



PHONICS
AT
HARRIETSHAM
THE LITTLE
WANDLE WAY



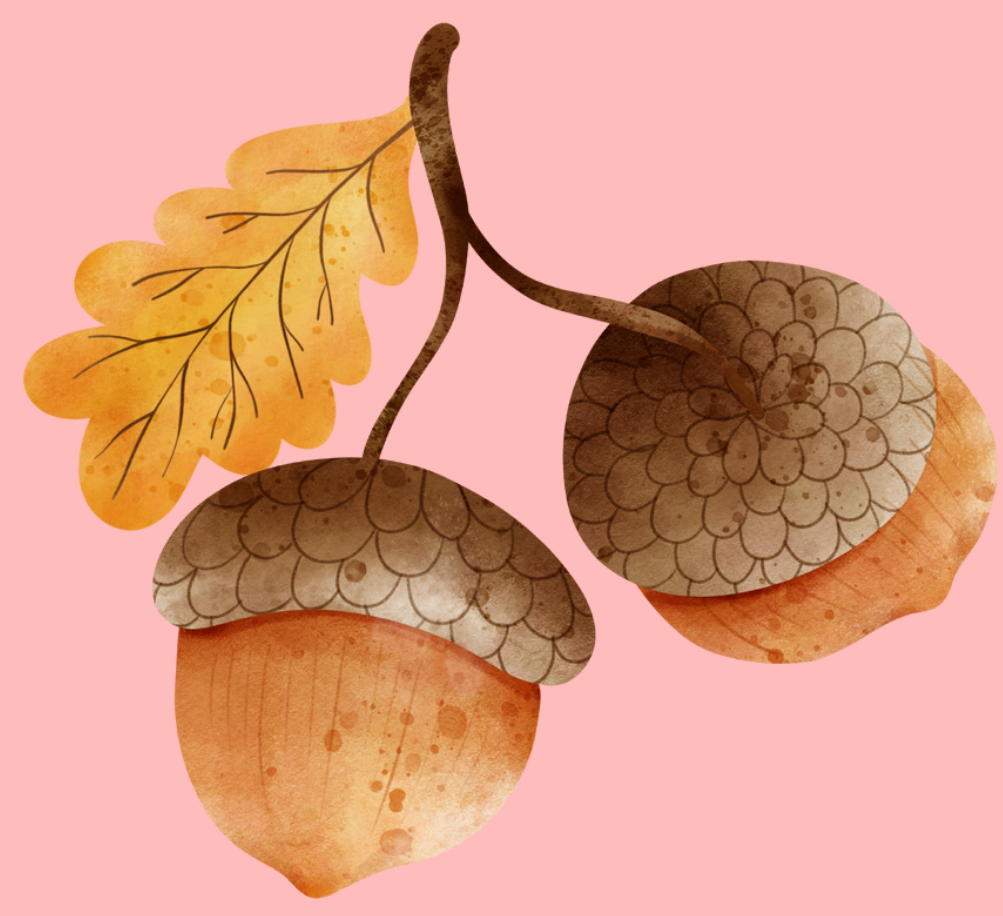
WHAT WILL YOUR CHILD BE LEARNING?

<https://www.littlewandle.org.uk/resources/for-parents/#tabnametabSupportForPhonics>:

(Please go to the 'For Parents' section)





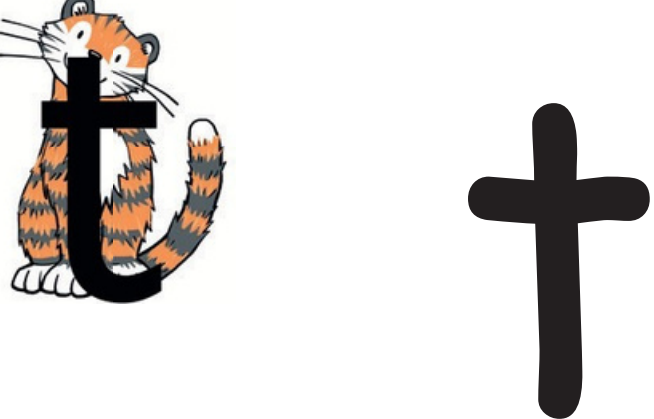

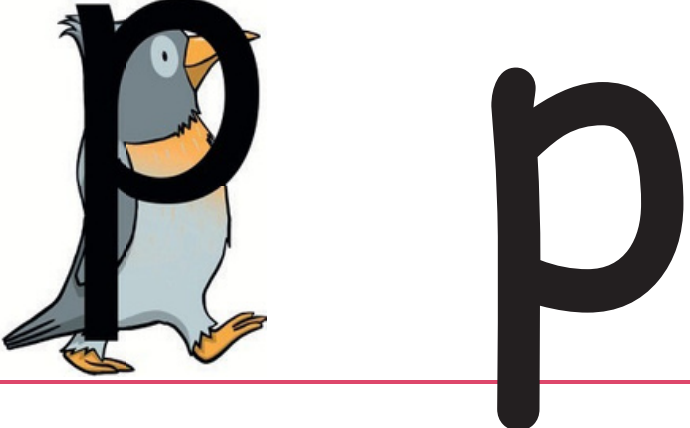

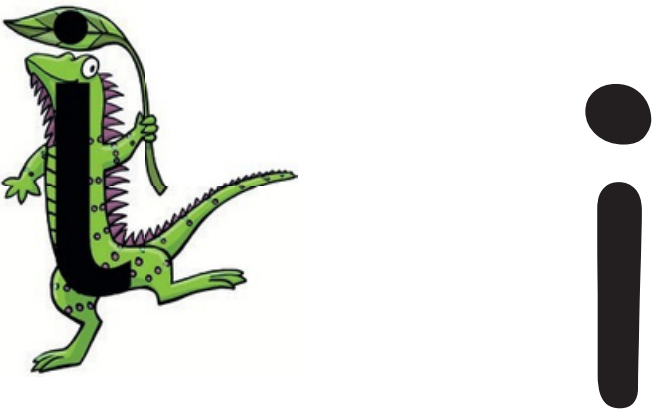
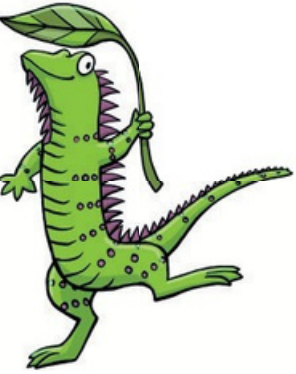

