



Phonics and Reading

Little Wandle

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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)

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What is phonics?

Phonics helps us to learn how to read and write.

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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.**

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Little Wandle at Eastfield Infant and Nursery School

Our school has chosen
*Little Wandle Letters and
Sounds Revised* as our
systematic, synthetic phonics
(SSP) programme to teach
early reading and spelling.



Phase 2 – Reception

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 aaa	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 ttt	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 ppp	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 iii	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

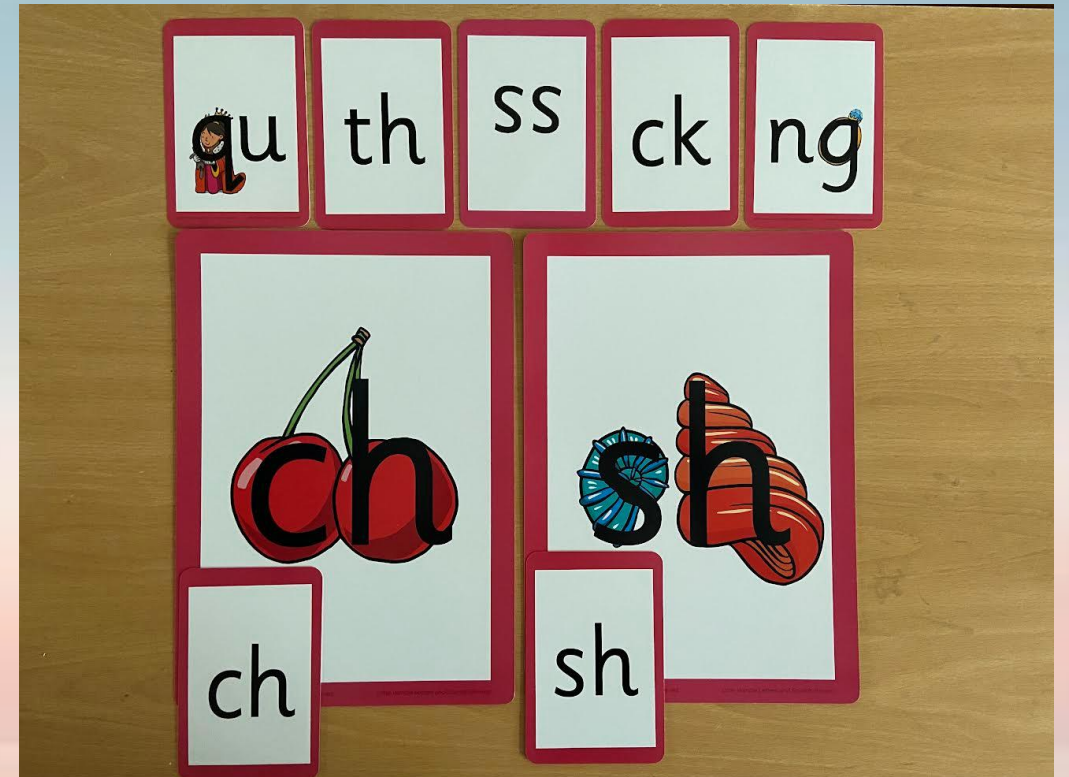
Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 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	 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 x without	Down and round the yo-yo, then follow the string sound

Phase 2 - Phonemes (sounds)

