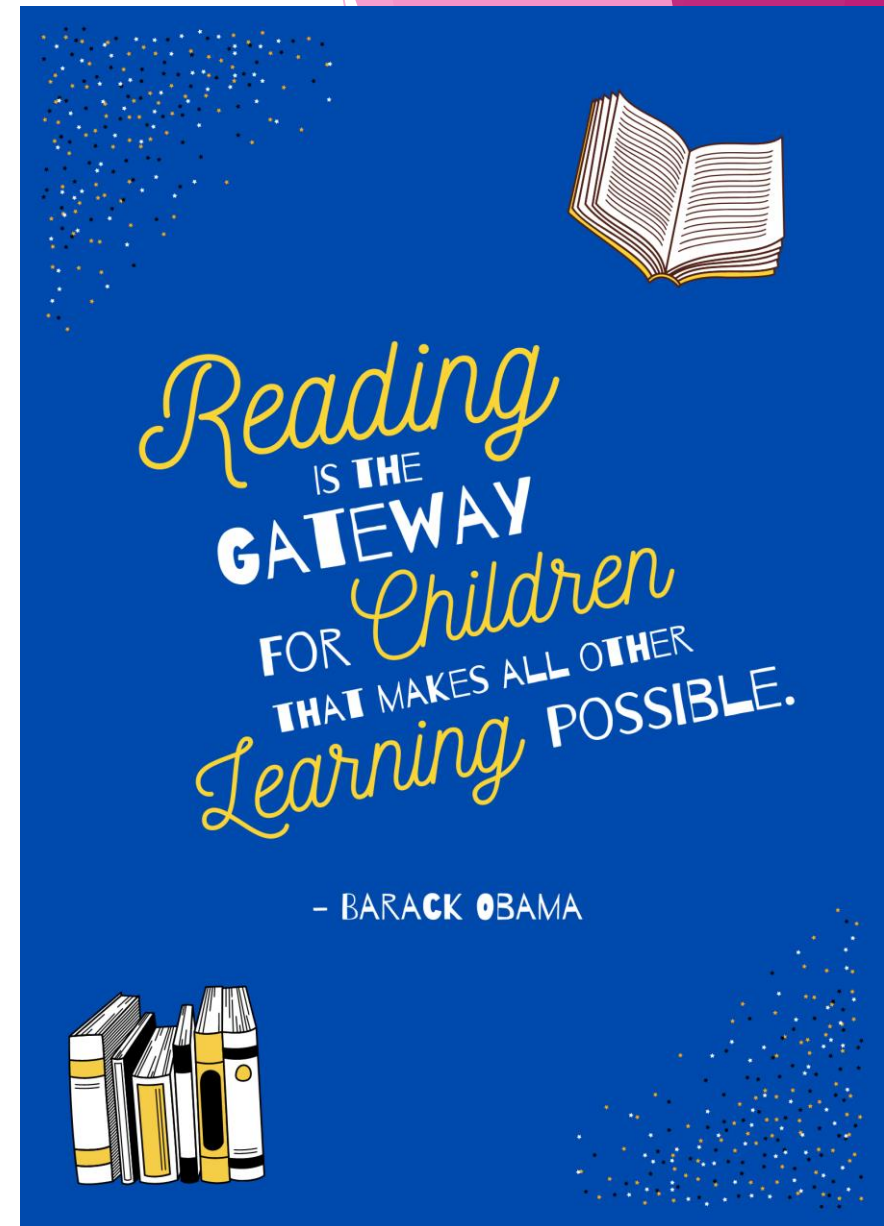
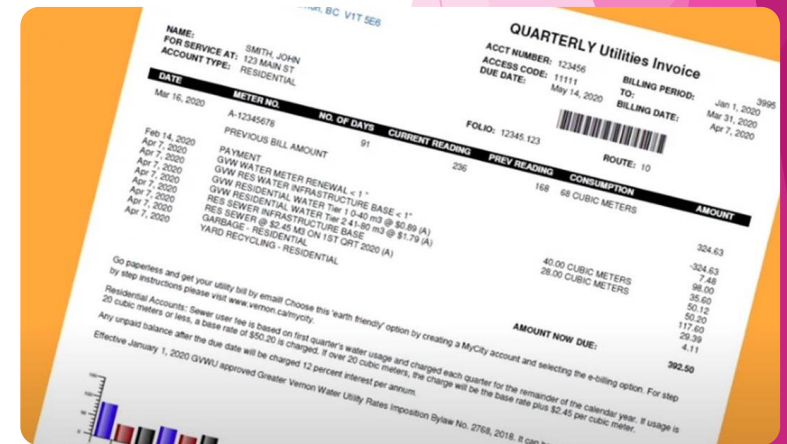




