



Phonics and Early Reading into Year 1 (@ St Michael's Church School)

THURSDAY 13TH NOVEMBER

MRS DIBDEN & MR OWEN

MISS PLEDGER & MISS SULLIVAN

What is phonics

- ▶ Phonics is a way of teaching children how to read and write.
- ▶ It is making connections between the sounds of our spoken words and the letters that are used to write them down.
- ▶ Children are also taught the correspondence between sounds and the way they are written (spelling)
- ▶ Phonics is currently the main way in which children in British primary schools are taught to read in their earliest years. Research shows it is the most effective way to learn reading and writing.

Did you know

The English language has:-

▶ 26 letters



▶ 44 sounds



▶ Over 100 different ways to spell those sounds
and many more ways to read/pronounce certain letters/groups of letters

 ai	 ee	 igh	 oa
ay	ea	ie	o
a	e	i	o-e
a-e	e-e	i-e	ou
eigh	y	y	oe
aigh	ey		ow
ey			
ea			

ow

snow
cow

ea

tea
head
great

▶ It is one of the most complex languages to learn to read and spell!!!!

Phonics at St Michael's

- ▶ New DfE Guidance for Early Reading and Phonics

- ▶ Little Wandle

- ▶ Why Little Wandle?

Excellent training for all staff to ensure consistency

Very detailed, thorough and systematic approach to every aspect of phonics and reading

Engaging resources without distracting from the learning

Comprehensive system for identifying and supporting children, requiring extra help

Useful support for parents

<https://www.littlewandlelettersandsounds.org.uk/>



Phonics Lessons @ St Michael's

- ▶ Daily lessons for EYFS & Year 1 (and currently Year 2)
- ▶ Whole Class teaching
- ▶ Follow a specific order of teaching
- ▶ 4 new sounds per week (review on a Friday)
- ▶ Use Little Wandle resources-consistent across all classes
- ▶ Daily assessment of learning and half termly summative assessments
- ▶ Repeated practice daily
- ▶ Keep-Up Intervention- support for those who may need a little extra input

Terminology

You may hear your children say...

- ▶ **Phoneme** - the smallest unit of sounds.
- ▶ **Grapheme**- The written representation of a phoneme (sound). There can be more than one way to spell some phonemes
E.g - phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.
- ▶ **Digraph** - A grapheme containing **two letters that makes just one sound** (phoneme) – oi/ar.
- ▶ **Trigraphs** – A grapheme containing **three letters that makes just one sound** (phoneme) - igh/air
- ▶ **Split digraphs** – 2 vowels with a consonant in between - like/cake - (Used to be known as the magic e!)
- ▶ **Adjacent Consonants** – 2 consonants sat together that do not make a digraph as you can hear each unit of sound. - stop/first
- ▶ **Blending** - Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'
- ▶ **Segmenting** – Breaking a word into sounds in order to spell them, e.g. 'frog, f – r – o – g'

Programme 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 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 * words with -s /z/ added at the end (hats sits) * words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	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 * 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 * words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words * words with s /z/ in the middle * words with -s /z/ /z/ at the end * words with -es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants * CVCC CCVC CCVCC CCVC CCVCC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants * CVCC CCVC CCVCC CCVCC * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est * longer words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ou/ 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/ ur 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/ ow 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 /ff/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /ul/ 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

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u out awful could /air/ are share /or/ au our oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /l/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Phase 2

► EYFS Autumn 1 and 2

(did all this last year and should be secure)

s	d	u	j	qu
a	g	r	v	ch
t	o	h	w	sh
p	c	b	x	th
i	k	f	y	ng
n	ck	l	z	nk
m	e			

s



t



n



d

R Au1 extra

map

. . .

R Au1 extra

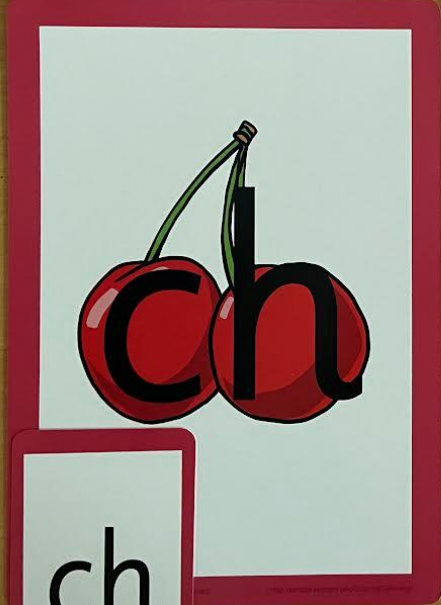
nip

. . .

