



PHONICS IN RECEPTION

ST PETER'S CATHOLIC PRIMARY
SCHOOL



WHAT WE WILL COVER TODAY:

- ❖ Phonics – key terms, explanation of the different phases.
- ❖ How we teach Phonics at St Peter's.
- ❖ Using phonics in reading
- ❖ Supporting your child at home with phonics



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

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



LITTLE WANDLE LETTERS AND SOUNDS REVISED

Our school has chosen Little Wandle Letters and Sounds Revised as our systematic synthetic phonics (SSP) 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.



DAILY PHONICS SESSIONS

Your child will have a daily 20 minute Phonics session.

Within this session they will be taught letter sounds.

Each session is structured in a similar way:

Revisit and Review – Look at previous sounds taught/ tricky words.

Teach – Teaching a new sound.





















Practice and Apply – Oral blending/ reading words/ writing words/ reading or writing a sentence dictated.

Games are often used to support this section of teaching.

TEACHING ORDER

















Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
   snake		Show your teeth and let the s hiss out ssssss sssss	Under the snake's chin, slide down and round its tail.
   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.
   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.
   penguin		Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
   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.
  		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
   jellyfish		Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
   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.
   wave		Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
  		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 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 /z/ 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 /z/ 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 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

PHONICS TERMINOLOGY: SOME DEFINITIONS

A *phoneme* is the smallest unit of sound in a word.

c-u-p

c-a-t

d-o-g

Grapheme

Letter(s) representing a phoneme

t

ai

igh

Digraph

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

CONSONANT DIGRAPHS

ll ss ff zz

hill hiss puff fizz

sh ch th wh

ship chat thin whip

ck qu ng nk

quick sing think

Trigraph

Three letters, which make one sound

igh

ear

ORAL BLENDING

Hearing a series of spoken sounds and merging them together to make a spoken word – no text is used.

*For example, when a teacher calls out
'b-u-s', the children say 'bus'.*

This skill is usually taught before blending and reading printed words.

BLENDING TO READ

Recognising the letter sounds in a written word, for example

c-u-p

and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.

SEGMENTING FOR SPELLING

Identifying the individual sounds in a spoken word

h-i-m

and writing down or **manipulating letters** for each sound to form the word 'him'.

LETTERS AND SOUNDS – LITTLE WANDLE

Autumn 1 – Phase 2 Graphemes

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

Autumn 1 –Tricky words

is l the

Autumn 2 – Phase 2 Graphemes

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) a

Autumn 2 –Tricky Words

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.

LETTERS AND SOUNDS – LITTLE WANDLE

Spring 1 – Phase 3 Graphemes

ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters •
longer words

Spring 1 –Tricky words

was you they my by all are sure pure

Spring 2 – Phase 3 Graphemes

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

Spring 2–Tricky Words

No new tricky words.

LETTERS AND SOUNDS – LITTLE WANDLE

Summer 1 – Phase 4

Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC
CCCVCC • longer words and compound words • words ending in suffixes:
–ing, –ed /t/, –ed /id/ /ed/, –est

Summer 1 – Tricky words

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

Summer 2 – Phase 4

Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC
CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/
/ed/, –ed /d/ –er, –est • longer words and compound words

Summer 2 – Tricky Words

No new tricky words.

GAMES TO SUPPORT

- Free games you can play to support phonics learning at home – you can subscribe if you want additional games.

<https://www.phonicsplay.co.uk/>

- What's in the box? (give sound clues)
- Musical sounds – Flashcards placed on the floor and children stepping on the sounds. Pick up and say sound when the music stops.
- Puppets saying sounds, reading words, segmenting and blending.
- Splat the sound – can anyone find me this sound on the floor? Flashcards
- Cross the river – for reading words or sounds.
- Spot the digraph – children use bingo dabbers to find the digraphs in words.
- Videos on Youtube often fun to watch to introduce a new sound.
- Read and Roll activities.

ARTICULATION OF PHONEMES

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=BQHxUwV-1S](https://www.youtube.com/watch?v=BQHxUwV-1S)

If you are unsure how to say any of the sounds then this video helps you learn how to pronounce them accurately.

CVC WORDS

We will start by focusing on blending VC and CVC words

V vowel phoneme

C consonant phoneme

at, on, if

C consonant phoneme

V vowel phoneme

C consonant phoneme

pig, cat, dog

ONCE CHILDREN ARE CONFIDENT WITH VC AND CVC WORDS
WE WILL THEN MOVE ON TO CCVC, CVCC, CCCVC AND CCVCC

black

ccvc

strong

cccvc

felt

cvcc

blank

ccvcc

THE SAME PHONEME CAN BE REPRESENTED IN MORE THAN ONE WAY

a		a-e	ai	ay	ey	eigh
e		e-e	ea	ee	y	
i	i-e	ie	igh	y		
o		o-e	oa	oe	ow	
u		u-e	ue	oo	ew	
oo		u	oul			
ow		ou	ough			
oi		oy				
ar		a				
or		aw	ore	a	ough	
air		are	ear			
eer	ear					

Sometimes one grapheme can
represent more than one phoneme.

meat

bread

he

bed

bear

hear

cow

low

DIFFERENT STRATEGIES

We understand that not every child will engage with phonics as a way of learning to read which is why we play lots of games and other strategies.