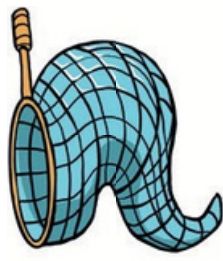
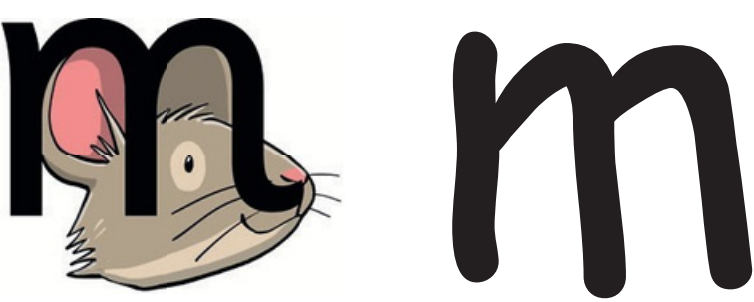

Follow this link to find out the different sounds and pronunciations your child will be learning throughout the year.



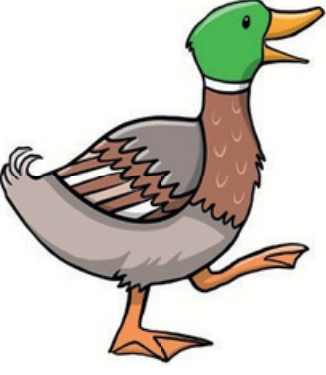




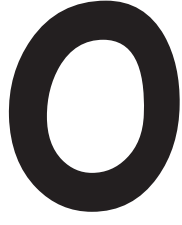




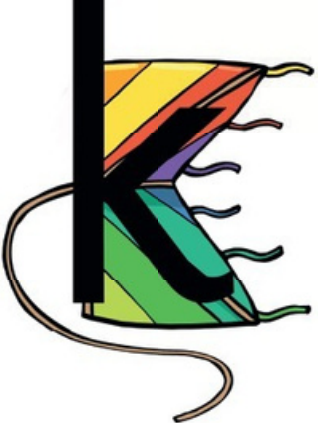
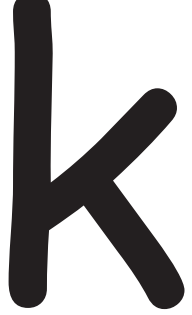
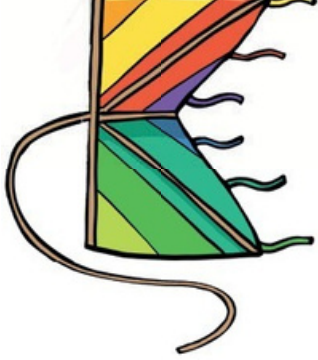





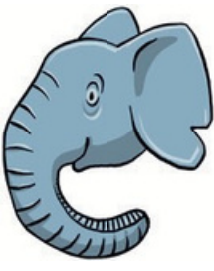
Year 2 are completing a 'Phase 5 Review' in Autumn 1, meaning they are revising their Phase 5 sounds to ensure fluency.

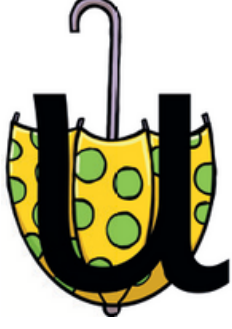
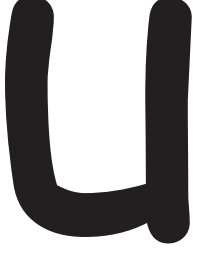


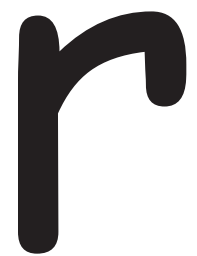


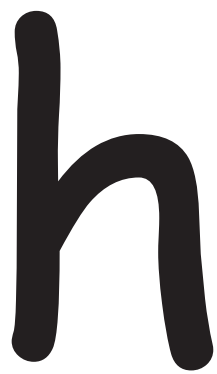


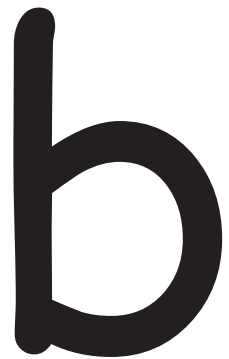






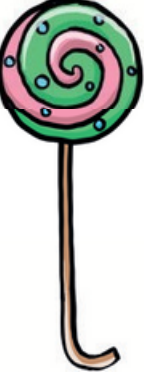


AUTUMN ONE RECEPTION



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 snake astronaut tiger	Show your teeth and and let the s hiss out sssss sssss	Down the snake from head to tail.
	 penguin	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.
		Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
		Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
	 iguana	Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana and dot the leaf.
	 net	Open your lips a bit, put your tongue behind your teeth and make the n sound nnnnn	Down, up and over the net.
		Put your lips together and make the m sound mmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>duck</p>	<p>Put your tongue to the top and front of your mouth and make a quick d d d</p>	<p>Around the duck's body, up to its head and down to its feet.</p>
 	 <p>goat</p>	<p>Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g</p>	<p>Around the goat's face and curl under its chin.</p>
 	 <p>octopus</p>	<p>Make your mouth into a round shape and say o o o</p>	<p>All around the octopus.</p>
 	 <p>cat</p>	<p>Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c</p>	<p>Curl around the cat.</p>
 	 <p>kite</p>	<p>Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say kkk</p>	<p>Down the kite, up to the top corner and down to the bottom corner.</p>
 	 <p>sock</p>	<p>Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say ccc</p>	<p>c Curl around the heel of the sock. k Down the sock, up and back down to the toe. Catchphrase: Rock that sock!</p>
 	 <p>elephant</p>	<p>Open your mouth wide and say eee</p>	<p>Around the elephant's eye and curl down its trunk.</p>

