



Welcome to this workshop on the teaching of phonics  
at Wimbledon Chase



For Years 1 and 2



## Aims of the session:

- To give you an insight into phonics at WCPS
- An opportunity to share our good practice
- To share some resources with you
- To answer any questions you have

## What are phonics?

Words are made up from small units of sound called phonemes. Synthetic phonics teaches children to be able to listen carefully and identify the phonemes (the sounds) associated with the graphemes (letters). The sounds are taught in isolation then blended together. This helps children to learn to read words and to spell words. There are 6 phonics 'Phases' which are taught between Nursery and Year 2.

### Ofsted says:

- All phonemes must be pronounced correctly;
- The teaching of phonics should be active and engaging;
- The teaching of graphemes works best when graphemes are linked to an action, character or context



### DfES says:

Teaching of phonics should be systematic (every day) and synthetic (letters and corresponding sounds are taught at a quick pace, alongside the skills of segmenting and blending).

Children's phonics knowledge will be tested at the end of Year 1 by the statutory 'Phonics Screening Check'. This is sent to schools in May/June and administered by class teachers. The test contains a mixture of real and pseudo words (also known as 'alien words').

# Simply put...



**Phonics is:**

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





When do they start learning letters and the sounds they make?

It begins in  
Nursery with  
Phase 1.

During Phase 1 the emphasis is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

I am called a cow.

My sound is moooo!



#### **Aspect 1 - General sound discrimination - environmental**

Developing children's ability to listen and denitrifying everyday sounds. the focus is developing their listening skills. Activities include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

#### **Aspect 2 - General sound discrimination - instrumental sounds**

Developing children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

#### **Aspect 3 - General sound discrimination - body percussion**

Developing children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

#### **Aspect 4 - Rhythm and rhyme**

Developing children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

#### **Aspect 5 - Alliteration**

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

#### **Aspect 6 - Voice sounds**

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/w/-/p/ cup, with the children joining in.

#### **Aspect 7 - Oral blending and segmenting**

The main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/w/-/p/ and see whether the children can pick out a cup from a group of objects.











# Phases 2, 3 and 4 are taught in Reception











We have chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to use to support our teaching of phonics.

Reception start by learning the alphabet as single sounds and then they are introduced to sound combinations (digraphs, trigraphs, split digraphs & blends).

**Phase 2 grapheme information sheet** **Autumn 1**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s s	 snake	Show your teeth and let the s hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
 a a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.
 t t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p p	 penguin	Bring your lips together and push them open and say <b>p p p</b>	Down the penguin's back, up and round its head.
 i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>	Down the iguana's body, then draw a dot on the leaf at the top.
		Open your lips a bit, put your	Draw the stick, up and over the

**Phase 2 grapheme information sheet** **Autumn 2**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 v v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	Down to the bottom of the volcano, and back up to the top.
 w w	 wave	Pucker your lips and keep them small as you say <b>w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x x		Mouth open then push the <b>es/x</b> sound through as you close your mouth <b>es es es (e x x)</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.



s



t



n



d

LW has a picture mnemonic to help children remember the phoneme/grapheme

They use these sounds to  
blend and read words.





In Year 1 they begin by recapping phases 3 & 4 before embarking on phase 5.

Phase 5 is repeated at the start of year 2 and then phase 6 (spelling patterns) is introduced.

High Frequency & Tricky words are taught alongside.

Phase 2 HFW					
a	an	as	at	if	put
is	it	of	off	on	
dad	had	back	and	get	
big	him	is	it	can	
not	got	up	mum	but	

Phase 2 Tricky words: put, the, go, into, to, I, know

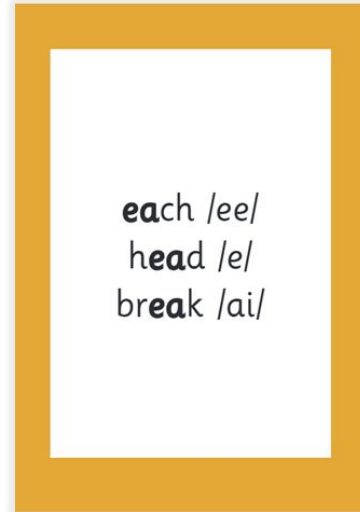
The HFW and Tricky Words are taught alongside the phases. They are just as important.