READING BOOKS

- ❖ You will be given 2 reading books. 1 which is a phonics book (one that can be sounded out) and 1 which is a high quality text, designed to be shared with your child and be read by an adult/ sibling. You will use different strategies with your children to read each book. This develops a range of skills including phonics blending as well as sight recognition too.
- ❖ Each week your child will either read their reading books with the class teacher or the teaching assistant. We aim to alternate each week.
- ❖ Your child's reading books will be changed once a week – once a note has been written in their comment book to say that they have been read at home.

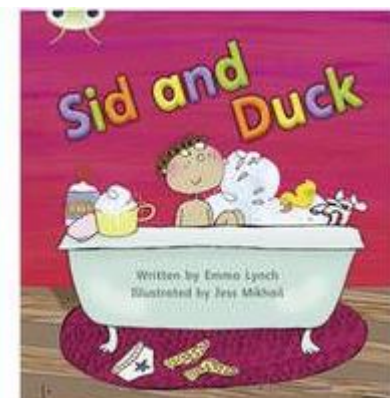
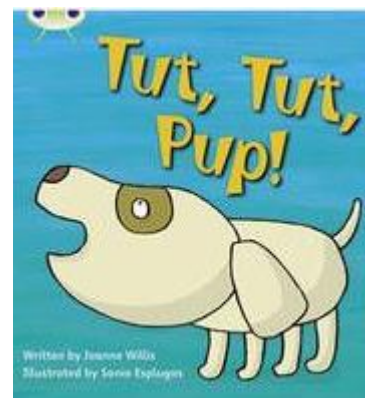
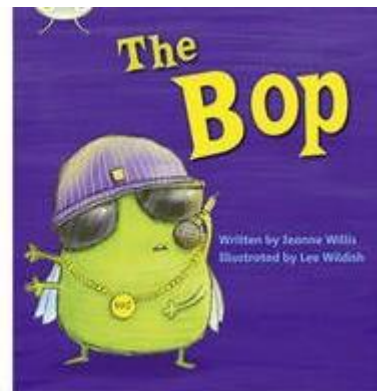
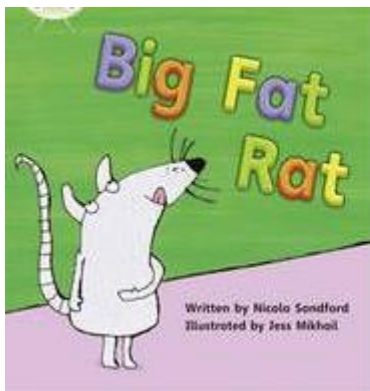
READING BOOKS

We have invested in a brand new reading scheme this year called 'Phonics Bug'.

It has 90 fiction books and 44 non-fiction books, there are plenty of exciting stories.

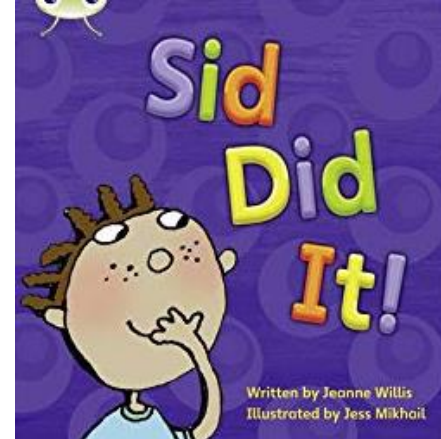
The books work through the phases from phase 1 to phase 5.

These books are fun, varied and packed with humour, each book is **100% decodable (can be sounded out)** so your children will be able to read them independently after learning just eight sounds.



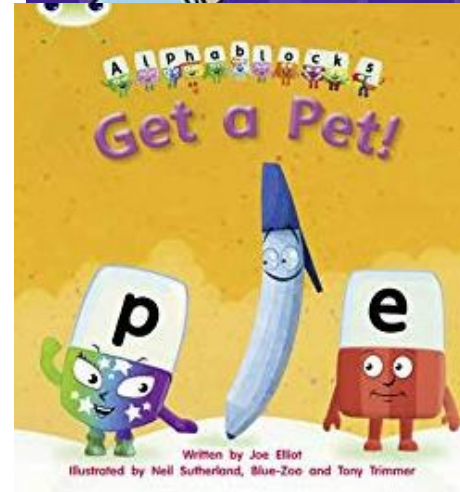
Sid Did It!