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>umbrella</p>	<p>Open your mouth wide and say u u u</p>	<p>Down and around the umbrella and back to the ground.</p>
 	 <p>rainbow</p>	<p>Show me your teeth to make a rrrrr sound rrrrr rrrrr</p>	<p>From the cloud to the ground and over the rainbow.</p>
 	 <p>helicopter</p>	<p>Open your mouth and breathe out sharply h h h</p>	<p>Down, up and over the helicopter.</p>
 	 <p>bear</p>	<p>Put your lips together and say b as you open them b b b</p>	<p>Down the bear's back, up and around its tummy.</p>
 	 <p>flamingo</p>	<p>Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff</p>	<p>Down the flamingo to its foot and across its wings.</p>
 	 <p>lollipop</p>	<p>Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llllllll</p>	<p>Down the lollipop stick.</p>

Phase 2 tricky words: Reception Autumn term

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table below shows the tricky words that your child will learn in Phase 2 in the Autumn term of Reception and explains why each word is tricky. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is as has his	s	The 's' makes the sound z . Learning so far: For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound z later in the Autumn term.
I	i	The 'i' makes the sound igh . Learning so far: For 'i', your child has learned the sound i as in 'pin'.
the	th e	Your child has not yet learned the digraph 'th' or the schwa sound made by the 'e'.
put* pull full push	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'.
go no	o	The 'o' makes the sound oa . Learning so far: For 'o', your child has learned the sound o as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. Learning so far: For 'o', your child has learned the sound o as in 'dog'.
she he we me be	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
of	f	The 'f' makes the sound v . This is a rare spelling for this sound. Learning so far: Your child has learned the sound f as in 'fish'.

*Depending on regional pronunciations, not all children will be taught the words 'put', 'pull', 'full' and 'push' as tricky words.

Terminology

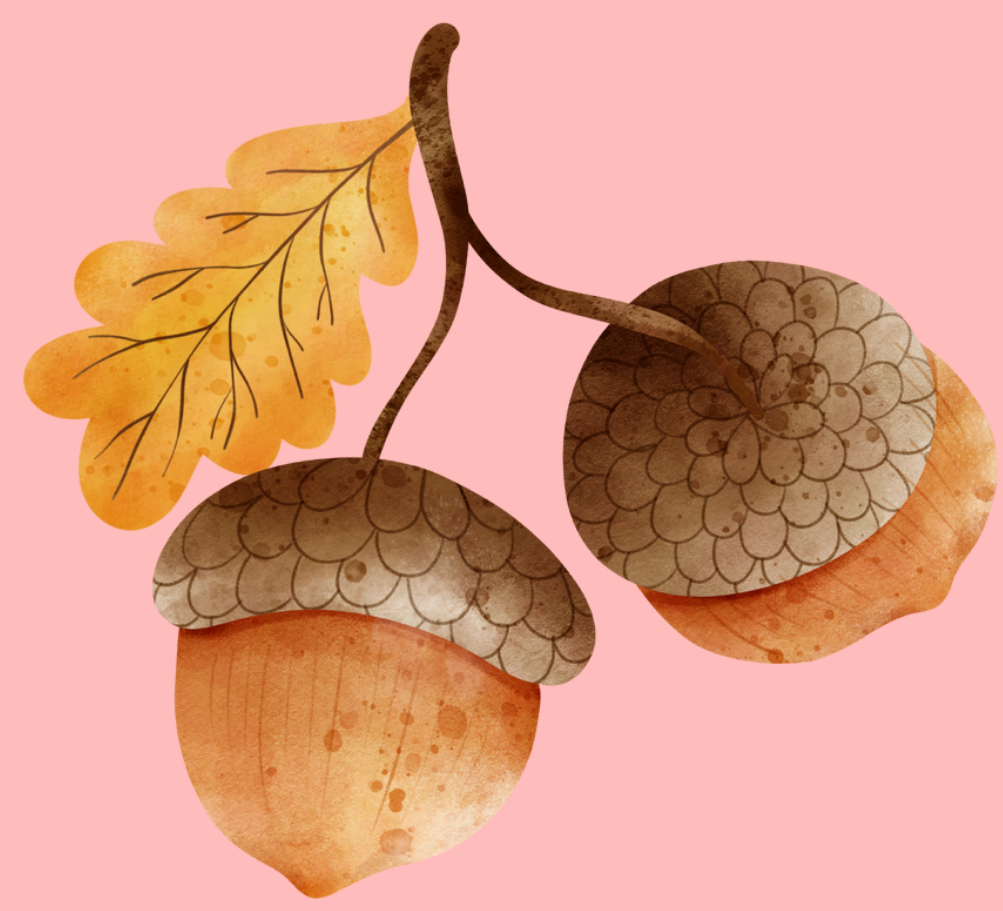
Phoneme: The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

Grapheme: A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.

Decode: To break down ('sound out') a written word into sounds then blend the sounds together to read the word.

Digraph: A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'.

Schwa: This is the name for the most common sound in English. It is the unstressed sound that we find in many words and can be spelled in many ways. It makes an 'uh' sound, which varies according to accent. Examples include: the, , , , .



AUTUMN ONE

YEAR 1





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.

