A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Little Wandle
LETTERS AND
SOUNDS
REVISED
TM

Teach reading: change lives

Parent workshop: Year 1 Phonics Screening Check

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

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

Phonics

Terminology

- Phoneme
- Grapheme
- Digraph
- Trigraph
- Blend
- Segment
- Adjacent consonant
- Split digraph

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

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 /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/ 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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence
- start to distinguish between different phonemes/graphemes.



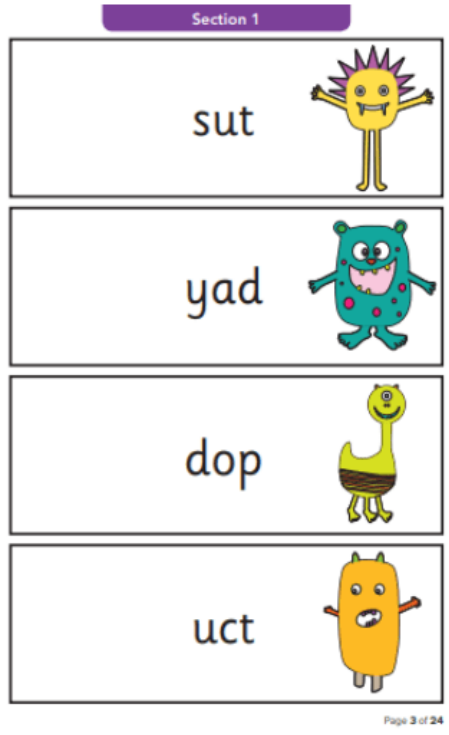
Phonics Screening Check

This term we are preparing for the Phonics Screening Check

What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

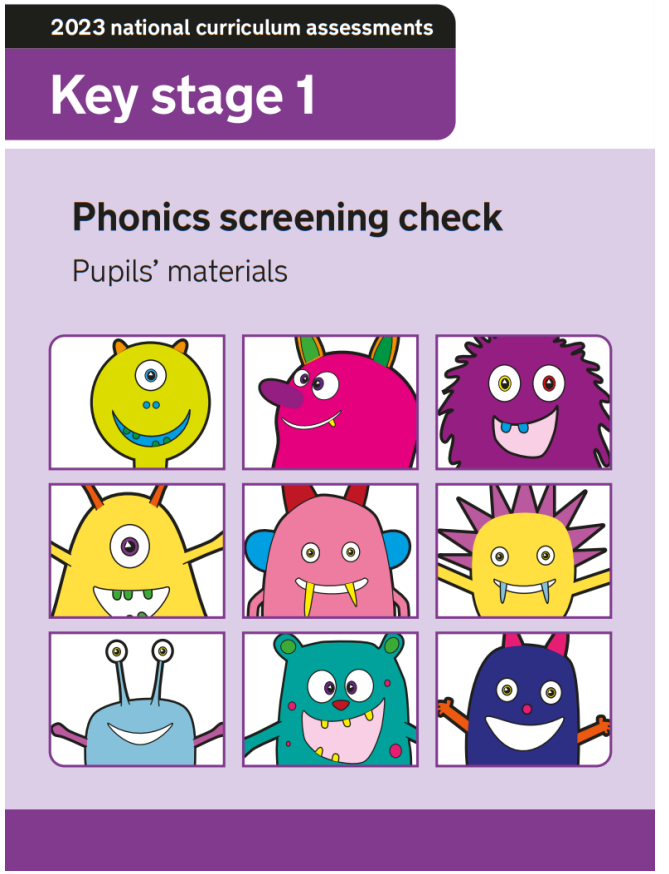
If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.





How does the check work?

- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.



What are ‘alien words’?

Why we teach alien words for Phonics Screening Check

A quick guide to alien words



‘Alien words’ recap



- The check will contain 20 ‘alien words’.
- The children will be familiar with alien words and will start to read them this term.
- Alien words assess children’s decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- The Phonics Screening Check will be administered in June.