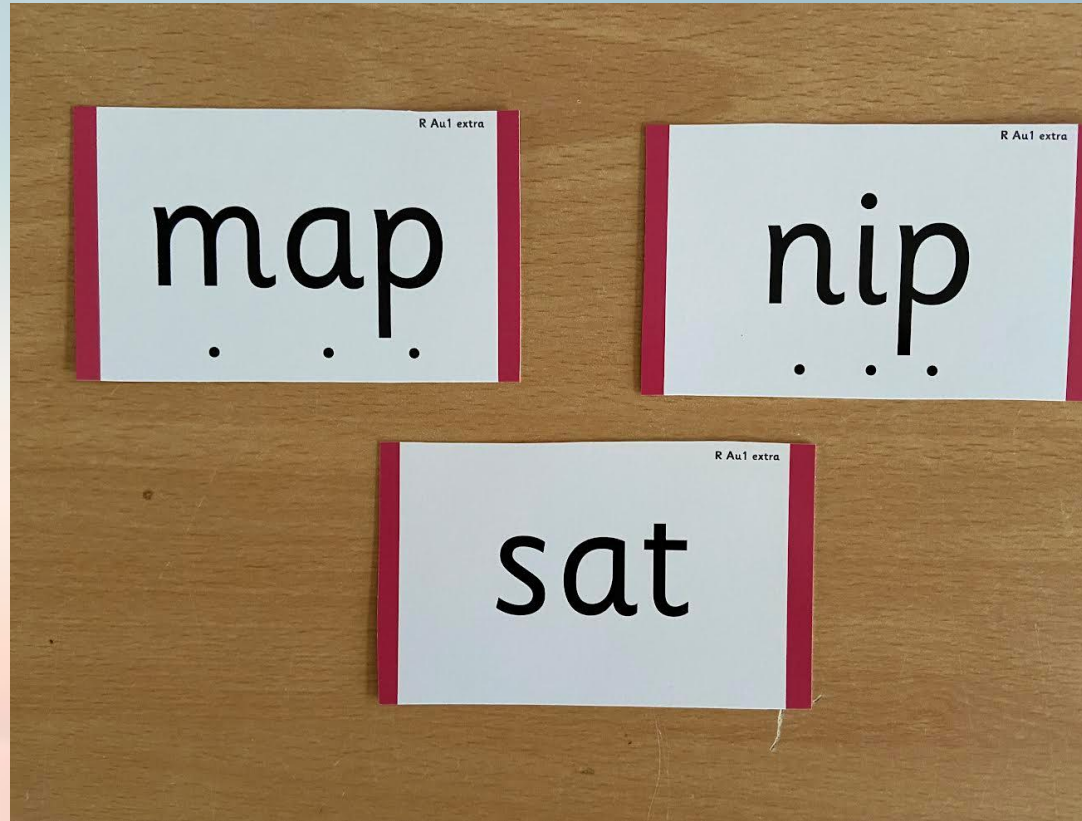
- There is a specific order in which we teach the phonemes. Phase 2 phonemes are:
- s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, j, v, w, x, y, z, qu, th, sh, ch, ng, nk.
- You can hear all of these phonemes on the Little Wandle website
- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phase 2



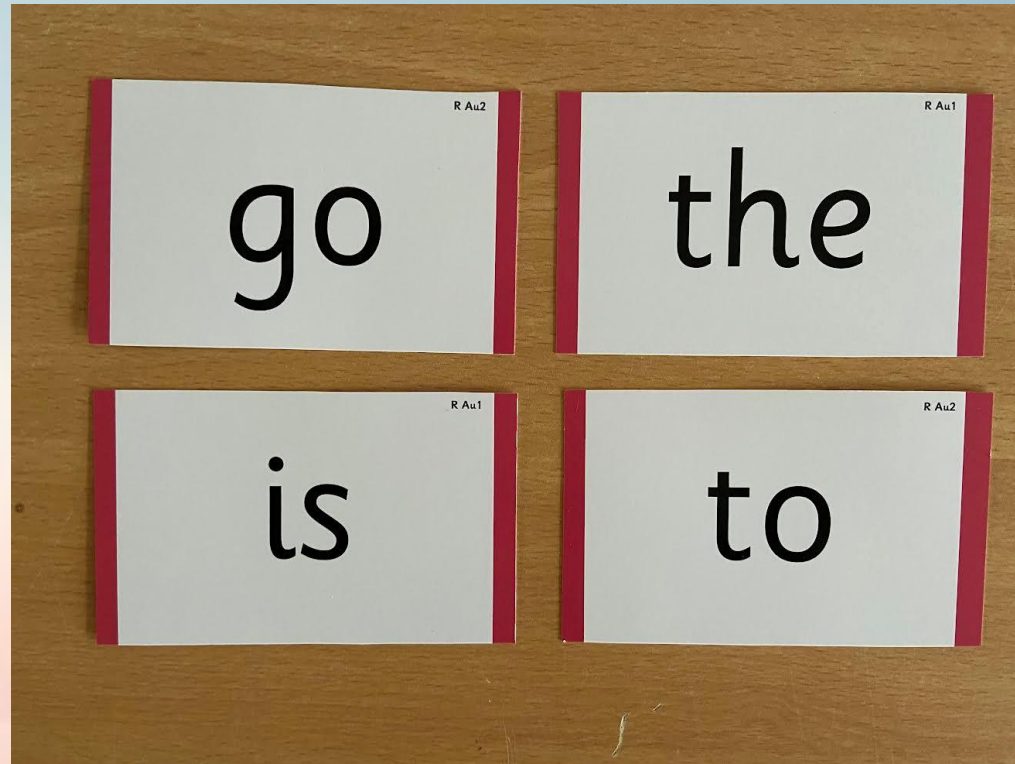
The children learn to read and pronounce the phonemes and learn how to write the grapheme. In your packs, there are grapheme information sheets. These give you information about how to pronounce the phoneme and the formation phrase.

Phase 2 - Blending



After beginning to learn some of the phonemes, we then start to put them together to read words. The children now need to learn how to blend the phonemes. Blending is where we put individual phonemes together to read a word.

