



PHONICS
AT
HARRIETSHAM
THE LITTLE
WANDLE WAY



WHAT WILL YOUR CHILD BE LEARNING?

[https://www.littlewandle.org.uk/resources/for-parents/#tabnameTabSupportForPhonics:](https://www.littlewandle.org.uk/resources/for-parents/#tabnameTabSupportForPhonics)

(Please go to the 'For Parents' section)

Follow this link to find out the different sounds and pronunciations your child will be learning throughout the year.

**SPRING ONE
RECEPTION**

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

New tricky words

was you they my by all are sure pure

SPRING ONE
YEAR 1

Spring 1 Phase 5 graphemes

/ee/ y funny

/e/ 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

/s/ c ice

/v/ ve give

/u/ o-e o ou some mother young

/z/ se cheese

/s/ se ce mouse fence

/ee/ ey donkey

/oo/ ui ou fruit soup

New tricky words

any many again

who whole where two

school call different

thought through friend work



Your child's reading journey

Year1

Your child is on their journey to becoming a skilled reader. In Reception, they learned all of the single letter sounds, the consonant digraphs and some vowel digraphs (digraph: two letters, one sound) and trigraphs (three letters, one sound).

In Year 1, children will learn the remaining graphemes in the *Little Wandle Letters and Sounds Revised* programme. These are alternative spellings for the sounds that they already know. The children will become more fluent readers and will read increasingly challenging texts.

All for the love of reading

- Teaching children the skills of reading will increase their will to read.
- Children who love reading, choose to read.
- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success! To develop a love of reading, children must have the skills to read, which is why we teach them using phonics.





What is my child taught in school?

- In Year 1, children are taught a 30-minute phonics lesson every day.
- They will also have an opportunity to apply their phonic knowledge to reading a book (matched to their level), at least three times a week.
- Your child may need daily additional practice to help secure their learning.

What can I do to support my child at home?

- Listen to your child practise reading their phonics book to develop their fluency.
- Read to your child daily – choose books that you can enjoy together. The love of reading books we send home are a great place to start.
- Ask your child's teacher if you need extra help with supporting your child – that's what we're here for!

What if my child comes across a word that they can't read straight away?

- If your child is unsure of a word, ask them to sound it out and then blend.
- Ask them if they can spot any digraphs (two letters, one sound) or trigraphs (three letters, one sound) before decoding the word.
- Never ask your child to guess words using the pictures or initial sounds as clues. If they are really struggling just read the word to them.

My child is reading the books fluently at home, do they need a more challenging book?

- No! We want children to be able to read fluently and not find reading a chore.
- Once they can read fluently, they can focus on adding expression when reading aloud and showing their understanding of the book. Use the prompts on the back page of the books to check your child's understanding.

Find further resources and information for parents and carers at: www.littlewandlelettersandsounds.org.uk/resources/for-parents



Your child's reading journey

Year 1 Phonics Screening Check

Your child has now learned most of the Year 1 phonics in **Little Wandle Letters and Sounds Revised** and will soon be preparing for the nationally required Phonics Screening Check, which will take place in June.

What is the Phonics Screening Check?

- The Phonics Screening Check is a quick check of your child's decoding skills.
- Your child will be asked to read 40 words – 20 are real words, 20 are known as 'alien words' (made-up words).

Why do the children read 'alien words'?

- Reading alien words checks children's decoding skills and knowledge of graphemes in a fair way – it mirrors what the children have to do when they read a word that they have not read before.
- Your child will not have seen the alien words before. They will have to use their knowledge of letters and sounds to work out how to read them.

How does the check work?

- Your child will be asked to read 40 words independently.
- The check has been designed to not put your child under stress. It will be carried out by a member of staff who knows your child well.
- It should only take a few minutes to complete, but there is no time limit.