Reading at home

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…

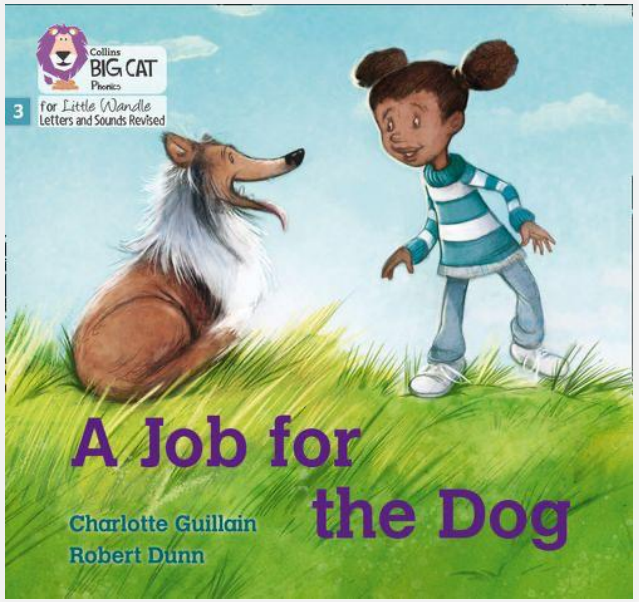
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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

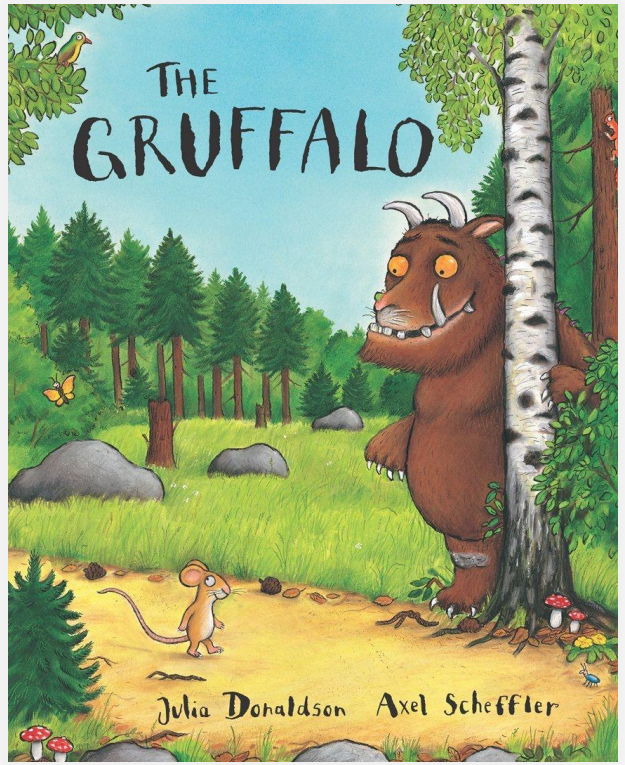


Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Books going home







Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child

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.



Reading at home

- ✅ It helps children become **fluent and confident readers**.
- ✅ It gives them chance to **practise the sounds they have learned in school**.
- ✅ Re-reading helps children **remember phonics and tricky words**.
- ✅ Easy books allow children to focus on **reading smoothly and accurately**.
- ✅ It encourages children to use their **phonics skills**, rather than guessing words.
- ✅ Success builds **confidence and enjoyment of reading**.
- ✅ Reading the book several times helps children become **faster and more expressive readers**.

- ✅ The book is carefully matched to your child's current phonics knowledge, helping them prepare for more challenging books in the future.

Remember: If your child's phonics book feels easy, that's a good thing! It means they are practising and securing the skills they need to become a fluent reader. 📚✨

Phonics Home Learning

Working together to build confident readers!

PHONICS HOME LEARNING SHEET

Each week, your child will bring home a phonics sheet matched to what we have been learning in class.

- Includes a link to the Little Wandle website for support
- Shows the phonemes and words we have been reading and writing
- Includes simple activities to help build and consolidate phonic knowledge

READING BOOKS

Please read your child's decodable book daily.

- Books are carefully matched to your child's phonics level
- They may seem "too easy" but are designed to build fluency, confidence and prosody (storytelling voice)
- Books will be changed weekly to allow time for repeated reading and pratise

THANK YOU!

Your support at home makes a huge difference. If you have any questions, please speak to your child's class teacher.



Let's help every child grow in confidence and a love of reading!

Supporting your child with phonics

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



How to say Phase 5 sounds

How can I support my child?

- **Following the Autumn 1 phonics assessments, teachers will be sending home information about any specific areas your child needs to practise. Working on these at home can help to build confidence, strengthen phonics knowledge and support reading progress.**

- Practise the tricky words sent home.
- Read and revisit decodable words regularly.
- Practise saying and spotting the identified GPCs.
- Read your child's decodable reading book several times.
- Little and often is best! 😊

Children are made readers on the laps of their parents.

— Emilie Buchwald