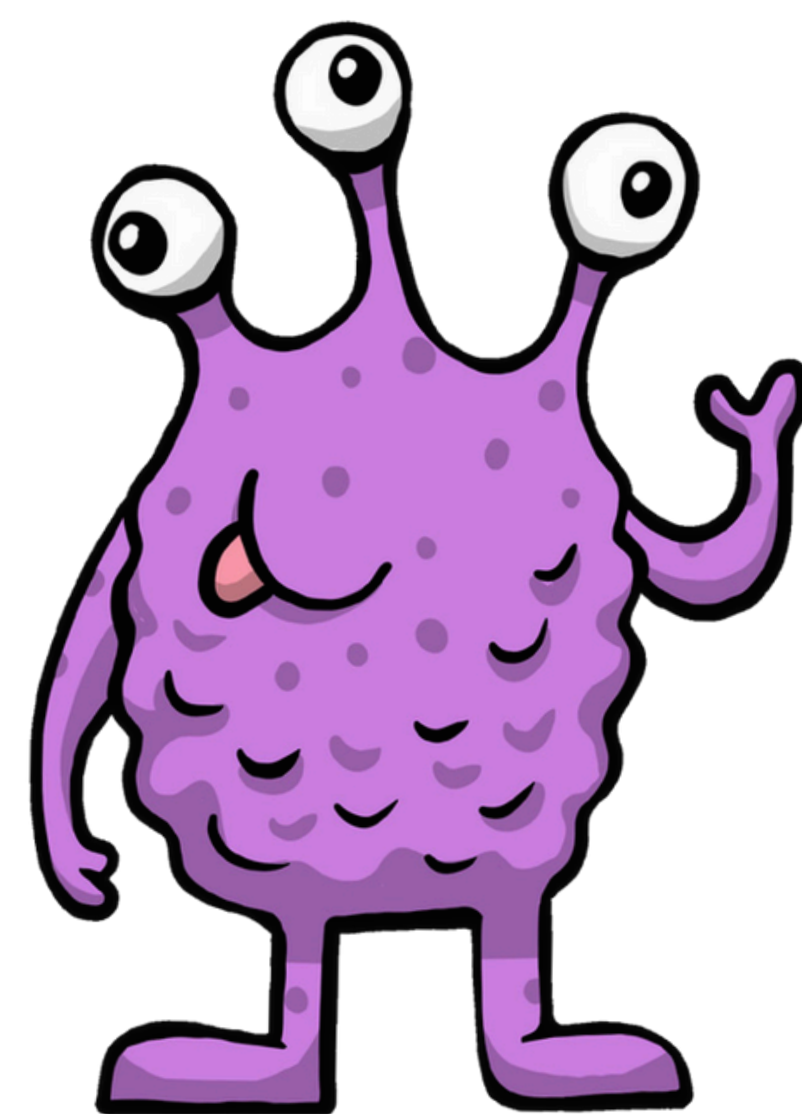
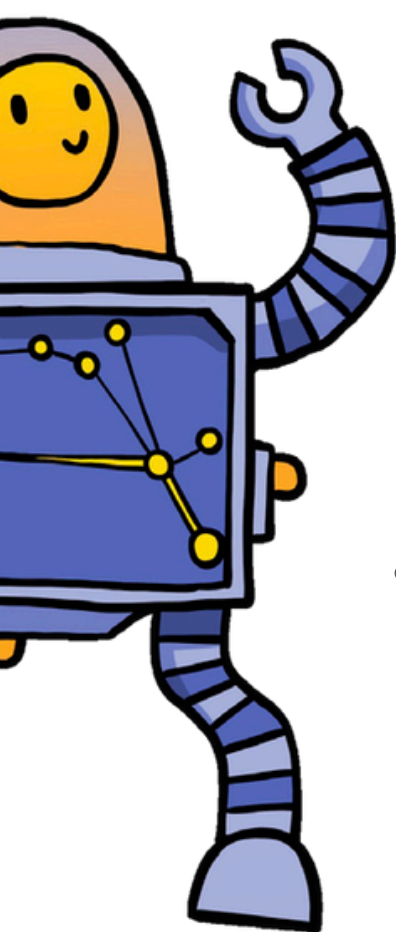
Do I need to do

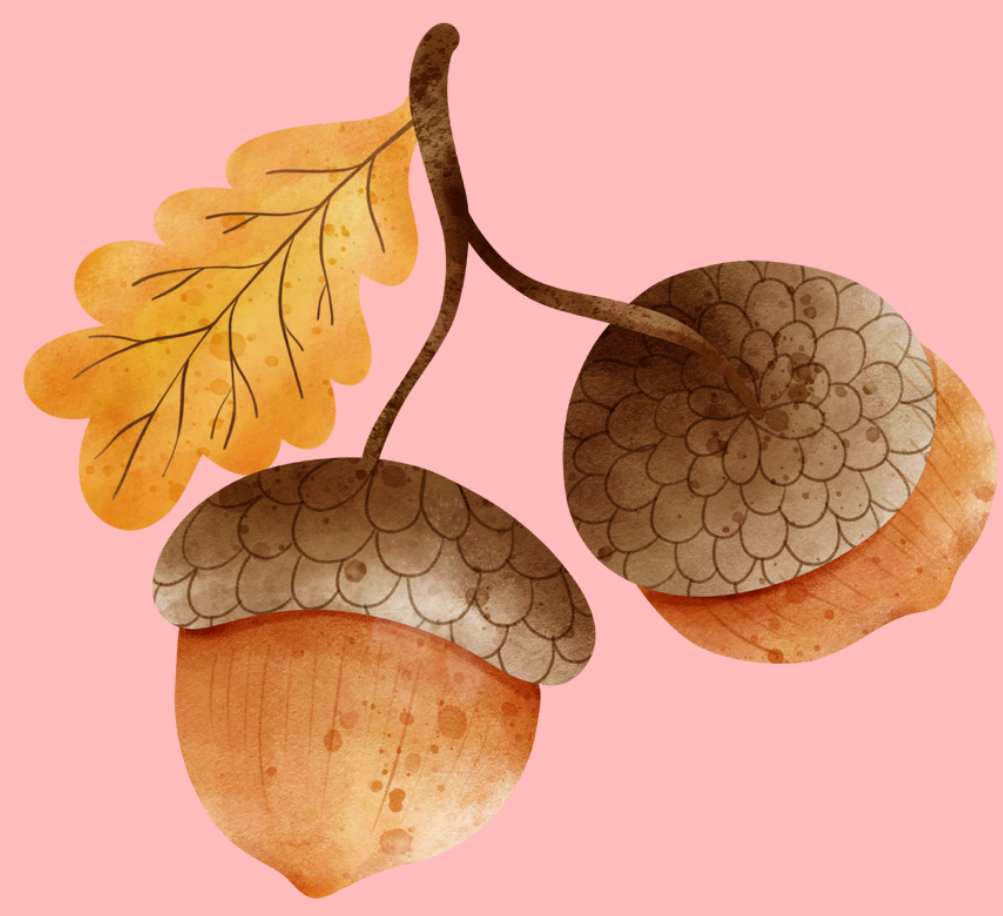
anything to further support my child?