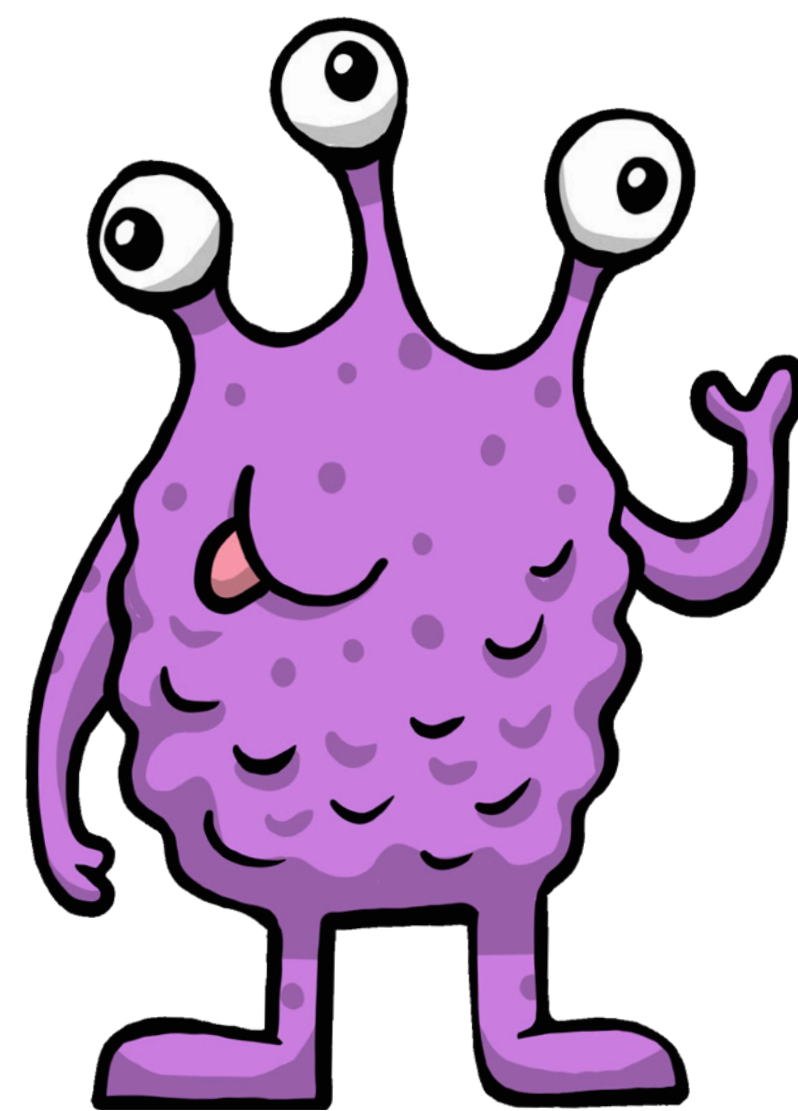
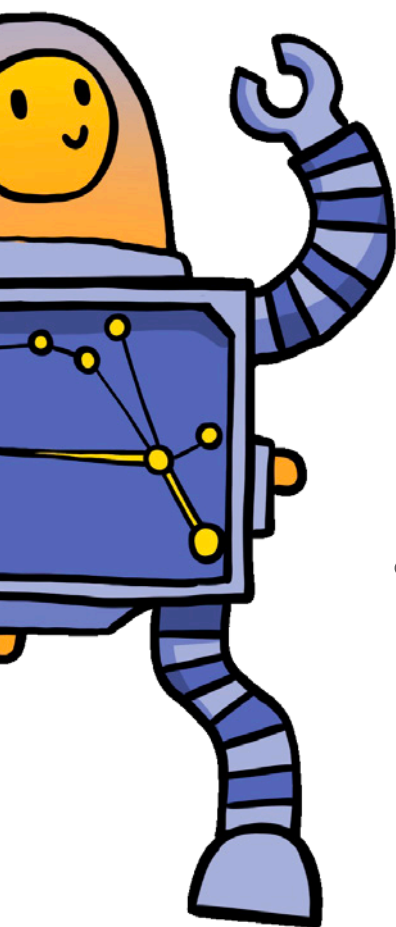
Do I need to do

anything to further support my child?

- Continue to listen to your child read their phonics books and read to them daily.
- Your child's teacher will let you know if any additional practice is needed.
- Always ask if you need any further support!

All for the love of reading










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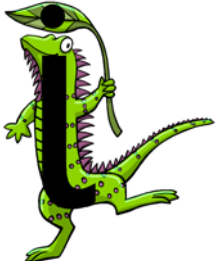

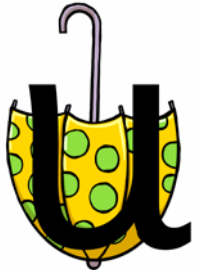


How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.