(Focus sounds: s, a, t, p, i, n, m, d)



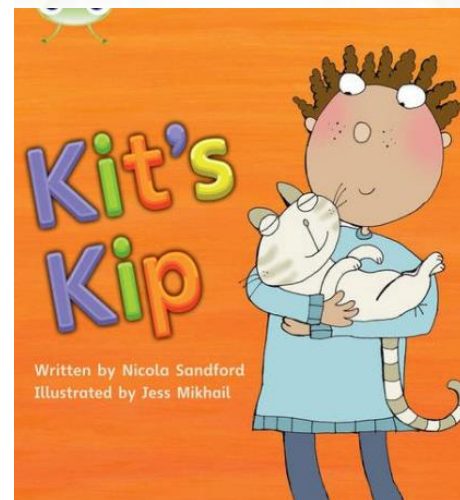
Get a Pet!

(Focus sounds: e, u)



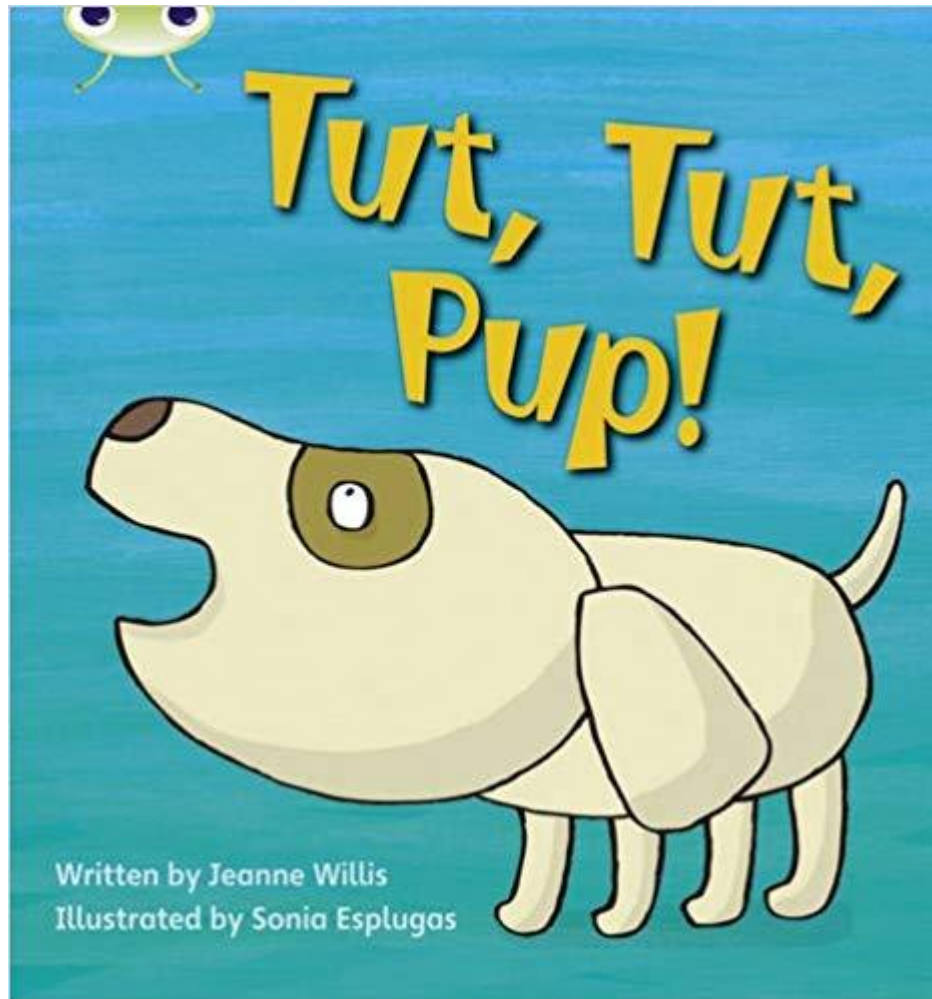
Kit's Kip

(Focus sounds: g, o, c, k)



READING BOOKS

Phase 2 bug club book example – how to teach.



READING BOOKS

Your child should be able to read their school reading book without your help.

If they can't read a word read it to them.

Talk about the book and celebrate their success.

Our aim is to only provide children with books that are the correct level for them. This means that your child should:

Know all of the sounds and tricky words in their phonics books 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.

READING AT HOME

This is a fantastic way to support your child's learning, such as by:

- Sharing different materials together – books, magazines, recipes, postcards etc.
- Encouraging them to make up stories.
- Asking them to repeat their favourite ones.
- Changing stories they know really well too!
- Using different character voices.
- Using puppets or pictures to tell stories.

HIGH QUALITY TEXTS

Each week children will come home with a 'high quality text.' These are books specifically chosen because of the way they are written and how they can engage readers.

A good high quality text has:

- Plots that allow opportunities to explore different situations.
- Emotive story lines
- Humour
- Rich language
- Powerful illustrations
- They are a book you can lose yourself in.

ADDITIONAL READING WE DO IN CLASS

-We have a daily story time session –providing opportunities for the class teacher to model reading and encouraging talk about the story. (Starting to develop comprehension skills).

- Favourite 5

- Helicopter Stories

- Library time

- Nursery Rhymes

-We teach children how to use our book corners in both Maple and Willow classrooms during independent learning.

THANK YOU

We really appreciate your time today.

If you ever have any questions about your child's reading, please speak to your child's class teacher.