R Au1 extra

sat

qu th ss ck ng



ch















sh

Phase 3

Taught in EYFS and already recapped this year (did all this last year and should be secure)

Phase 3 grapheme information sheet

Catchphrase	Grapheme	Catchphrase	Grapheme
 cat in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goes	oa
 zoom to the moon	oo	 hook a book	oo
 march in the dark	ar	 born with a horn	or
 cut the fur	ur	 wow owl	ow
 bong bong	oi	 get near to hear	ear
 chair in the air	air	 a bigger digger	er

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ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

Phase 2

R Sp1 wk1
meet
· — ·

R Sp1 wk1
rain
· — ·

R Sp1 wk1
sheep
— — ·

Phase 4

- ▶ In Phase 4, grapheme-phoneme correspondence is not taught.
- ▶ Instead the children are taught to blend longer words which contain adjacent consonants.
- ▶ These are word the children should have been able to read at the end of Reception.

Went

fact

bring

munch

stamp

sprint

forest

shampoo

smashed

melted

strongest

blossom

Phase 5

- ▶ Broaden their knowledge of graphemes and phonemes for use in reading and spelling
- ▶ Learn alternative ways to pronounce a graphemes and also different spellings for sounds.

For parents

The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

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Support for phonics

How we teach

Books coming home

These four videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say, 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

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



Phase 5 sounds taught in Y1

Grow the code grapheme mat Phase 2, 3 and 5

S	t	p	n	m	d	g	c	r	h
s	tt	pp	nn	mm	dd	gg	k	rr	
ss			kn	mb			ck	wr	
c			gn				cc	ch	
se									
ce									
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	jj	vv	wh			zz	
	ph	le	dge	ve				s	
		al	ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch					ea	y	a	o-e
ture	ti								ou
	ssi								
	si								
	ci								

Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

*Depending on regional usage

Phase 5

- ▶ **Alternative Pronunciations (examples)**
- ▶ 'ch' grapheme-(ch) chip, (sh) chef, (c) school
- ▶ 'y' grapheme-(y) yellow, (i) gym, (i) my, (ee) happy
- ▶ 'ea' grapheme-(ee) tea, (e) head, (ai) great

- ▶ **Alternative Spellings (examples)**
- ▶ air (chair), ear (bear), ere (where), are (care)

shell caption
chef mansion
 special passion

Grow the code grapheme mat Phase 2, 3 and 5										
S	s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	kk	rr	rr	h
c			kn	mb			ck	cc	ch	
se			gn				cc	ch		
ce										
st										
sc										
b	f	l	j	v	w	x	y	z	qu	
bb	ff	ll	jj	vv	ww	xx	yy	zz	qu	
	ph	al	dge	ve				se	ze	
ch	sh	th	ng	nk	a	e	i	o	u	
tch	ch	ti			ea	y	a	o	e	ou
ture	ssi	si								
	ci									

Grow the code grapheme mat Phase 2, 3 and 5									
ai	ee	igh	oa	oo	yoo	oo	ar		
ay	ea	ie	o	ue	ue	u'	a'		
a	e	i	o-e	u-e	u	ou'	al'		
a-e	e-e	i-e	ou	ew	u-e				
eigh	ie	y	oe	ou	ew				
aigh	y	ow	ui						
ey	ey								
ea									
or	ur	ow	oi	ear	air	zh			
aw	er	ou	oy	ere	are	su			
au	ir			eer	ere	si			
aur	or				ear				
oor									
al									
a									
oar									
ore									

ea

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

Year 1 Parents...Little Wandle website for parents

Support for phonics How we teach Books coming home Nursery rhymes - videos Nursery rhymes - downloads

Useful videos

Phonics screening check Why do we have tricky words? How we teach blending How we teach Phase 5

Timing e Nursery rhymes - videos Nursery rhymes - downloads

Phonics 00 How to say Phase 5 sounds

Phase 1 tricky words taught in Reception Autumn 1 Phase 2 sounds taught in Reception Autumn 2 Phase 3 sounds taught in Reception Spring 1