Sounds introduced in Phase 2


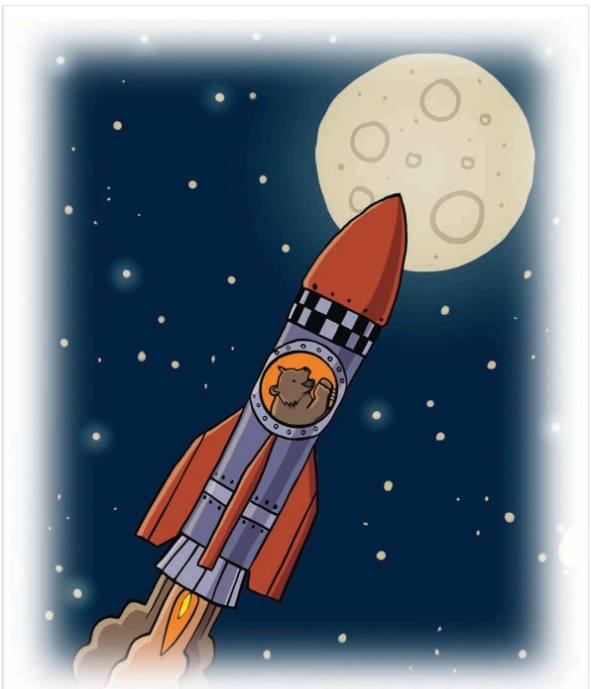
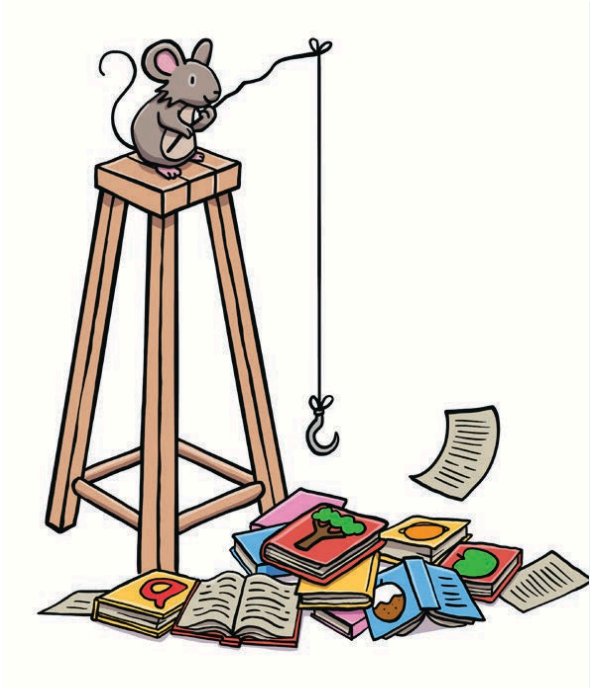

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say ccc	ch
	Show me your teeth to make a rrrr sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	le al
	Pucker your lips and show your teeth; use your tongue as you say jjj	g dge ge
	Put your teeth against your bottom lip and make a buzzing sound vvvv vvvv	ve





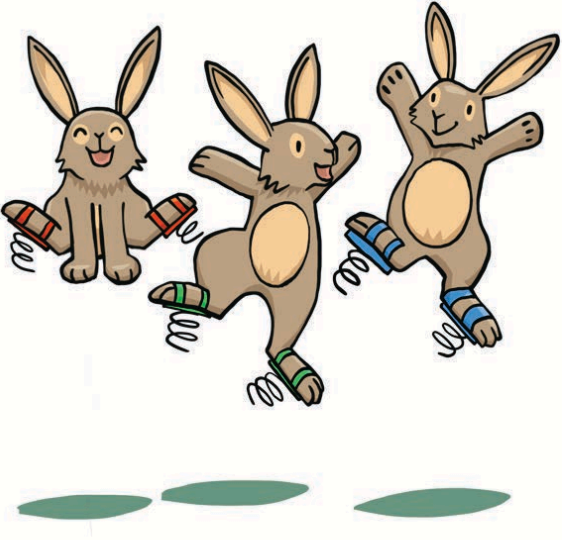
Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say w w w	wh
	Show me your teeth and buzz the z sound zzzzz zzzzz	se ze
	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	tch ture*
	Show me your teeth and push the air out shshshshsh	ch ti ssi si ci
	Open your mouth wide and say e e e	ea
	Pull your lips back and make the i sound at the back of your mouth iii	y
	Make your mouth into a round shape and say ooo	a
	Open your mouth wide and say uuu	o-e o ou


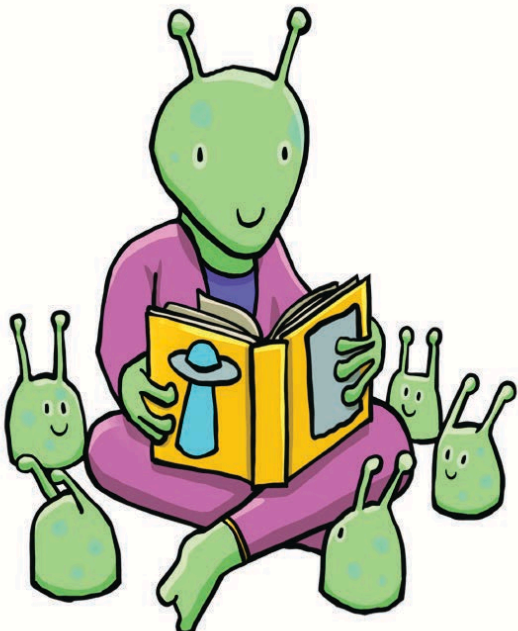

*Note that the pronunciation of 'ture' has a slight schwa sound at the end.