Phase 2 – Tricky words



There are some words that we cannot sound out and blend. These are known as 'Tricky Words' and the children have to learn to sight read these.

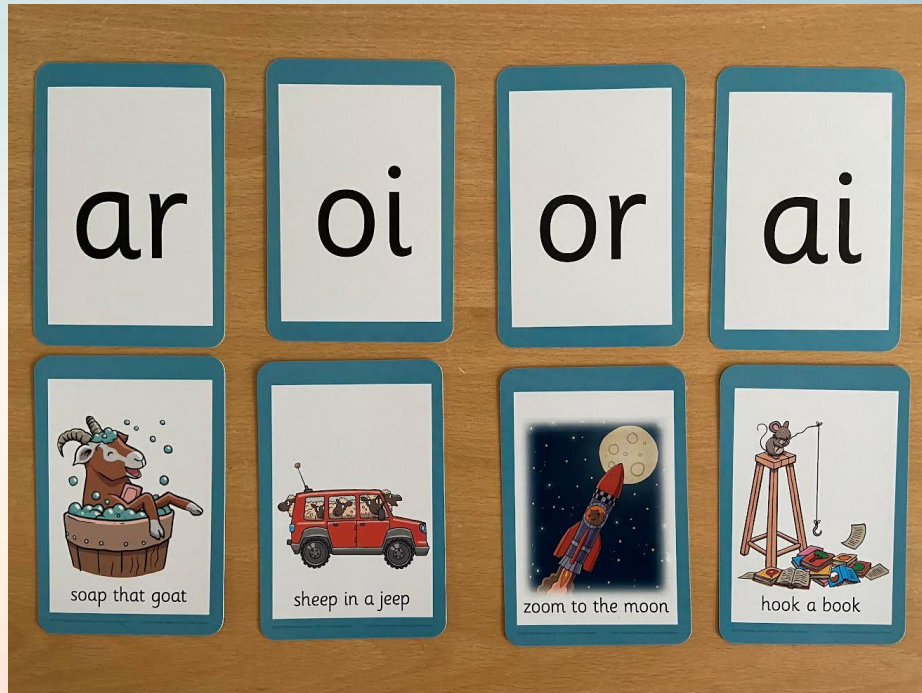
Phase 2 – Tricky Words

- Each phase has its own set of Tricky Words.

- Phase 2 tricky words are:

is, I, the, put, pull, full, as, has, his, her, go, no, to, into, she, push, he, of, we, me, be

Phase 3



Phase 3 continues in a similar pattern as to phase 2. However in phase 3, these phonemes are all made up of digraphs and trigraphs. A digraph is a sound made up of two letters, such as 'ai' in rain. A trigraph is a sound made up of 3 letters, such as 'igh' in light.

Phase 3 – Phoneme order

- The order in which these sounds are taught are:
ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air and er.
- We then go on to teach words with double letters including dd, mm, tt, bb, rr, gg, pp and ff, such as hammer, rabbit, puffin.
- Towards the end of phase 3, we look at longer words and words ending in –ing, -s and -es.
- A video of how to pronounce these phonemes can be found on the Little Wandle website.

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

Phase 3 – Tricky Words

- Phase 3 has its own set of tricky words. These include:
was, you, they, my, by, all, are, sure and pure

Reading

- We want children to love and enjoy reading.
- We want them to read for pleasure and build a lifelong love of reading.
- Reading underpins the children's access to the rest of the curriculum.
- Reading can have a huge impact on all other achievements.



How we teach reading



Reading practice sessions are:

- Timetabled 3 times a week.
- Taught by trained teachers or teaching assistants.
- Taught in small groups.

Books are:

- Matched to children's secure phonics knowledge and word reading.
- Read 3 times.
- Sent home.

Reading

Reading Practice Books carefully matched 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

When children take their book home to read they should be 95% fluent. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