<https://www.littlewandlelettersandsounds.com/parents/#tabnameHowWeTeach>

Year 1 parents-Split Digraphs

Split digraph examples

Cub	→	Cube
Hop	→	Hope
Kit	→	Kite
Man	→	Mane
Cap	→	Cape
Pin	→	Pine

▶ a_e

a-e

ai

e_e

e-e

ee

i_e

i-e

igh

o_e

o-e

oa

u_e

u-e

oo/yoo

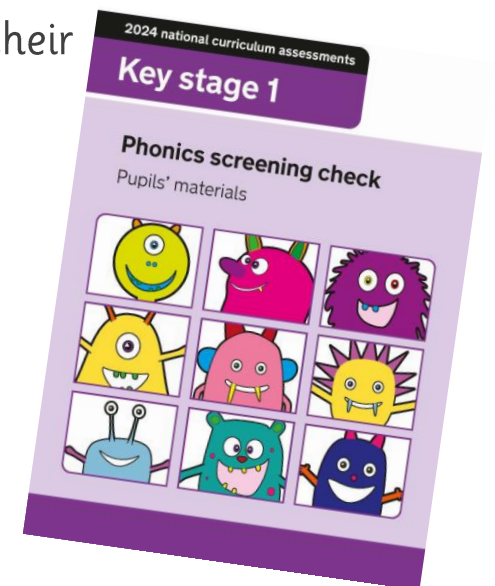
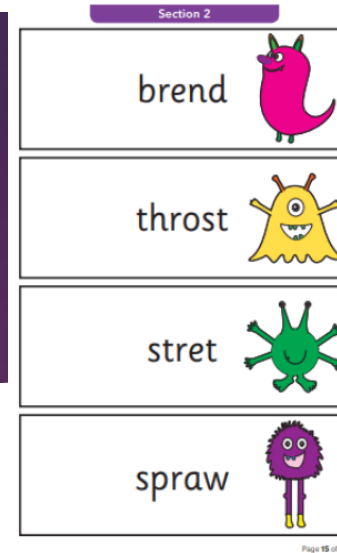
- ▶ A digraph split by a consonant.
- ▶ The 'e' changes the vowel sound from a short sound to a longer sound.
- ▶ The 'e' is not magic in all words...**some/come/have**

bake
theme
time
bone
rule



Phonics Screening Check

- ▶ Year 1
- ▶ wk/b 8th June 2026
- ▶ A short assessment to confirm whether individual children have learnt phonic decoding and blending skills to an age appropriate standard.
- ▶ It helps identify who needs extra support to improve their phonic skills which will aid their reading skills.
- ▶ Children read 40 words...real and alien/pseudo words. Need to get at least 32 to pass.
- ▶ IT IS NOT A READING TEST-it just tests their phonic knowledge.
- ▶ It is a statutory requirement for all schools.



Beyond phonics

- ▶ Children must demonstrate secure knowledge of all sounds.
- ▶ Children must be confident and fluent in their reading.
- ▶ They will complete a fluency reading assessment.
- ▶ Move off the programme and begin a more direct spelling programme (as they move into Year 2)



Tricky Words-Year 1

Little Wandle Tricky words – Year 1

Autumn 1			Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 2			Phase 5				
Is	And	She	Their	Any	Once		Busy
I	Has	Push	People	Many	Laugh		Beautiful
The	Her	He	Oh	Again	Because		Pretty
Put	Go	Of	Your	Who	Eye		Hour
Pull	No	We	Mr	Whole			Move
Full	To	Me	Mrs	Where			Improve
As	Into	Be	Ms	Two			Parents
			Ask	School			Shoe
			Could	Call			
Phase 3			Would	Different			
Was	My	Are	Should	Thought			
You	By	Sure	Our	Through			
They	All	Pure	House	Friend			
			Mouse	Work			
			Water				
Phase 4			Want				
Said	Love	There					
So	Do	When					
Have	Were	What					
Like	Here	One					
Some	Little	Out					
Come	Says	Today					

Tricky Words

Phase 2

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

Phase 3

was	you	they	my	by
all	are	sure	pure	

Phase 4

said	so	have	like	some
come	love	do	were	here
little	says	there	when	what
one	out	today		