Sounds introduced in Phase 3

Grapheme	Catchphrase 	Pronunciation phrase	Phase 5 Graphemes
ai	 <p>tail in the rain</p>	Open your mouth wide and say ai ai ai	ay a a-e eigh aigh ey ea
ee	 <p>sheep in a jeep</p>	Smile with your lips apart and say ee ee ee	ea e e-e ie y ey
igh	 <p>a light in the night</p>	Open your mouth in a relaxed way and say igh igh igh	ie i i-e y
oa	 <p>soap that goat</p>	Make an 'o' with your mouth and say oa oa oa	o o-e ou oe ow

Grapheme	Catchphrase 	Pronunciation phrase	Phase 5 Graphemes
oo	 <p>zoom to the moon</p>	<p>Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo</p>	<p>ue u-e ew ou ui</p>
yoo		<p>Pucker your lips and keep them small as you say yoo yoo yoo</p>	<p>ue u u-e ew</p>
oo	 <p>hook a book</p>	<p>Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo</p>	<p>u* oul</p>
ar	 <p>march in the dark</p>	<p>Open your mouth wide, push your tongue down and say ar ar ar</p>	<p>a* al*</p>

Grapheme	Catchphrase 	Pronunciation phrase	Phase 5 Graphemes
or	 <p data-bbox="514 1023 850 1083">born with a horn</p>	<p data-bbox="913 549 1417 667">Make an 'o' with your mouth, push your tongue down and say or or or</p>	<p data-bbox="1449 549 1522 875">aw au aur oor al a oar ore</p>
ur	 <p data-bbox="567 1602 787 1647">curl the fur</p>	<p data-bbox="913 1113 1312 1276">Open your mouth in a relaxed way, push your tongue down and say ur ur ur</p>	<p data-bbox="1449 1113 1501 1231">er ir or</p>
ow	 <p data-bbox="588 2166 777 2211">wow owl</p>	<p data-bbox="913 1682 1407 1810">Open your mouth wide then move your lips together as you say ow ow ow</p>	<p data-bbox="1449 1691 1501 1736">ou</p>
oi	 <p data-bbox="556 2730 808 2789">boing boing</p>	<p data-bbox="913 2255 1407 2389">Make an 'o' with your mouth then move your lips out as you say oi oi oi</p>	<p data-bbox="1449 2255 1501 2300">oy</p>

Grapheme	Catchphrase 	Pronunciation phrase	Phase 5 Graphemes
ear	 <p>get near to hear</p>	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear	ere ear
air	 <p>chair in the air</p>	Open your mouth wide, push your tongue down as you say air air airear	are ere
zh		Pucker your lips and show your teeth; push the air over your tongue as you say zh zh	su si

*depending on regional accent

EVERYBODY READ!

**INFORMATION AND
HOME RESOURCES**



Though we are teaching the children to read in school, extra support at home will ensure your child secures the phonic code.

Below are some ways you can support your child!

Linked are at home flashcards you can get - these match what they use in school and are very helpful for home!

Reception Phase 2 and 3: https://www.amazon.co.uk/Little-Wandle-Phonics-Flashcards-Reception/dp/000856373X/ref=sr_1_2?

[_crid=3KONQ5G19EDAH&dib=eyJ2IjoiMSJ9.k6o_tRv38.ntYWocwsdxlaUC_Ic7JC8BILT_xjWZaN5pQRK6ShcCE_sQfJEEUM.d_kVwCvFnzYlcGe6e2T3I9AAbl_pR_rqSNW_xNZWt5GIMk8_nQzmWHBM.dzprYNMO_gNItt6hPl74VKML_vDutg5jp8InXKrov_dFrszvTI4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlc_xT4_jOIolUfRtPO148dl_zjLaXXBSC_gFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-2](https://www.amazon.co.uk/Little-Wandle-Phonics-Flashcards-Reception/dp/000856373X/ref=sr_1_2?crid=3KONQ5G19EDAH&dib=eyJ2IjoiMSJ9.k6o_tRv38.ntYWocwsdxlaUC_Ic7JC8BILT_xjWZaN5pQRK6ShcCE_sQfJEEUM.d_kVwCvFnzYlcGe6e2T3I9AAbl_pR_rqSNW_xNZWt5GIMk8_nQzmWHBM.dzprYNMO_gNItt6hPl74VKML_vDutg5jp8InXKrov_dFrszvTI4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlc_xT4_jOIolUfRtPO148dl_zjLaXXBSC_gFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-2)

Year 1 Phase 5:

https://www.amazon.co.uk/Little-Wandle-Home-Phonics-Flashcards/dp/0008563748/ref=sr_1_3?
[_crid=3KONQ5G19EDAH&dib=eyJ2IjoiMSJ9.k6o_tRv38.ntYWocwsdxlaUC_Ic7JC8BILT_xjWZaN5pQRK6ShcCE_sQfJEEUM.d_kVwCvFnzYlcGe6e2T3I9AAbl_pR_rqSNW_xNZWt5GIMk8_nQzmWHBM.dzprYNMO_gNItt6hPl74VKML_vDutg5jp8InXKrov_dFrszvTI4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlc_xT4_jOIolUfRtPO148dl_zjLaXXBSC_gFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-3](https://www.amazon.co.uk/Little-Wandle-Home-Phonics-Flashcards/dp/0008563748/ref=sr_1_3?crid=3KONQ5G19EDAH&dib=eyJ2IjoiMSJ9.k6o_tRv38.ntYWocwsdxlaUC_Ic7JC8BILT_xjWZaN5pQRK6ShcCE_sQfJEEUM.d_kVwCvFnzYlcGe6e2T3I9AAbl_pR_rqSNW_xNZWt5GIMk8_nQzmWHBM.dzprYNMO_gNItt6hPl74VKML_vDutg5jp8InXKrov_dFrszvTI4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlc_xT4_jOIolUfRtPO148dl_zjLaXXBSC_gFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-3)

<https://collins.co.uk/pages/little-wandle-at-home>



Everybody read!