- 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

- 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.














AUTUMN ONE
YEAR 2
PHASE 5 REVIEW






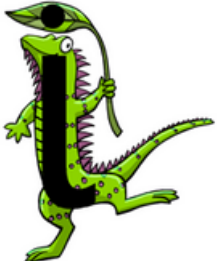

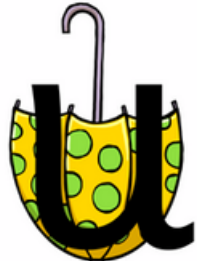


How to say the Phase 5 sounds

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






Sounds introduced in Phase 2


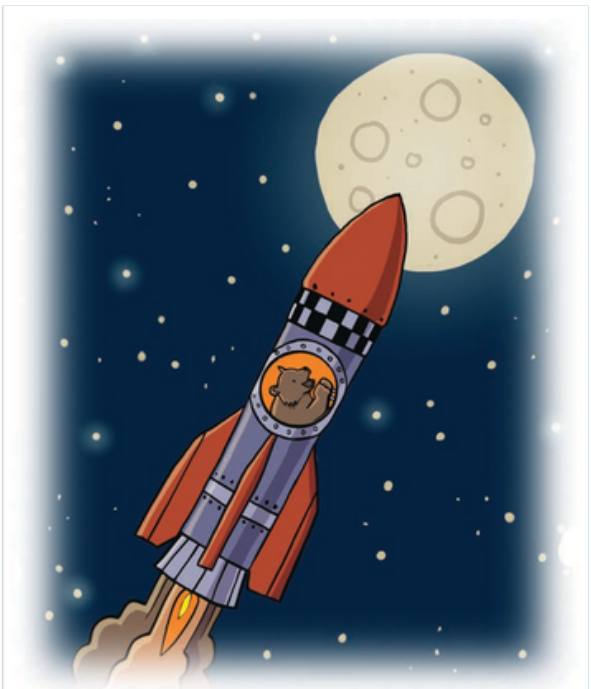


Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into 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 rrrrr sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff fffff	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 vvvvv vvvvv	ve





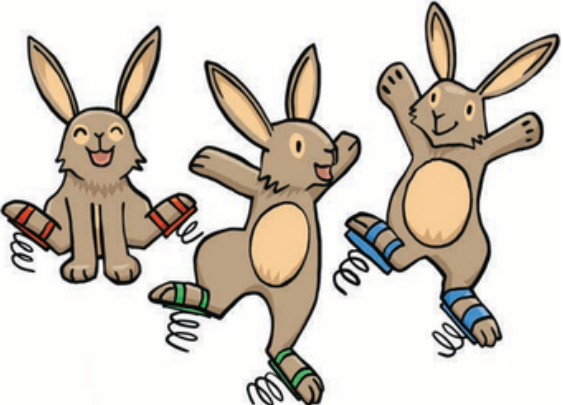
Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say w w w	wh
	Show me your teeth and buzz the z sound zzzzz zzzzz	se ze
	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	tch ture*
	Show me your teeth and push the air out 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


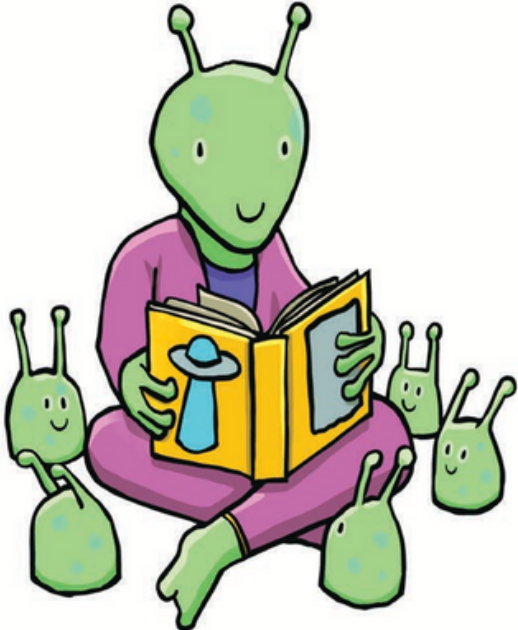

*Note that the pronunciation of 'ture' has a slight schwa sound at the end.

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 2252 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**





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.

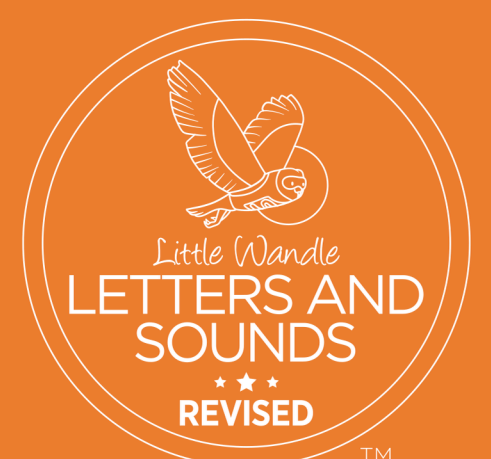
Reading a book and chatting about it has a positive impact on your child's ability to:

- 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.



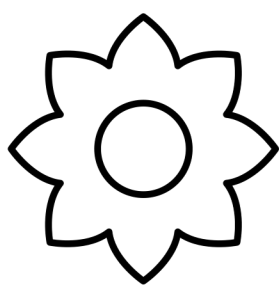
Does the type of book matter?