Phase 5

their	people	oh	your	Mr
Mrs	Ms	could	would	should
our	house	mouse	water	want
any	many	again	who	whole
where	two	school	call	different
thought	through	friend	work	once
laugh	because	eye	busy	beautiful
pretty	hour	move	improve	parents
shoe				

Tricky Words

go

R Au2

the

R Au1

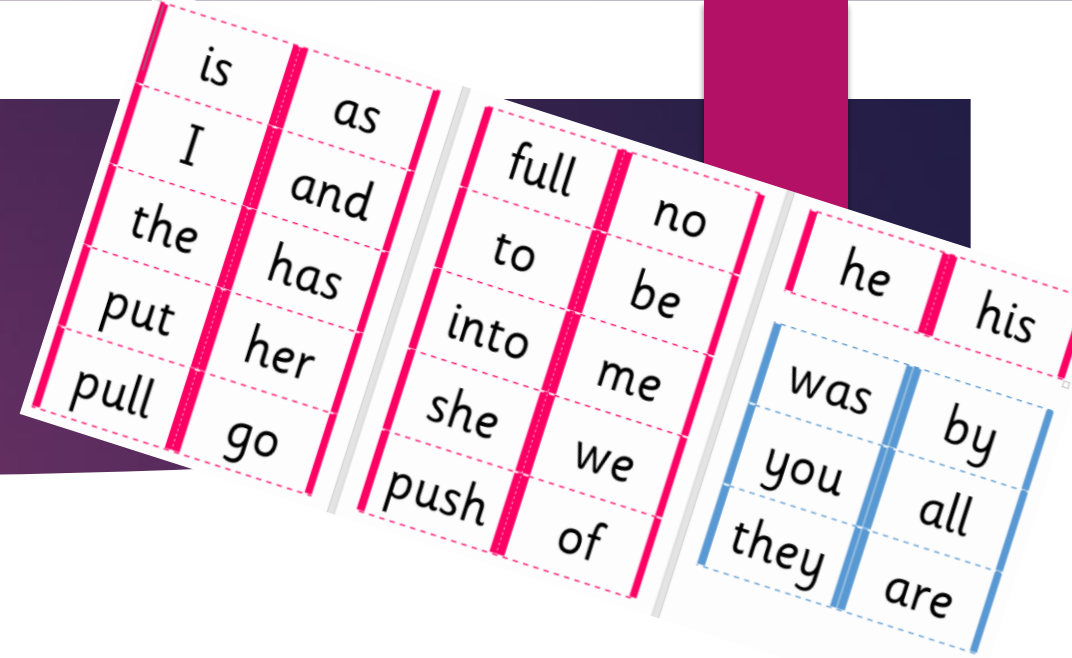
is

R Au1

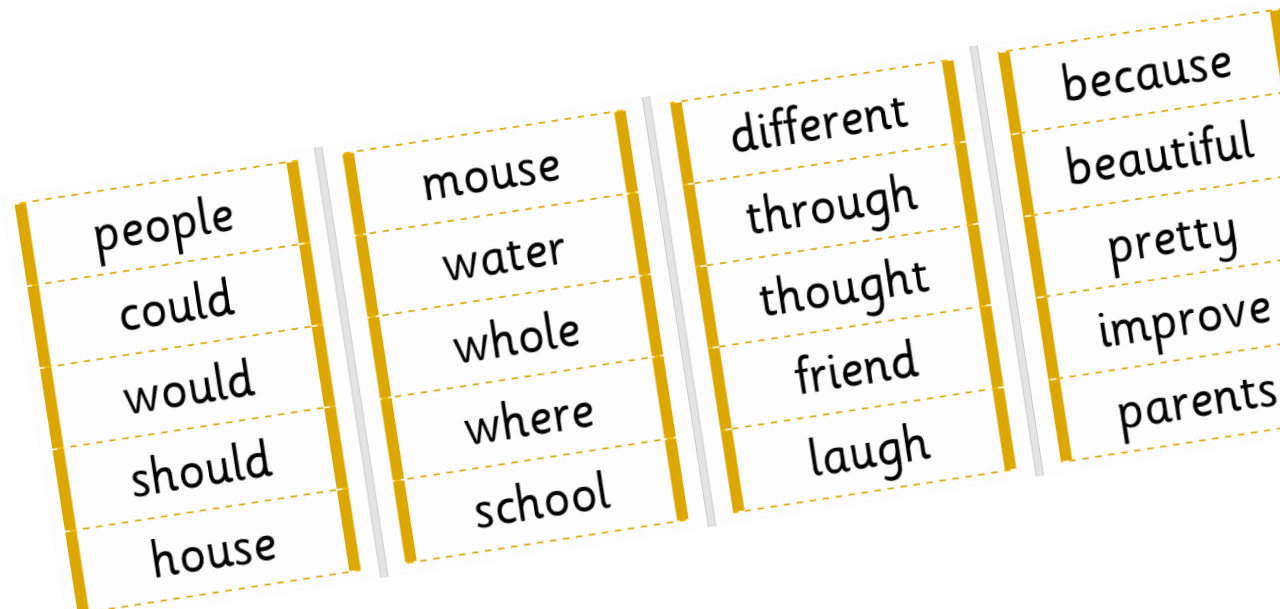
to

R Au2

Tricky words @ home



- ▶ An area to support your child with
- ▶ Relevant phase to your child's year group will come home in their new 'Home Phonics Folder'
- ▶ Keep them in folder or cut up and use as flashcards/as part of games around the house.
- ▶ If you would like another copy, please speak to class teacher or email us.



Tricky words @ home

► Help learn them through GAMES!!!!

Games to play with your sound flashcards/tricky words to practise



Simple flashcard show

Go through the flashcards with your child and see which they know/don't know. Keep practicing the ones they are unsure of. Use Youtube if you are unsure of how to pronounce them. ("Articulation of phonemes"/ "Geraldine Giraffe")



Hang them on washing line

Get children to peg them on a washing line outside or make one inside between two chairs. Must say the sounds as they peg them on.



Fridge focus sounds

Stick 2 new sounds each day on your fridge/on a door/somewhere obvious your child sees many times a day. Child says sound every time you see it.



Squirt the sound.

Laminate the sounds/put in plastic wallets/write the sounds in chalk on a brick wall. You say a sound and the child has to squirt it with a squirty water bottle/water gun. Or child says a sound themselves and squirts said sound.



Place them up the stairs

Place flashcards on every other step and every time your child walks up the stairs they have to say the sound. Change sounds every couple of days.