Reading together with your child matters!

Sharing books makes a big difference to your child's education.

When you read to your child you are making a positive impact on your child's reading ability and their love of reading.

Reading a book and chatting about it has a positive impact on your child's ability to:

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

Reading books your child has chosen to read for pleasure is one of the best things you can do to help them succeed at school.

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

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





Everybody read!

Does it matter how I read with my child?

- Studies show that it's the enjoyment and chat that matters!
- The more you chat together about the book and things that interest your child the more impact it has.
- You don't even have to read the words on the page, talking about the pictures is just as important.

Does it matter which language I use?

- Use your home language.
- It is better for your child to hear expert talk from you in your language.
- Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.
- This impact will translate to better language and comprehension for your child in English.



Does the type of book matter?

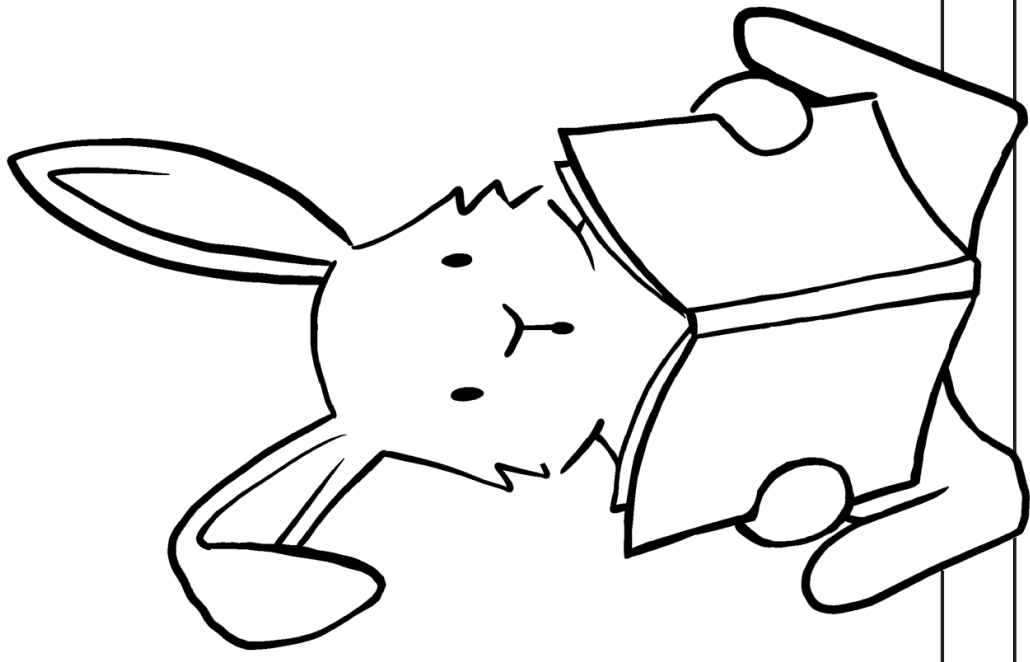
- Let your child be the boss of the books they choose. Enjoyment really matters.
- Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.
- Catalogues are fun to share and talk about too.