A snapshot of the Year 2 spelling criteria planning grid:

Week	spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples
1	dge	The /dg/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	At the end of a word, the /dg/ sound is spelt -dge straight after the /a/, /u/, /u/, /u/ and /i/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dg/ sound is spelt as -ge at the end of a word.	badge badger edge hedge ledge sledge bridge ridge lodger budget fudge judge nudge trudge sludge smudge
	dge: ge		In other positions in words, the /dg/ sound is often (but not always) spelt as g before e, i, and y.	age cage page sage damage change bulge village strange
	dge: g		The letter j is never used for the /dg/ ('dge') sound at the end of English words.	gem giant magic giraffe energy ginger general genius gentle geometry gym danger angel digest emergency energy engineer energy engineer giant imagine intelligent legend register stranger tragic
	dge: j			jacket jar jag join adjust joke juggle enjoy joint jerseys jockeys journeys injures jellies banjos jewellery journalist January subject
2	s: c	The /s/ sound spelt c before e, i and y		race ice cell city fancy dice ice nice price rice slice spice twice rejoice cinema circle circuit circular circus citizen city cease cellar cement cent centipede centre centurion century certain cycle cyclist cyclone cygnet cymbals face palace place race space surface trace dice ice nice price rice slice spice twice chance dance pencil decide recite
3	n: kn	The /n/ sound spelt kn and (less	The 'k' and 'j' at the beginning of these words was sounded	knee kneel knew knickers knight knit knives knob knock knot know knuckle knife
4	n: gn			gnarled gnash gnat gnaw gnomes sign

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

## Reading and spelling



Children learn that there are **graphemes** that can have **different sounds** and sounds that can be made with **different letters**.

They learn to read and write all of them.



shell  
chef  
special

caption  
mansion  
passion

The children are encouraged to:

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

# Gradually your child learns the entire alphabetic code:



*We work our way through the whole Little Wandle Programme until your child can read fluently.*

## 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 * 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 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 * 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

#### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /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 /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/ ow 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
/oa/ o oa	ow many again

# How is phonics taught?



Usually we will teach **four new sounds a week** and have a review lesson on a Friday.

You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.

**Little Wandle - Letters and Sounds Year 1 Phonics Home Learning**  
Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 1  
Focus - Review Phase 3 phonemes

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 -

ai	ee	igh	oa
oo	ar	or	ur
oo	ow	oi	

**Little Wandle - Letters and Sounds Reception Phonics Home Learning**  
Phase 2 - Autumn 1 Week 1  
Focus - Phonemes s / a / t / p

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 -

 Pronunciation Phrase - s Show your teeth and let the s hiss out <b>ssss</b>	 Pronunciation Phrase - a Open your mouth wide and make the a sound at the back of your mouth <b>aa</b>
 Pronunciation Phrase - t Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	 Pronunciation Phrase - p Bring your lips together, push them open and say <b>pp</b>

**We will be reading and writing words.** Can you spot the trickys?

tail	feel
food	bar
down	join

**We will be reading and writing sentences.** Can you read these sentences?

The toads feel so cool.  
The boot on my right foot is too har  
I can see foxes in the car lights.  
We can go down to the town on the t