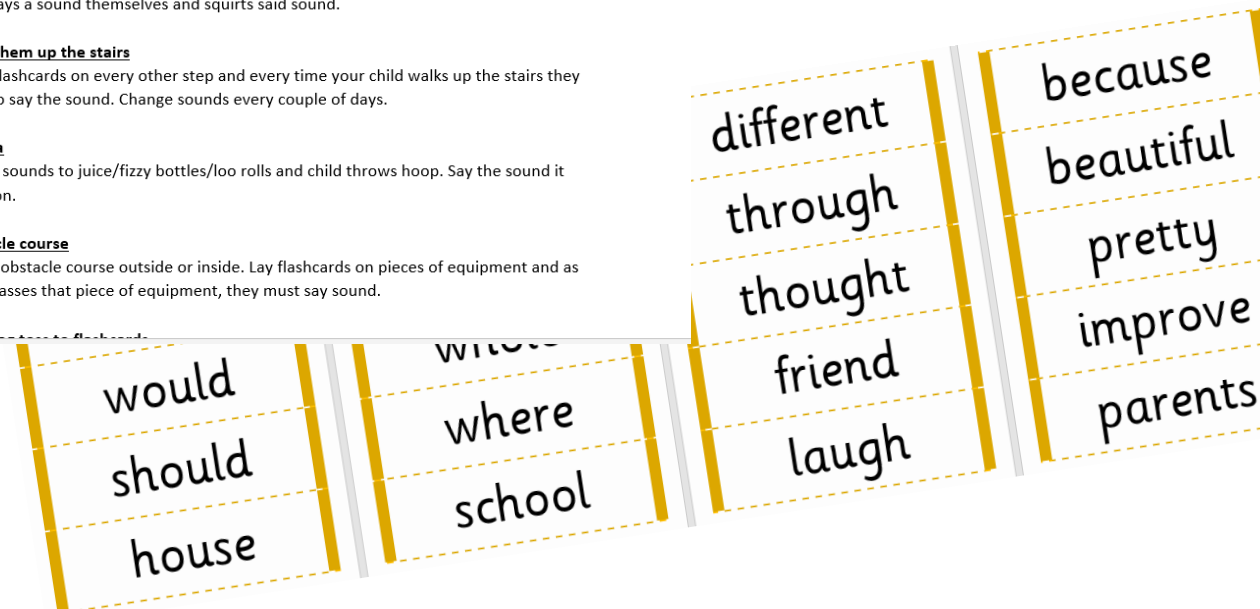
Hoopla

Attach sounds to juice/fizzy bottles/loo rolls and child throws hoop. Say the sound it lands on.

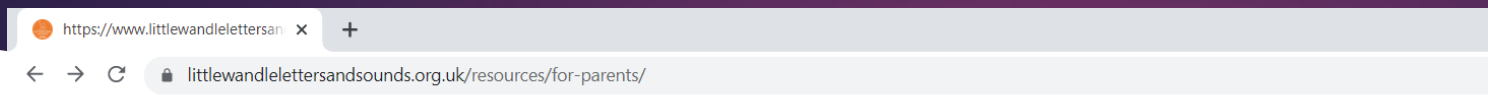


Obstacle course

Set up obstacle course outside or inside. Lay flashcards on pieces of equipment and as child passes that piece of equipment, they must say sound.



Pronunciation



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For parents



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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



Phase 5 sounds taught in Y1

► <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

https://www.youtube.com/watch?v=-ZtjFIVa_fs

Blending

*We will have had a conversation with you if your child needs support with blending as all children should be able to blend at this stage (and need to be confident in it).

▶ <https://www.youtube.com/watch?v=IL5YUCPyC5I&t=5s>

▶ <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



Phonics into Reading

▶ *Being a reader is more than just decoding the words...*
... but decoding is the very start!!

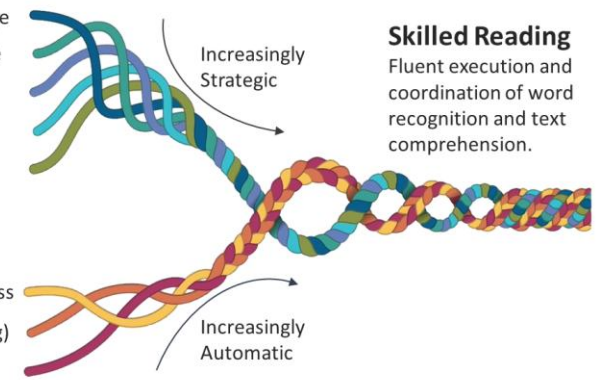
- ▶ Learning to read should be a positive experience and enjoyable.
- ▶ We want children to love reading and to read for pleasure.
- ▶ We want to encourage life long readers.
- ▶ Ultimately, reading underpins children's access to the curriculum and impacts on outcomes in life!

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (disabilities): Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

Dr. Seuss



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

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



Reading Practice

- ▶ 3 times per week
- ▶ Taught by trained teacher or teaching assistant
- ▶ Small groups
- ▶ Books matched to children's secure phonic knowledge and word reading so can read them fluently and independently



Reading Practice

- ▶ Reading Practice Books carefully matched (based on Little Wandle Assessments) so children can read fluently and independently

- ▶ 3 Reads – each one begins with some quick sounds and words practice

1. Decoding

2. Prosody (intonation, expression)

3. Comprehension

- ▶ This book will then be made available as a book for children to read at home.

- ▶ When children read their book at home, they should be 95% fluent.

- ▶ Please do not worry that a book is too easy – your child needs to develop fluency and confidence. Re-reading a book they have had before helps develop fluency – this is the goal.

The more they see the words, the more they begin to read them automatically without having to sound them out.

- ▶ Celebrate their success!!!



🐾 Before reading 🐾

Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

ee igh oa oo ar ur ow air er or

- Read the words together.

feeds high goats pool arm

Common exception words:

the (on)to are

Check understanding

- Ask your child:
 - What do these words mean?

coax hoots cavort talons curl
sheds gathers Harper

- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

Talk about it

- Look at the cover and read the title together. Ask your child:
 - What do you think an animal park keeper does? (looks after animals)
 - Is this a fiction or non-fiction book? (non-fiction)
 - What animals can you see on the front cover? (camels)
- Now read the book. Enjoy looking at the pictures and talking about them.