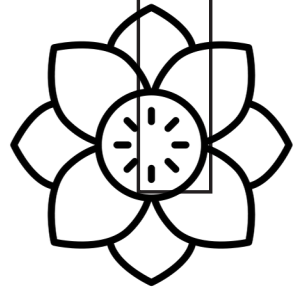
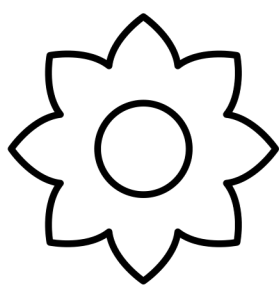
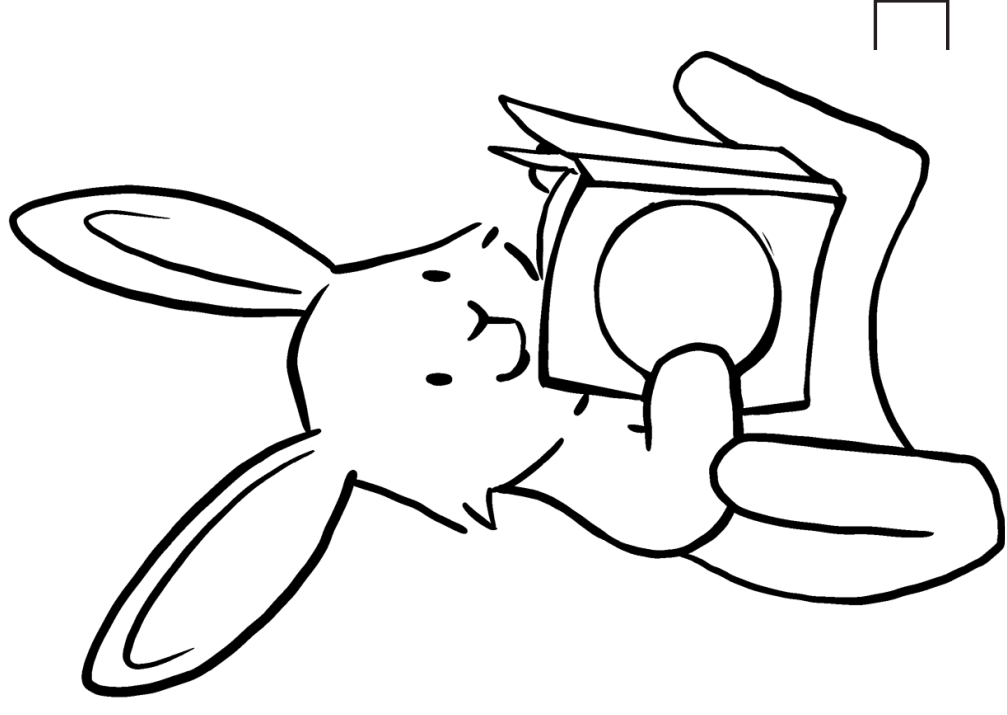
What if they always want to read the same book?

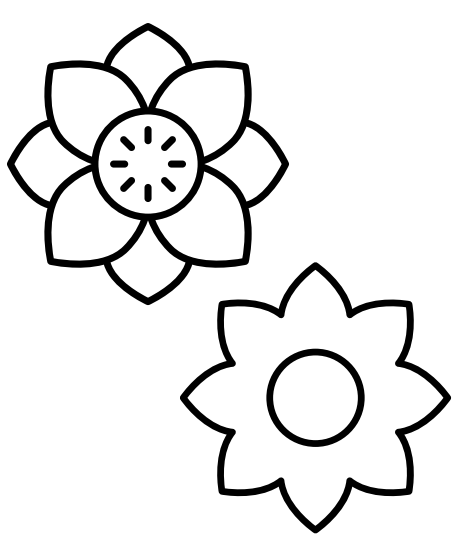
- Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.
- Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.
- If you really want to mix it up offer another book alongside the much-loved favourite!

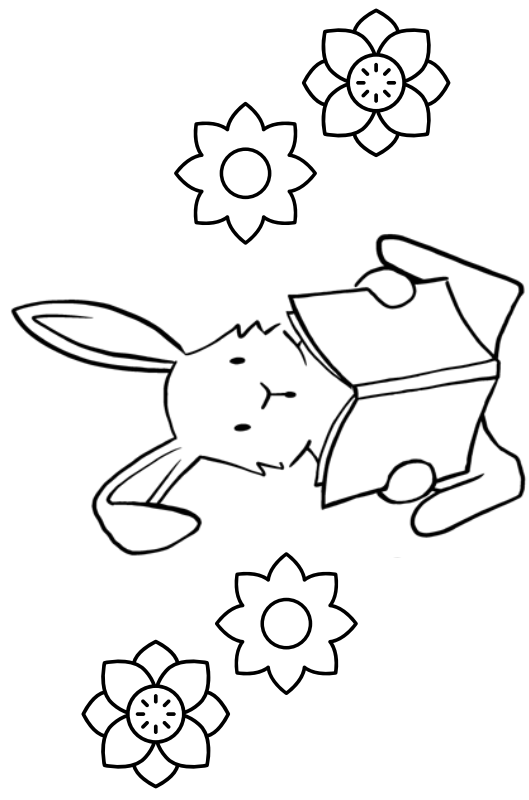
Look at the books I have read!



