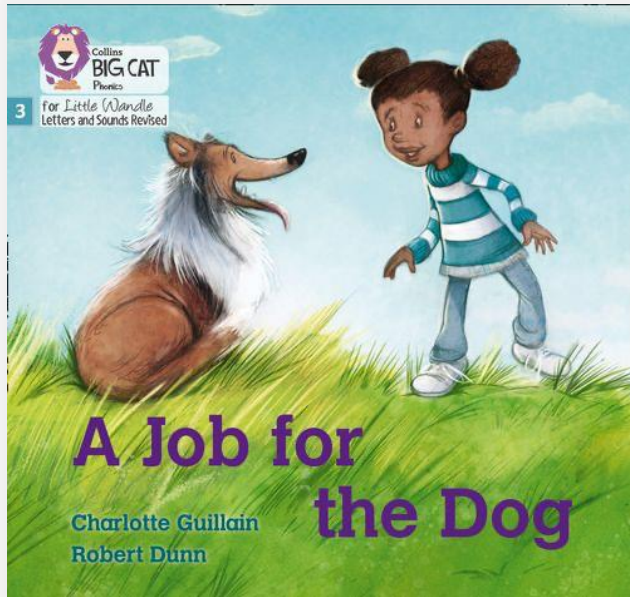
|   |    |   |   |   |
|---|----|---|---|---|
| m | a  | p | c | o |
| s | g  | k | u | h |
| i | t  | n | r | f |
| d | ck | e | b | l |

|     |     |     |     |              |
|-----|-----|-----|-----|--------------|
| sat | man | hug | red | pe <u>ck</u> |
|-----|-----|-----|-----|--------------|



# Books going home



# 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.



“

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

Carl Sagan

”



# *Live Phonics Lesson*