Books to come home

- ▶ 2 books

- ▶ Reading Practice Decodable Book (Little Wandle Scheme book)

Fully decodable (appropriate and matched to your child's phonic ability)

Will have read this during the week in reading practice sessions

Children should be fluent and independent in their reading of this book

Year 1-Home on a Thursday, return on a Monday

- ▶ Reading for Pleasure Book

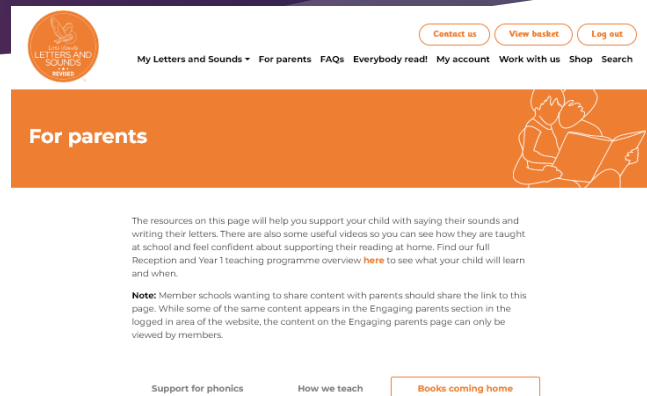
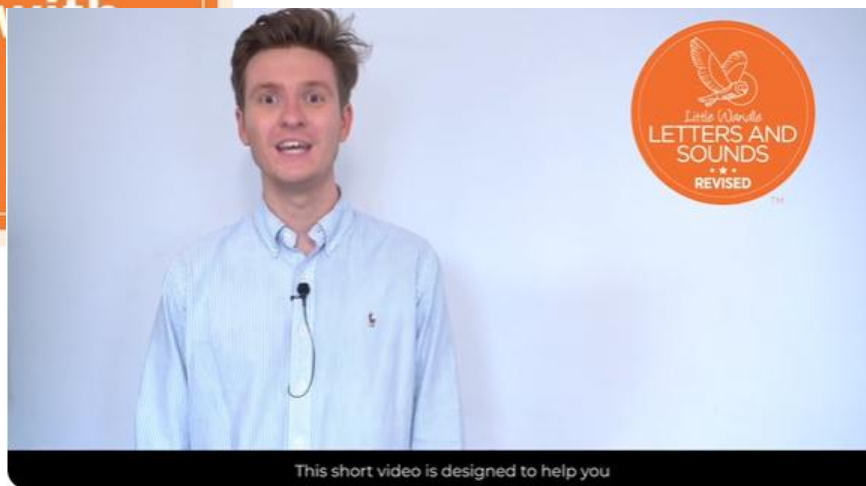
Selected during their class trip to the school library

Share with your child and enjoy together

Year 1-Home on a Friday



Books to come home



The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

Note: Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

[Support for phonics](#) [How we teach](#) [Books coming home](#)



Reading books with your child video arriving here soon.

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

Reading with your child @ home



- ▶ They should be confident with this book. They should be able to read it with 90% accuracy (we have done the teaching work at school)!
- ▶ Go over the phonemes in the front of the book (if any on display)
- ▶ Encourage your child to blend the sounds to read the word
(they can blend out loud if they need to but encourage to then blend in their head)
- ▶ Re-read the sentence after they've decoded the words to improve fluency
- ▶ Model reading a sentence or phrase with expression
- ▶ Ask them questions as you go and/or at the end.

[Parents: how to listen to your child read a Read Write Inc. Storybook – YouTube](https://www.youtube.com/watch?v=07DruIKFsKw)
<https://www.youtube.com/watch?v=07DruIKFsKw>

Reading Folders

- ▶ Reading Folder=coloured plastic folder
- ▶ Contains:
 - Decodable Book
 - Reading for Pleasure (library book)
 - Reading diary
- ▶ Bring it in daily
- ▶ Record ANY reading in the diary. **NEEDS TO BE 5 OCCASIONS OF READING EACH WEEK**
- ▶ New Reading Practice book will be changed 1x per week. Come home on a Thursday, return on a Monday.
- ▶ Re-reading a book they have had before helps develop fluency – this is the goal



Reading at home

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



How can you help?