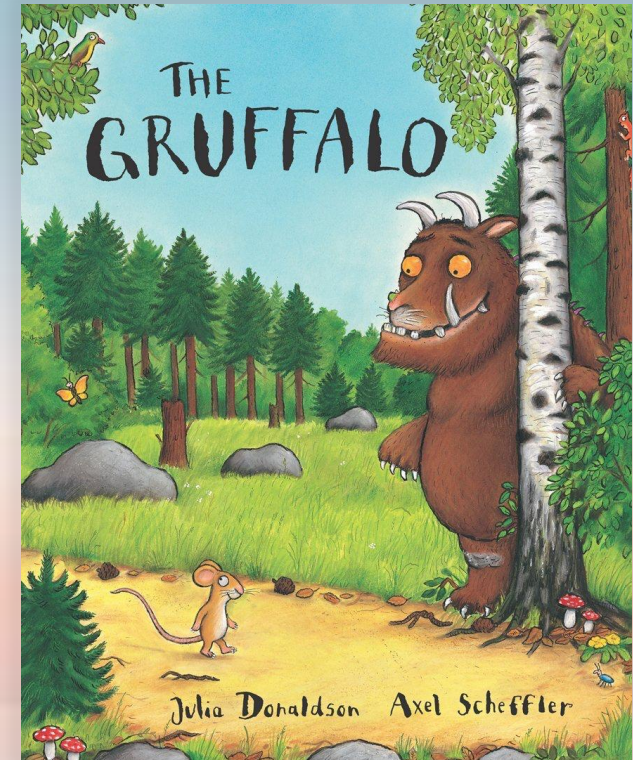
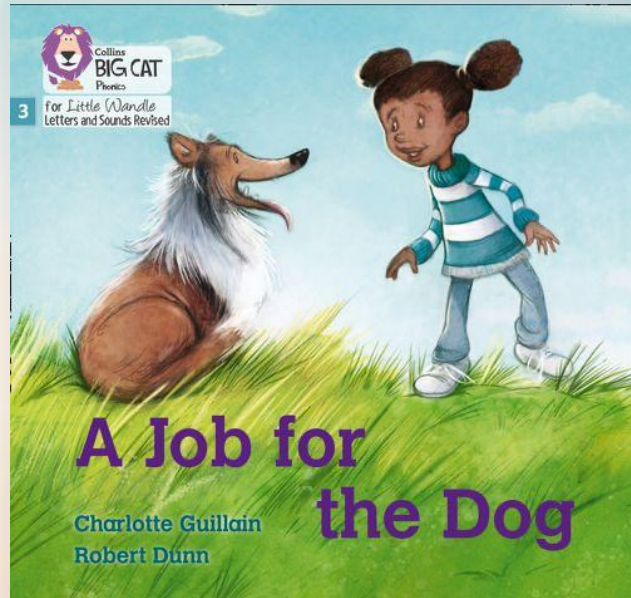
Celebrate their success!!!

Reading at Home

- Helps relax us
- Builds bonds
- Supports positive mental health and understanding of emotions
- Develops imagination
- Develops and Extends vocabulary
- Supports all other learning
- Can even support better life chances



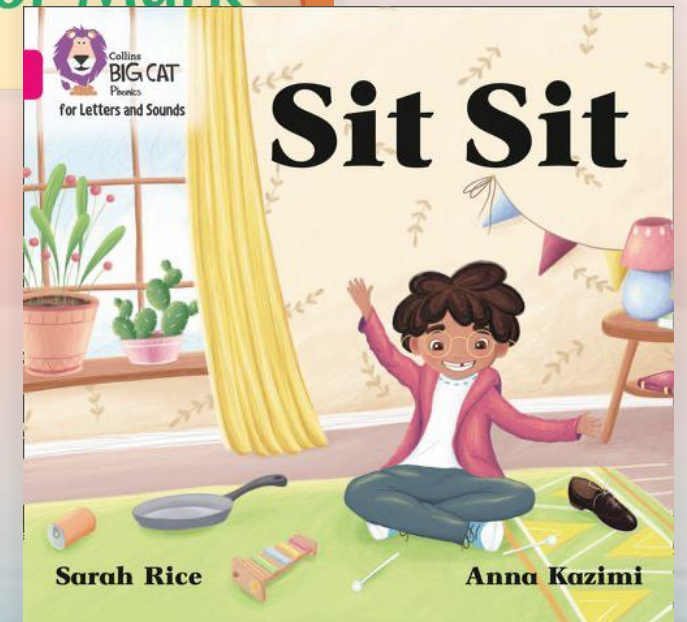
Reading at Home



Children will bring home two books. One book is based on their phonics knowledge and reading level and is a book that the children are able to read themselves. The other book, is a book that your child has chosen because they want to share this at home.

Phonics books at home

- Your child should be able to read their book with minimal help.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Phonics books at home

- These phonics books come from our Little Wandle reading scheme. Many groups of children rely on these books for their next reading sessions, both in school and to be sent home.
- We ask that all parents and carers support their children in looking after these books very carefully.
- They need to be kept in their bookbags and away from water bottles.
- Books should come in and out of school on Mondays and Thursdays.
- Reading packs will also include a yellow reading diary. Please feel free to sign these every time your child reads or is read to at home. They will earn a certificate for every 25 reads.

Sharing books at home

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.



Please remember...

- There are lots of helpful videos and information for parents and carers, on the Little Wandle website, including information about the phonemes we are learning and how you can support reading.

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

- We will be sending home phoneme mats to support reading and writing at home.
- Reading helps to support and underpin all other learning.
- Please help us to look after our brand new reading books.

Grapheme mat							Phases 2 and 3	
 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		