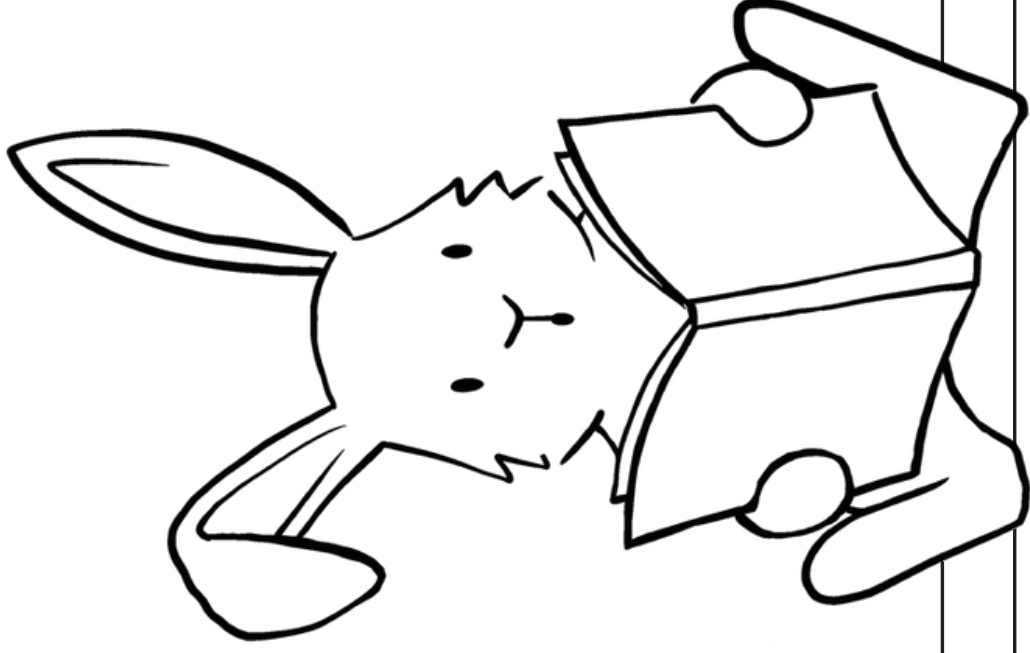
- Let your child be the boss of the books they choose. Enjoyment really matters.
- Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.
- Catalogues are fun to share and talk about too.

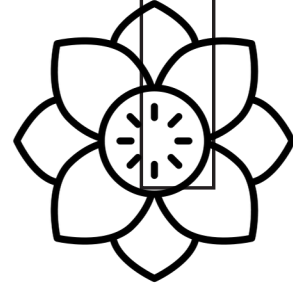
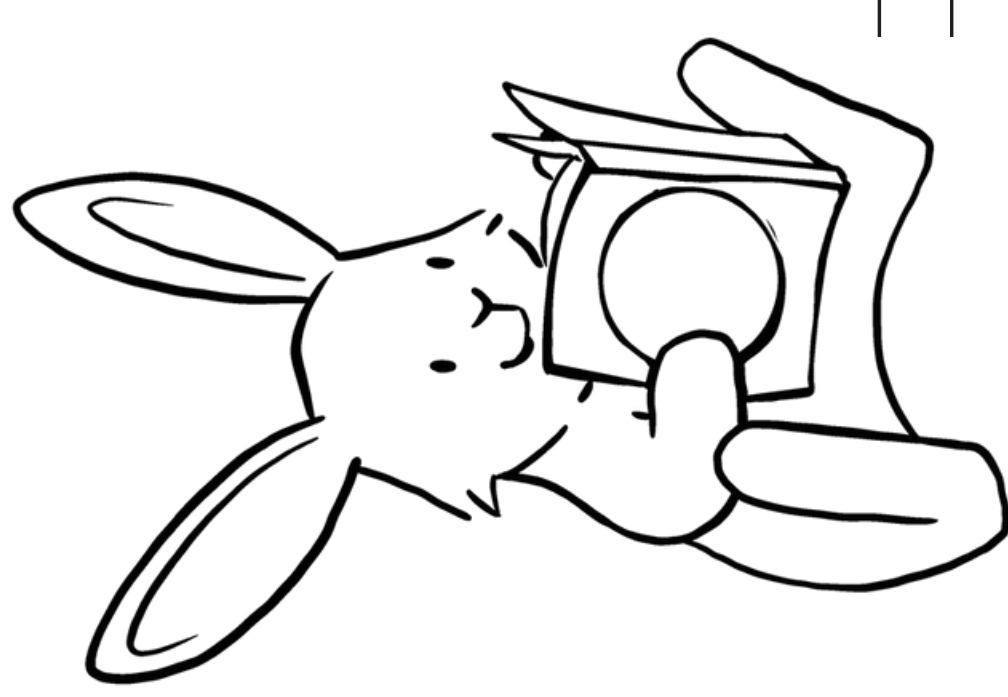
What if they always want to read the same book?

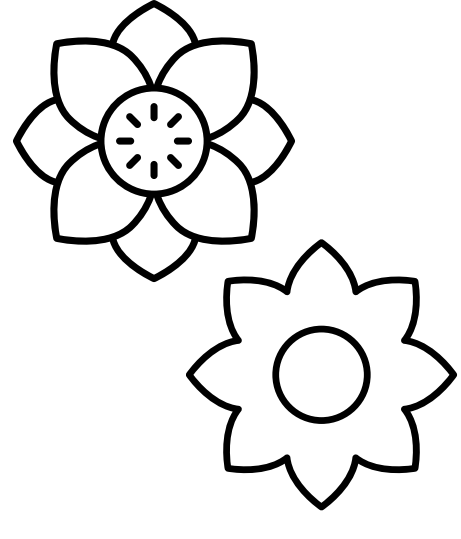
- Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.
- Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.
- If you really want to mix it up offer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

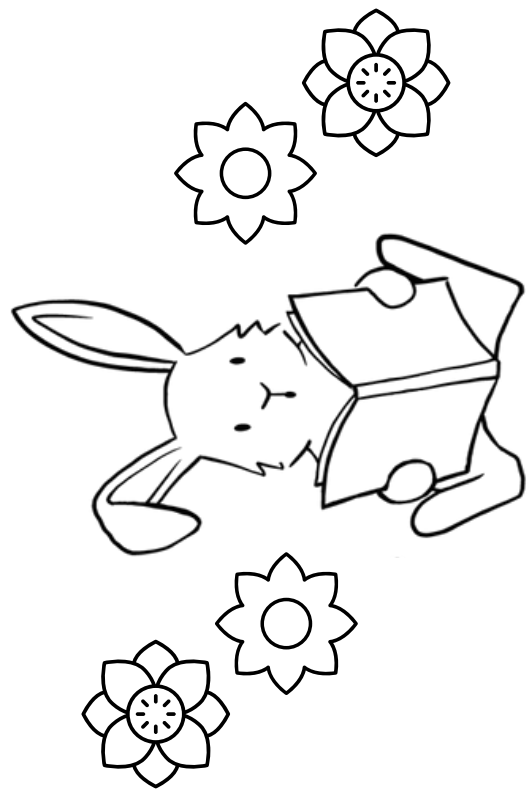
Look at the books I have read!