“

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

Carl Sagan

”

Home phonics folder





- ▶ Your child will receive phonics folder on Friday.
- ▶ It will have key phonic information in:
 - phonics sheet
 - phoneme pronunciation guide
 - tricky words
- ▶ Please bring it every Friday to be updated!
- ▶ Review with your child the sounds they've learnt that week, read words, read some sentences to develop fluency and practise those tricky words!

Little Wandle - Letters and Sounds Reception Phonics Home Learning

Phase 3 - Spring 1 Week 1
Focus - Phonemes ai / ee / igh / oa

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -

 tail in the rain	ai	 sleep in a jeep	ee
 a light in the night	igh	 sheep that goat	oa

We will be reading and writing words. Can you spot segment and blend these words and spot this week's phonemes?

pain	see	sight	coat
hail	jeep	high	road

We will be reading sentences. Can you spot any tricky words? Can you segment and blend the words and look out for this week's phonemes?

The cat has a tail. His feet go deep in the mud.
I can see a bat at night. The goat had a red coat.

We will be practising tricky words. Can you spot the tricky part of the word?

is	as	the	I
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Little Wandle - Letters and Sounds Year 1 Phonics Home Learning

Phase 5 - Spring 1 Week 1
Focus - y / ee / e / ee / wh / oo / & Grow the code: /oa/

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -

y	/ee/ funny	ea	/e/ head
wh	/w/ wheel	Grow the code: /oa/	toe shoulder

We will be reading and writing words. Can you see this week's focus phonemes?

silly	goes	feather	boulder
whisper	hairy	woe	ready
white	breakfast	smelly	whimper

We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

Look at the happy children being silly on the beach.
Is there any bread for breakfast?
I feel happy when the whale is near me in the water.
I was sitting on the boulder with my toes in the water.

We will be practising tricky words. Can you spot the tricky part of the word?

want	water	any	many	again
------	-------	-----	------	-------

We will be spelling words. Can you write these words? Can you use the correct phonemes?

happy	head	wheel	toe	shoulder
-------	------	-------	-----	----------



How you can help

- ▶ Become familiar with the Little Wandle Website and look at the videos and guidance for parents
- ▶ Ensure you enunciate the sounds correctlywatch the videos on the website
- ▶ Let your child 'show off' their reading to you and celebrate and praise
- ▶ Read their 'decodable' book as often as you can over the 4 days you have it.
- ▶ Share books with your children for pleasure
- ▶ Ensure they bring their reading folder to school daily-but especially Mondays!
- ▶ Ensure they bring their home phonics folder every Friday
- ▶ Go through the phonics sheet at home with them on a regular basis

- ▶ <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Little Wandle Home Resources



Little Wandle at Home First Phonics Flashcards for Reception: Phases 2 and 3 (Big Cat Phonics for Little Wandle Letters and Sounds Revised) Cards – 12 Sept. 2022

by Wandle Learning Trust and Little Sutton Primary School (Author)

★★★★☆ 1 rating



Little Wandle at Home More Phonics Flashcards for Reception: Phases 2 and 3 (Big Cat Phonics for Little Wandle Letters and Sounds Revised) Cards – 12 Sept. 2022

by Wandle Learning Trust and Little Sutton Primary School (Author)



Little Wandle at Home Phonics Flashcards for Year 1: Phase 5 (Big Cat Phonics for Little Wandle Letters and Sounds Revised) Cards – 12 Sept. 2022

by Wandle Learning Trust and Little Sutton Primary School (Author)

4.8 ★★★★★ 152 ratings

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Cards

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Big Cat Phonics for Little Wandle Letters and Sounds Revised has been developed in collaboration with Wandle Learning Trust and Little Sutton Primary School. It comprises classroom resources to support the SSP programme and a range of phonic books together provide a consistent and highly effective approach to teaching phonics.

Dimensions: 117x77mm (Cards)

► Available on amazon.co.uk

Year 1 parents buy the yellow pack

Thank you!!

- ▶ Thank you for attending!
- ▶ If you would like anymore information, to discuss anything phonic or reading related or would like support for yourselves or your child, please speak to your child's class teacher or contact one of us.
- ▶ Any questions??

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