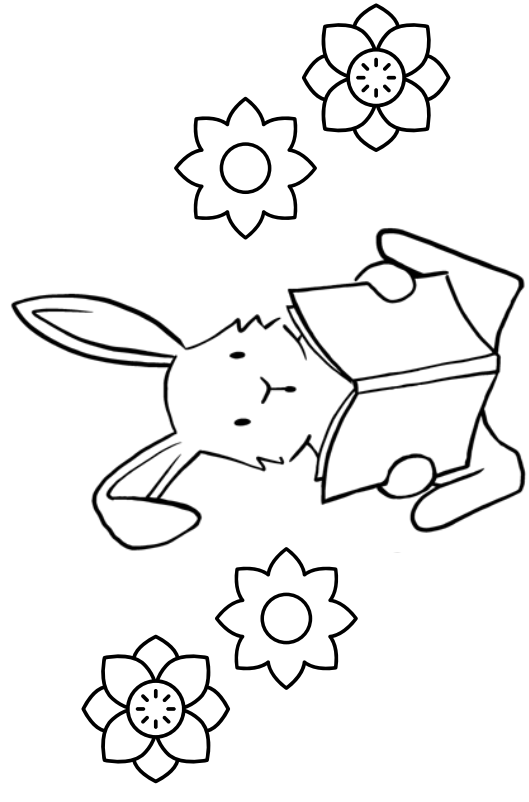
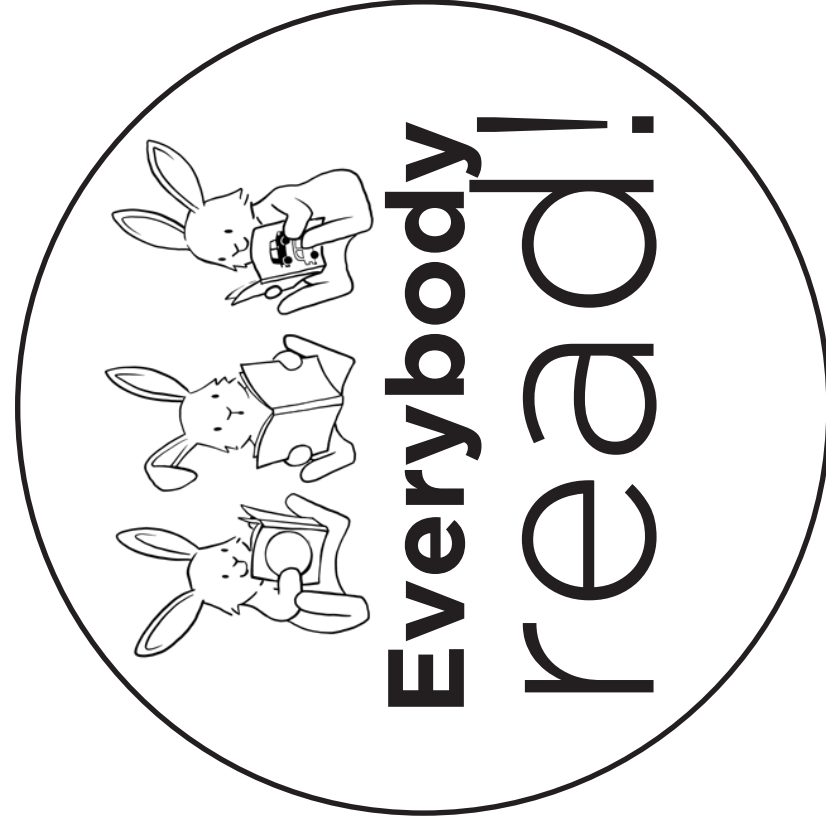




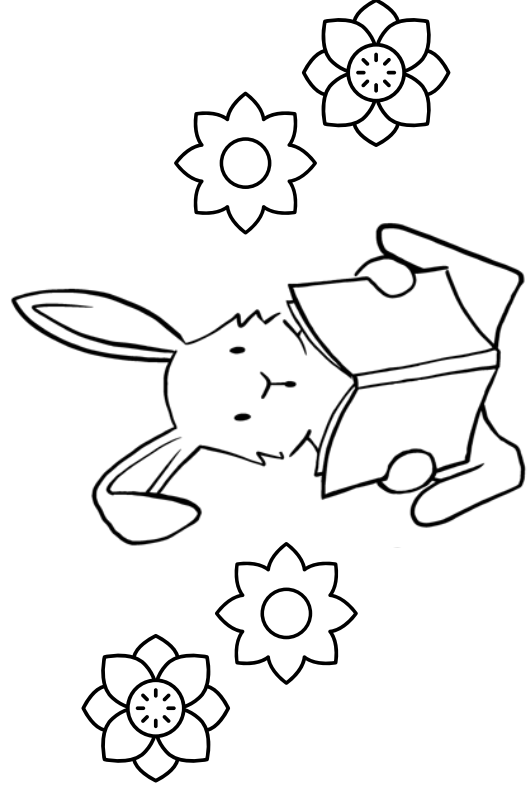
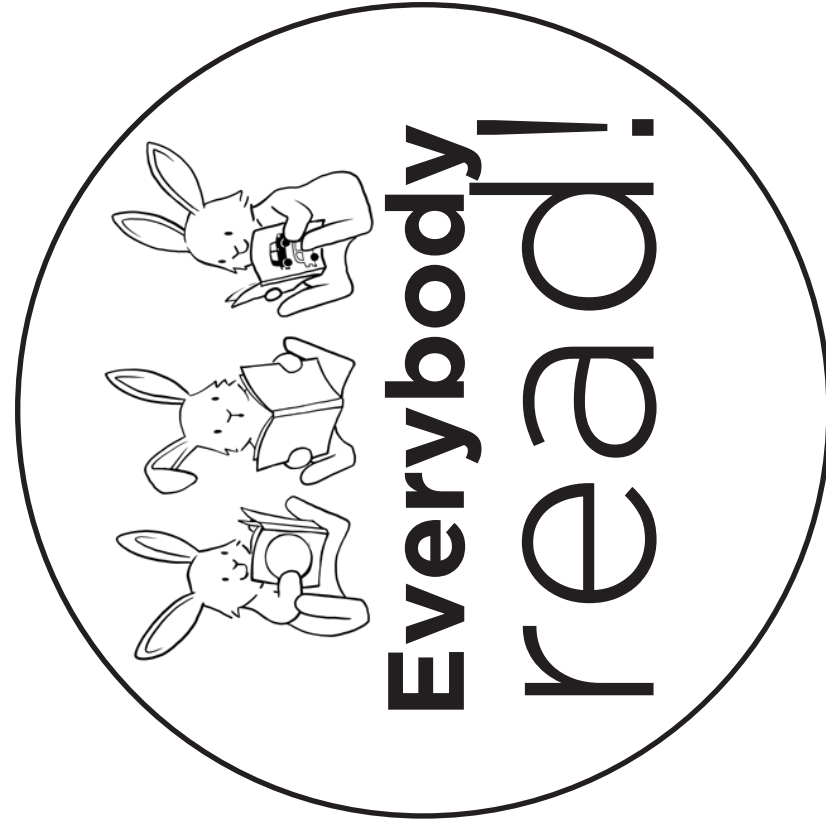