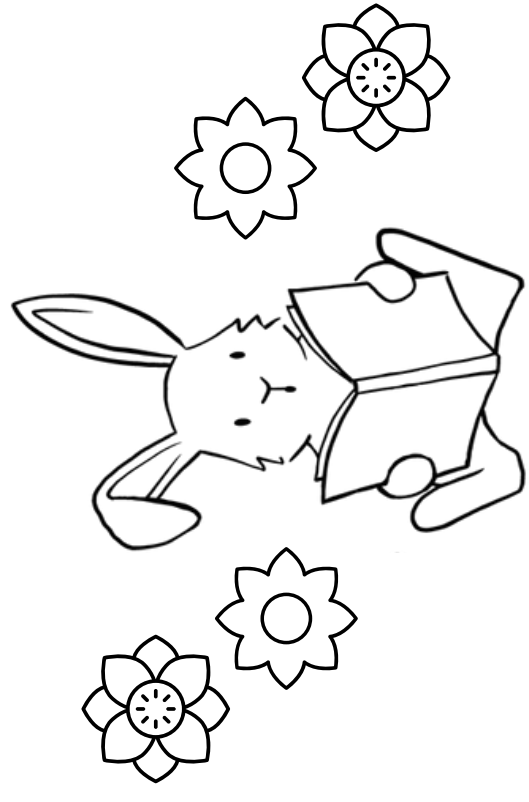




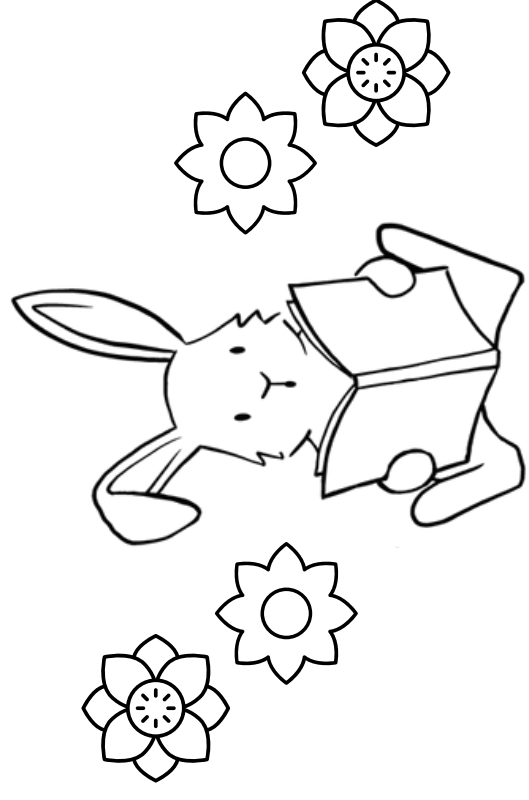
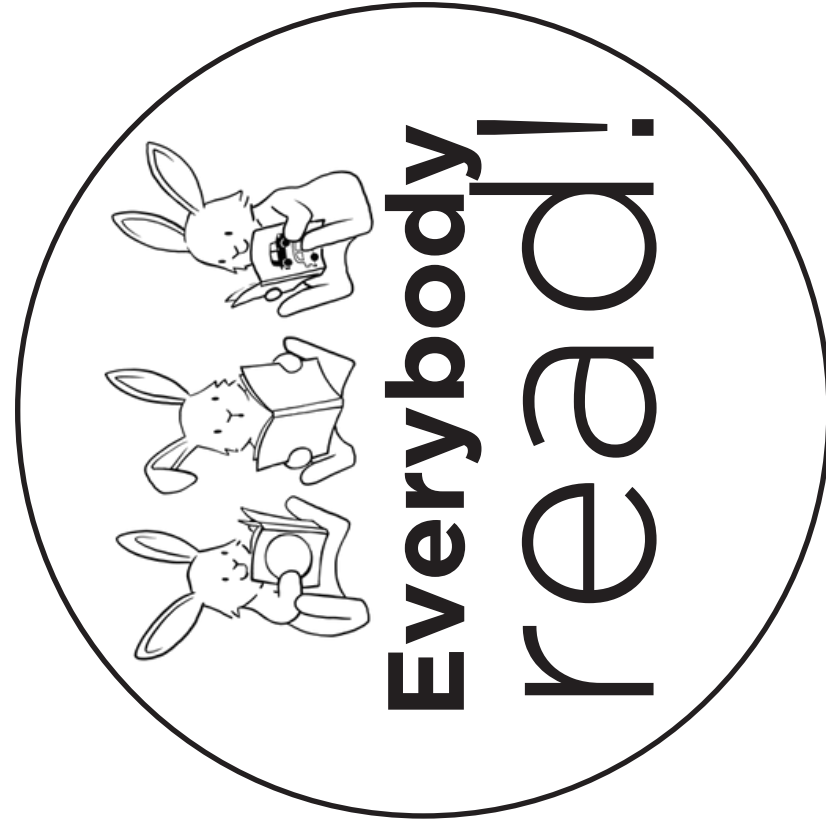