Welcome to Little Wandle!



How many times have you already read today?



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

Terminology

Phoneme - The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound'

Grapheme- A letter or group of letters used to represent a particular phoneme

Digraph - Two letters to make one sound

Trigraph - three letters to make one sound.

Blend- To combine individual phonemes into a whole word, working all the way through from left to right.









Segment - To identify each of the individual phonemes in a word. C - a - t.

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How does it work?

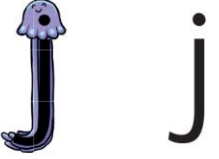








Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s s	 snake	Show your teeth and let the s hiss out ssssss ssssss	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 a a a	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 t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p p		Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.

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 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 vvvv vvvv	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 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 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 it without	Down and round the yo-yo, then follow the string round

- We usually 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 letter formation (handwriting) and pronunciation.

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.



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Pronunciation and blending

s a t

sat

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Segmenting for writing

pan

p a n

pan

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How does it work?

Tricky words

we
_

is
_

the

Phonics is the primary reading strategy so we focus on what they CAN read first and explain why the word is tricky.

We - in most words e makes the e sound but it is tricky in we as it makes the ee sound.

Is - s makes the z sounds

The e makes the u sound.

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How does it work?







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 <ul style="list-style-type: none">• 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

Phonics is the primary reading strategy so we focus on what they CAN read first and explain why the word is tricky.

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How does it work?

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 hook a book	oo

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How does it work?

Grow the code

									
b bb	f ff ph	l ll le al	j g dge ge	v vv ve	w wh	x	y	z zz s se ze	qu

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How does it work?

Every day there will be a whole class phonics session. New sounds are generally taught Monday-Thursday with a review lesson on Friday.

Additional small group keep up sessions may take place, if needed. These ensure that all children feel secure and confident with their sounds as we move through the scheme.

Tricky words will come home. Use them to play games and keep them up in the house for your child to see.

Reading practise

- ▶ 3 sessions with the same book!
- ▶ Day 1 – Decoding
 - ▶ All read the same time
 - ▶ Repeated readings and teacher moves round
- ▶ Day 2 – Prosody
 - ▶ Reading with meaning, stress and intonation
 - ▶ Choose page to focus on. Repeat after me. Why do we stress certain words? 'It was a BIG mess'
- ▶ Day 3 – Comprehension
 - ▶ 'I know the answer because ...'
 - ▶ Prove it. Explain it.

This book then goes home for you to celebrate their success!

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.



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.



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- ▶ understand words and sentences
- ▶ use a wide range of vocabulary
- ▶ develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

- *Celebrate your child's success at school.*
- *Make time for reading at home!*



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Recap

- ▶ Regular keep up to support children that found a lesson tricky – look out for stickers on their arm! Ask them what it is and practise that at home.
- ▶ Additional support will be given to children that are slightly further behind. This will either be in a small group or 1:1, when needed.
- ▶ Group reading sessions 3 times a week when ready.
- ▶ When books come home they have been well practised and you can celebrate their success! Practise leads to fluency!
- ▶ Please have books in school daily as groups will change books on different days.
- ▶ Website www.littlewandlelettersandsounds.org.uk – for parents