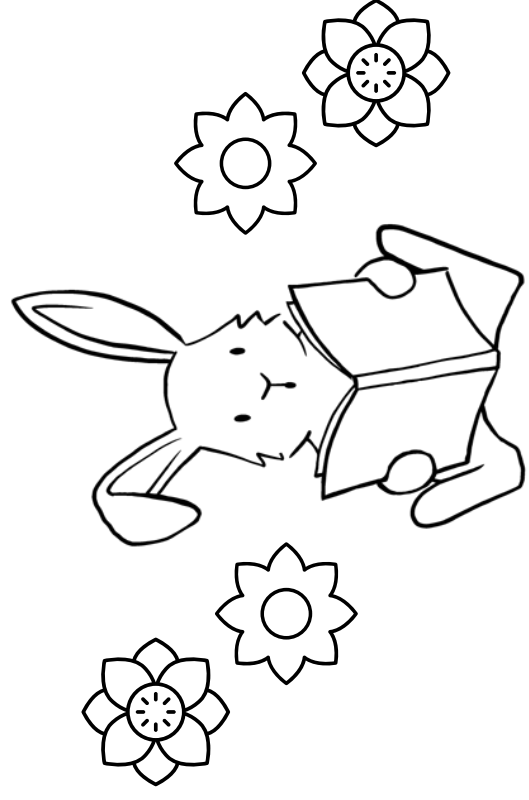
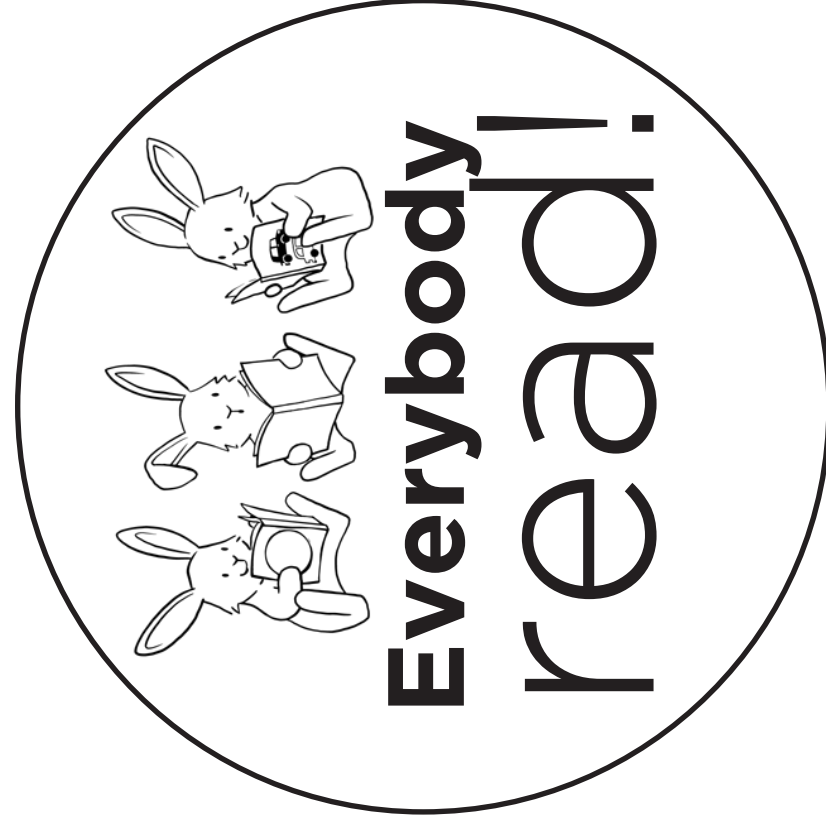
I love
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