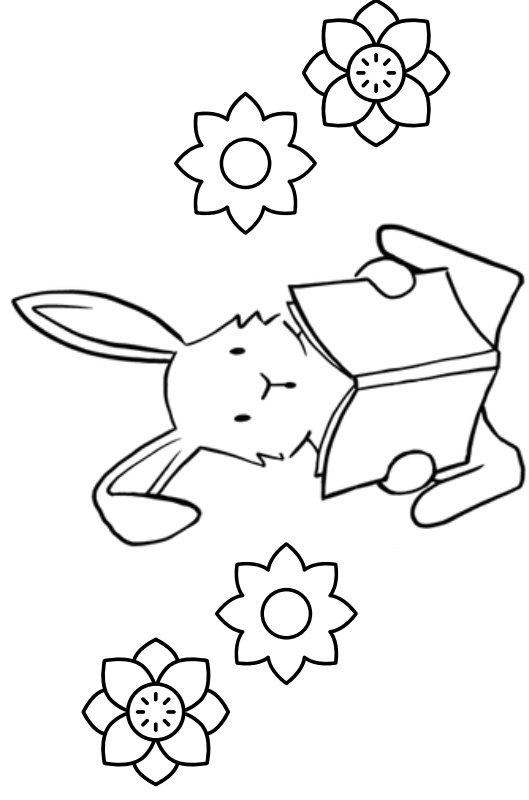
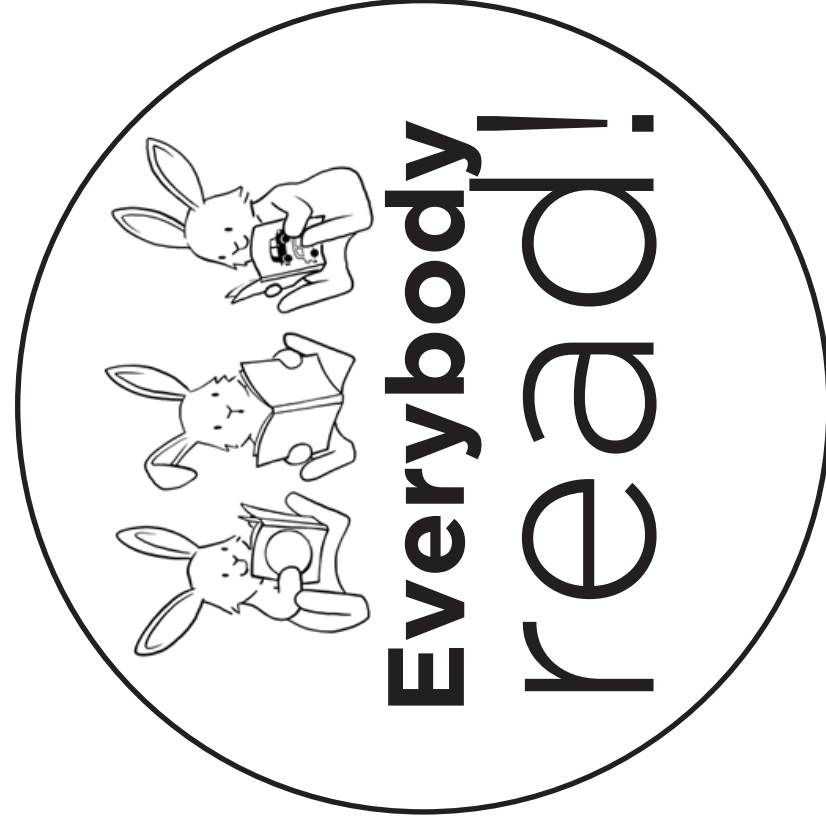
I love
to read.
You love
to read.



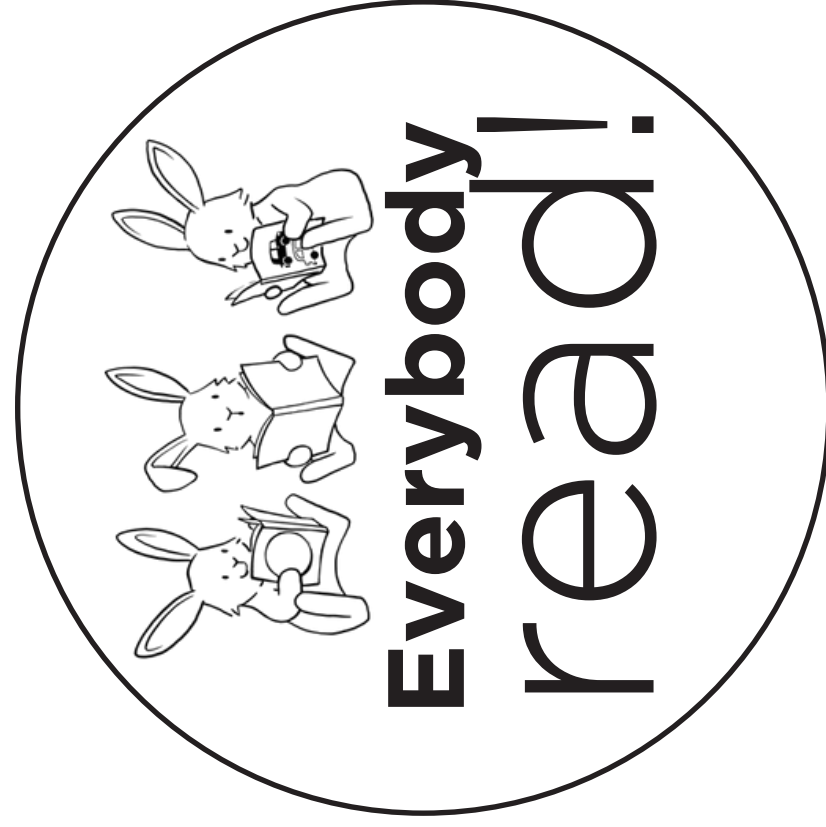
I love
to read.
You love
to read.



I love
to read.
You love
to read.



I love
to read.
You love
to read.



SUPPORT YOUR CHILD WITH READING

YEARS R, 1 AND 2



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.

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.

They will also be reading it during school, so they will be familiar with the text - the aim is fluency!

Listen to your child 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.