

Phonics and Reading

At Earlsdon Primary School



Information for Parents/ Carers

***So it is with children who learn to read fluently and well:
They begin to take flight into whole new worlds as
effortlessly as young birds take to the sky. —William James***

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



How we teach phonics

In April 2021 the DfE published a report which recommended that Primary schools follow an accredited systematic synthetic phonics programme. Their main aim was to improve literacy levels by:

- giving all children a solid base upon which to build as they progress through school
- helping children to develop the habit of reading widely and often, for both pleasure and information

At Earlsdon Primary School we use the phonic scheme 'Little Wandle Letters and Sounds Revised' to help the children crack the alphabetic code. From Reception, children begin to learn the individual phonemes and tricky words to enable them to read as quickly as they can do so. They learn to say the phonemes through memorable mnemonic phrases, segmenting sounds in words and blending them together to read and spell words.

The programme progression through Reception and Year 1 can be viewed [here](#) but is dependent on each child's readiness to learn the phonic 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 c k e a 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 z qu ch sh th ng nk - words with -s /z/ added at the end (hats sits) - words ending in s /z/ (his) and with -s /z/ added at the end (bags sing)	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 oo oo oo or or ar 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 - words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words - words with s /z/ in the middle - words with -s /z/ (z) at the end - words with -es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVC CCVC CCVC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCVC CCVC CCVC - words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est - longer words	Review all taught so far



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/ ur bird /igh/ ie pie /oo/ /yoo/ we blue rescue /yoo/ u unicorn /oi/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oi/ 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 /ei/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /l/ c ice /v/ ve give /ul/ o-e o ou some mother young /z/ se cheese /l/ se ce mouse fence /ee/ ey donkey /oo/ u ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u out awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /a/ a want /air/ ear ere bear there /ur/ ear learn /r/ ur wrist /t/ st sc whistle science /t/ ch school /th/ ch chaff /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations, in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ igh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /th/ ti si ci potion mission mansion delicious /or/ augh our ear ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

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

<https://collins.co.uk/collections/little-wandle-letters-and-sounds-revised-phonics-flashcards>



Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

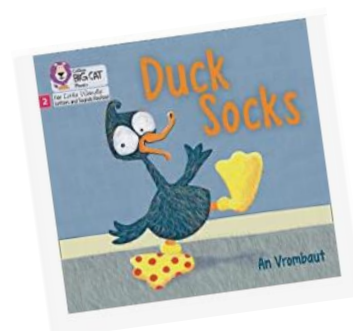
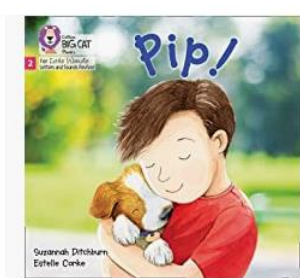
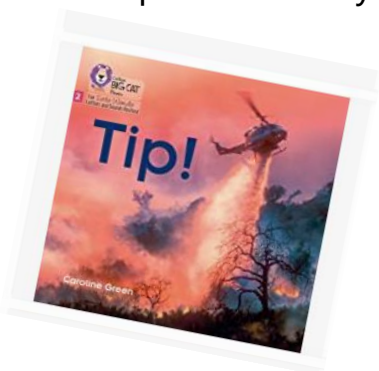
- A *reading practice* book. This will be at the correct phonic stage for your child. They should aim to read this fluently and independently as they will have already read this book at school.
- A *sharing* book. Your child will **not** be able to read this on their own. This book has been chosen by your child and is for you both to read and enjoy together.

Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading, reading books that are too hard can often cause children and parents/carers lots of frustration.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together for as long as your child is interested, you don't need to make this into a test!

The reading practice book will be shared with your child in school 2-3 times a week in paper format. In these sessions your child will learn to use their phonics skills to use the sounds that they have been taught to decode words. They will explore any unfamiliar vocabulary and will also learn further skills such as using expression which will enable them to develop their fluency.

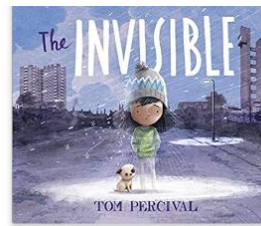
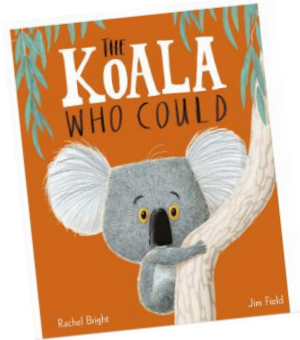


Fluency is a necessary skill to allow your child to comprehend the context of the text and to answer questions about it. Your child will bring home the **same** reading practice book in **digital format** from Collins Big Cat Reading scheme. Ideally, we would suggest that your child practices this book 2-3 times a week with you, the more fluent they are the better!

'Being a keen habitual reader nurtures children's social and emotional development, introduces them to rich vocabulary, enhances their capacity to express themselves, and develops their knowledge and understanding of the world. Through reading widely and by choice, children gain a broader range of perspectives than those they may encounter in their everyday lives. They begin to ask questions about the texts and the world around them. Furthermore, and significantly, 'engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status' (OECD, 2021)



Sharing book



To encourage your child to become a lifelong reader, it is important that they are exposed to a wide variety of books. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Home reading diary

Your child will bring home a home reading diary. In this diary we will note the sharing book that your child has chosen to read with you. The reading practice book will appear automatically each week in your child's bookshelf on Collins Big Cats website. Your child's log in details will appear in this diary for reference.

Please comment on your child's ability to decode words, fluency, and enjoyment of the practice book. Comment on your child's enjoyment and understanding of the sharing book. You may also want to comment on any other books that your child has read or been interested in.

Your child can also benefit from reading at home to other people such as siblings, grandparents, or other relatives.



Additional support for a child

Some children may not yet be blending the phonemes that they have been taught in daily phonics lessons or may only be blending a few words. In this case, your child will be given extra opportunities to practice their blending skills and be given a wordless book. Wordless books are useful for children to establish book behaviours, book talk and to grow vocabulary without feeling frustrated or overloaded. Once children are blending, they will gradually be given books with words that are fully decodable and match their phonic ability.

If you have any further questions about phonics and reading, please contact the class teacher.

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