**We will be practicing tricky words.** Can you spot the trickys?

no	go	so
to	into	out

**We will be spelling words.** Can you write these words? Can y

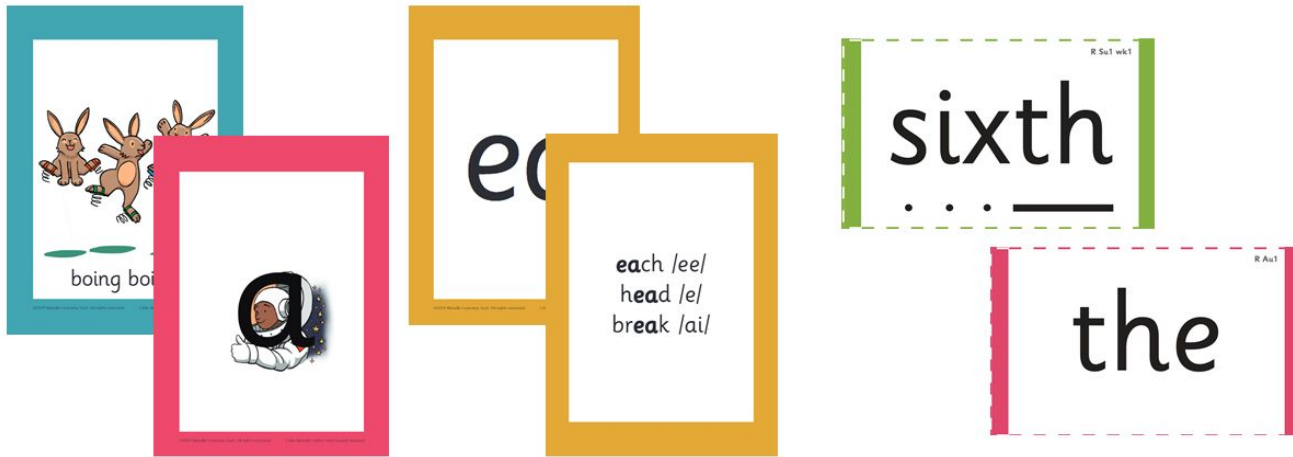
right	hard	too
-------	------	-----

**We will be orally blending words.** Can you hear the phonemes in these words? Can you listen and then repeat the word?

s - a - t	t - a - p	s - a - p
p - a - t	a - t	

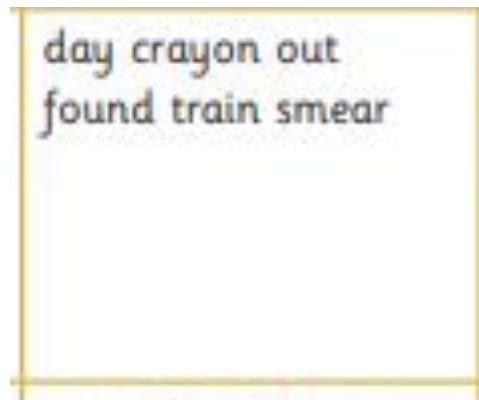
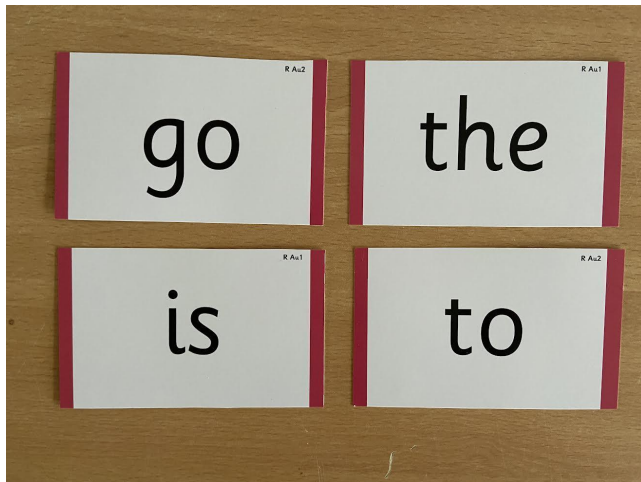
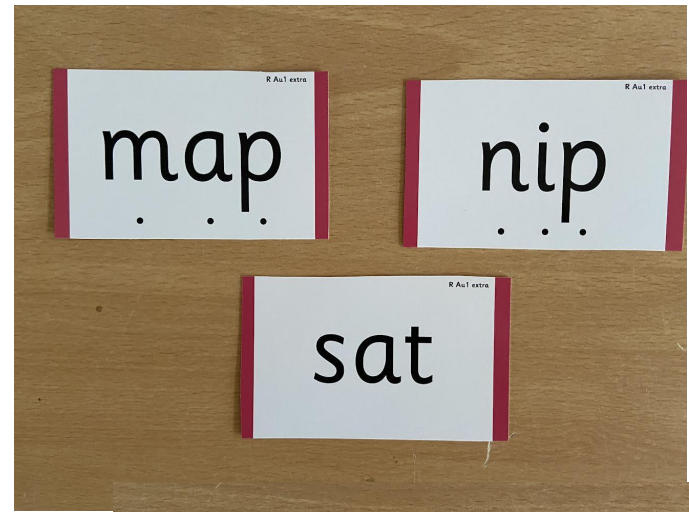


# How we make learning stick



- *There are specific resources for the Little Wandle Programme which the children will be very familiar with.*
- ***Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes.***
- *Every time we teach a new sound, we also **read words** during the phonics lesson that contain that new sound so that the children practise what they have learned.*
- *We then go on to **reading a sentence** containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.*

Some examples...



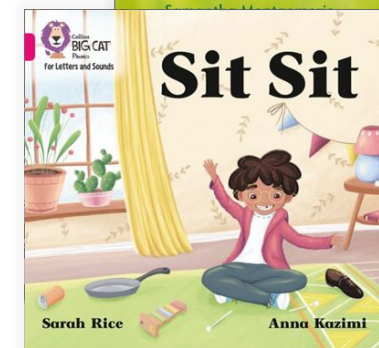
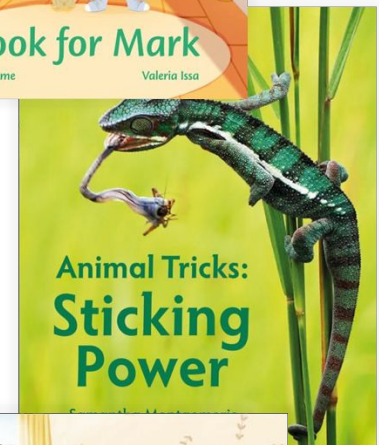
The toads feel so cool.

