

# Early Reading and Phonics

## Welcome

### Howard Community Academy September 2022

Everything starts with words!

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

(‘Letters and Sounds’ Principles and Practice of ‘High Quality’ Phonics)

# Reading skills

## Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



## Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes.

# PHONICS

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



# What is Phonics?

- Phonics is the link between letters and the sounds they make.
- Phonics teaches children to be able to listen carefully and identify the sounds that make up each word. This helps children to learn to read words and to spell words.
- Reading and writing are like a code: phonics is teaching the child to crack the code.

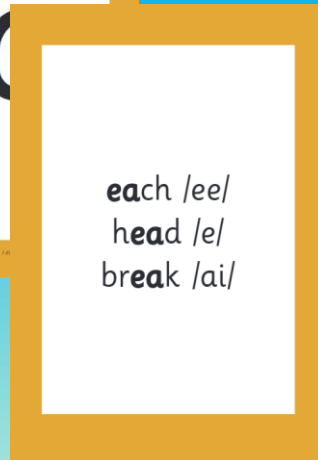
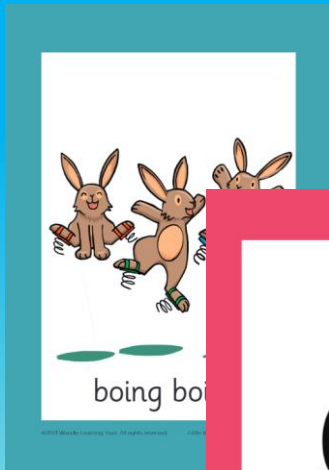
# Terminology

- A **phoneme** is the smallest unit of sound in a word. A phoneme may be represented by 1, 2, 3 or 4 letters.  
E.g.        t        ai        igh
- A **syllable** is a word or part of a word that contains one vowel sound. E.g. hap/pen    bas/ket    let/ter
- A **grapheme** is the letter(s) representing a phoneme. Written representation of a sound which may consist of 1 or more letters eg. The phoneme 's' can be represented by the grapheme **s** (**sun**), **se** (**mouse**), **c** (**city**), **sc** or **ce** (**science**)

# Terminology

- A **digraph** is two letters, which make one sound.
  - A consonant digraph contains two consonants  
**sh th ck ll**
  - A vowel digraph contains at least one vowel  
**ai ee ar oy**
- A **split digraph** is a digraph in which the two letters are not adjacent (e.g. **make**)
- A **trigraph** is three letters, which make one sound. E.g. **igh dge**

# How we make learning stick





# Teaching Order

## 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<br>* words with -s /s/ added at the end (hats sits)<br>* 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 ar or ur ow oi ear air er<br>* words with double letters<br>* longer words | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes  | No new tricky words      |
|---|--------------------------|
| Review Phase 3<br>* longer words, including those with double letters<br>* words with -s /z/ in the middle<br>* words with -es /z/ at the end<br>* 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<br>* CVCC CCVC CCVC CCVC CCVC<br>* longer words and compound words<br>* words ending in suffixes:<br>-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<br><b>Phase 5</b><br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/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<br>/igh/ ie pie<br>/ool/ /yool/ ue blue rescue<br>/yool/ u unicorn<br>/oal/ o go<br>/igh/ i tiger<br>/ai/ a paper<br>/eel/ e he<br>/ai/ a-e shake<br>/igh/ i-e time<br>/oal/ o-e home<br>/ool/ /yool/ u-e rude cute<br>/eel/ e-e these<br>/ool/ /yool/ ew chew new<br>/eel/ ie shield<br>/or/ aw claw | their people oh your<br>Mr Mrs Ms ask*<br>could would should our<br>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  |
|---|---|
| /eel/ y funny<br>/el/ ea head<br>/w/ wh wheel<br>/oal/ oe ou toe shoulder<br>/igh/ y fly<br>/oal/ ow snow | any many again<br>who whole where two<br>school call different<br>thought through friend work |

# How to say the sounds

- Saying the sounds correctly with your child is extremely important
- Sounds should be pronounced softly and in a clipped, short manner.

Link in handout

# Skills used in phonics

## Blending for reading

Merging phonemes together to pronounce a word.

In order to read an unfamiliar word, a child must link a phoneme to each letter or letter group in a word and then merge them together to say the word.

sh – o – p

t– ai – l

<https://youtu.be/IL5YUCPyC5I>

## Segmentation for spelling

Hearing individual phonemes within a word.

Say the word.

Segment the sounds.

Count the sounds.

Write them down.

E.g. crash has 4 phonemes **c – r – a – sh**

For example a child may write:

*'The cat was blak. It had a wiet tayl and a pinc noas.'*

1

And all the different ways to write  
the phoneme sh:

shell

capshion

chef

manshion

speshial

passshion

# High frequency/tricky/common exception words

Alongside the teaching of phonics “tricky” high frequency words are not segmented but taught as whole words, recognised on sight.

**E.g. was, you, I**

Some are ‘tricky’ to start with but will become decodable once we have learned the harder phonemes.

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

w a s

# Reading in School

## How do we *teach* reading?

- Daily Phonics
- Shared reading
- Guided reading
- Independent reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories
- Reading for purpose, e.g. recipes or instructions.



# Reading at Home

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

# Phonics Screening

## Why are the children screened?

- Every Year 1 children in the country will be taking the phonics screening check in the same week in June.
- Any child in Year 2 who did not pass will also be re-tested.
- The aim of the check is to ensure that all children are able to read by the end of Year 2.
- This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in Year 2 and 3.

# What will the children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.
- Children will be asked to 'sound out' words and blend the sounds together.
- The focus of the check is to see which **sounds** the children know and therefore the children will be asked to read **fake words** as well as **real words**.

# Examples of words

in

at

beg

sum

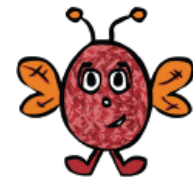
ot



vap



osk



ect



# What will happen during the screening?

- The screening will takes place the month of June each academic year.
- The children will complete the task in a quiet area of the school, 1-2-1 with a member of staff they are familiar with.
- It lasts about 10 minutes.

# How can you help?

- Please read to and with your child as often as you can. 10 minutes daily is recommended.
- When talking about letters, use the letter sounds and refer to video shown previously if you need to.
- Practise orally segmenting and blending whenever the opportunity arises, e.g. I spy with my little eye a b\_u\_s, fetch me your c\_oa\_t.
- Encourage your child to look for print in the environment.

# How can you help?

- Practise words or spellings that come home from school.
- Encourage the children to sound talk words when reading and writing.
- Model reading (read in front of them) – if children see the significant adults in their life reading they will see why it's important and enjoyable.
- Attend or popular 'Reading Cafés.'

# Useful websites for Phonics

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

[www.phonicsplay.com](http://www.phonicsplay.com)

<http://www.letters-and-sounds.com>

<http://www.oxfordowl.co.uk/>

<http://www.ictgames.co.uk/>

<http://www.teachyourmonstertoread.com/>



# Other good resources for using at home

- Display an alphabet poster or chart in the kitchen.
- Magnetic letters on the fridge.
- Sound mats for use when writing.
- A set of Flashcards of sounds for using in games.
- Good quality story and non-fiction books.

# *Questions*

■ Thank you  
for your  
support