# Phonic practice through reading

*The children will read books in class containing the focussed sounds each week.*

*They will work on skills such as **decoding** (sounding out) the words, working on **prosody** which is reading with expression – making the book sound more interesting with our story-teller voice or our David Attenborough voice – and **comprehension**.*

*Research tells us that the more they see words the more they begin to read them automatically without having to sound them out.*



# Regular Assessment



## 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

*The children are assessed every six weeks for us to check progress.*

*Any child who needs extra support has daily keep-up sessions planned for them.*





# How can you help at home?

Look at old phonic screening tests:

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>

<b>Little Wandle - Letters and Sounds Reception Phonics Home Learning</b>	
<b>Phase 2 - Autumn 1 Week 1</b>	
<b>Focus - Phonemes s / a / t / p</b>	

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 -**

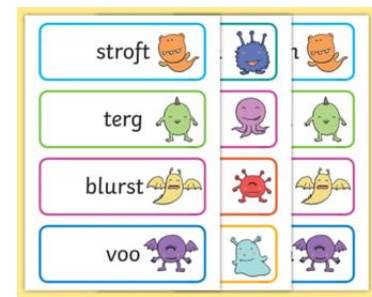
<b>S</b> Show your teeth and let the s hiss out <b>ssss</b>	<b>a</b> Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aa</b>
<b>t</b> Open your lips put the tip of your tongue behind your teeth and press <b>ttt</b>	<b>p</b> Bring your lips together, push them open and say <b>pp</b>

**We will be orally blending words.** Can you hear the phonemes in these words? Can you listen and then repeat the word?

s - a - t      t - a - p      s - a - p  
p - a - t      a - t

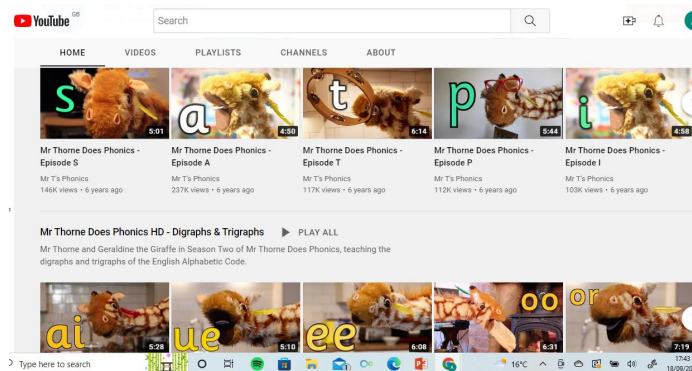
## Encourage your child to:

- read the words on the sheet
- Practise forming the letters of the focussed sounds
- Writing the suggested words
- Creating their own sentences with the focussed sounds



## Mr Thorne's Phonics

[https://www.youtube.com/channel/4j8p7k9D\\_qRRMUsGqyw](https://www.youtube.com/channel/4j8p7k9D_qRRMUsGqyw)



There are some free resources you can use at home for each phase















We have subscribed to [Phonicsplay.co.uk](https://www.phonicsplay.co.uk)



# Use the information sheets

## Phase 3 grapheme information sheet

Spring 1

Catchphrase	Grapheme	Catchphrase	Grapheme
 see in the tree	ai	 sleep in a jeep	ee
 a light in the night	igh	 cup that gas	oa
 zoom to the moon	oo	 look a back	oo
 march in the dark	ar	 harm with a horn	or
 cut the fur	ur	 wear out	ow
 sing song	oi	 get near to hear	ear
 chair in the air	air	 a digger digger	er













## Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and out let the s hiss out snake snake	Under the snake's chin, slide down and round to tail

## Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
a a	 ant	Open your mouth with the 'a' sound at the top mouth a a a	
t t	 tiger	Open your lips, put the tongue behind your teeth t t t	
p p	 penguin	Bring your lips together, then open and say p p p	
i i	 iguana	Put your lips back and sound at the back of y i i i	
n n	 nose	Open your lips a bit, put tongue behind your teeth and the nose, nose	
m m	 mouse	Put your lips together, the mmmm sound m	
j j	 jellyfish	Put your lips and show your teeth and your tongue at you say j j j	All the way down the jellyfish. Dot on its head.
v v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvvv	Down to the bottom of the volcano, and back up to the top.
w w	 wave	Put 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 x	 box	Mouth open then push the top sound through as you close your mouth as in (the 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.
g g	 gyo	Smile, tongue to the top of your mouth, say g without opening your mouth.	Down and round, the go, then follow the ring round.
z z	 zebra	Show me your teeth and hear the z sound zzzzz	Zip across, zig down and across the zebra.



Is I he put pull full as and has his her  
go no to into she push he of we me be

For more free resources (cards and rhymes) go to:

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

[/resources/for-parents/](https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/)

# More videos can be found at:



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



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



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

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



## Terminology

Your child will be exposed to/learn & use specific terminology during their phonics lessons, such as:

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Chunk

Count the sounds



Any  
questions?

