



**PHONICS**  
**AT**  
**HARRIETSHAM**  
**THE LITTLE**  
**WANDLE WAY**

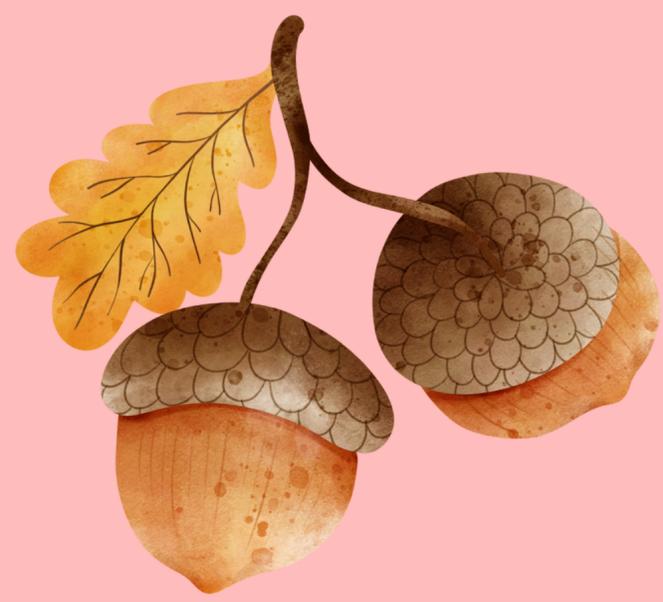


# WHAT WILL YOUR CHILD BE LEARNING?

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

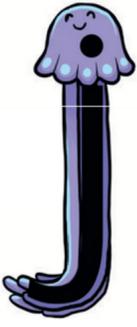
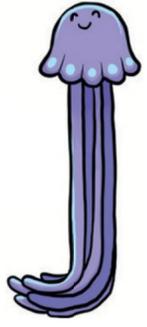
(Please go to the 'For Parents' section)

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



# **AUTUMN TWO RECEPTION**



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>jellyfish</p>	<p>Pucker your lips and show your teeth; use your tongue as you say <b>jjj</b></p>	<p>Down the jellyfish and dot its head.</p>
 	 <p>volcano</p>	<p>Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b></p>	<p>Down to the bottom of the volcano and back up to the top.</p>
 	 <p>wave</p>	<p>Pucker your lips and keep them small as you say <b>w ww</b></p>	<p>Down and up and down and up the waves.</p>
 	 <p>box</p>	<p>Mouth open, then push the <b>cs/x</b> sound through as you close your mouth <b>cscscs (x x x)</b></p>	<p>From the top, across the box to the bottom. From the top again, across the box to the bottom.</p>
 	 <p>yoyo</p>	<p>Smile, tongue to the top of your mouth, say <b>y</b> without opening your mouth <b>yyy</b></p>	<p>Down, around the yo-yo and curl around the string.</p>
 	 <p>zebra</p>	<p>Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b></p>	<p>Across the top of the zebra's head, zig-zag down its neck and along.</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 <b>z</b> . <b>Learning so far:</b> For 's', your child has learned the sound <b>s</b> as in 'sat'. They will learn that 's' can make the sound <b>z</b> later in the Autumn term.
I	i	The 'i' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'i', your child has learned the sound <b>i</b> 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 <b>oo</b> (as in 'book'). <b>Learning so far:</b> For 'u', your child has learned the sound <b>u</b> 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 <b>oa</b> . <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
to into	o	The 'o' makes the sound <b>oo</b> (as in 'food') or the schwa sound, depending on context. <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
she he we me be	e	The 'e' makes the sound <b>ee</b> . <b>Learning so far:</b> For 'e', your child has learned the sound <b>e</b> as in 'egg'.
of	f	The 'f' makes the sound <b>v</b> . This is a rare spelling for this sound. <b>Learning so far:</b> Your child has learned the sound <b>f</b> 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 TWO 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](http://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.

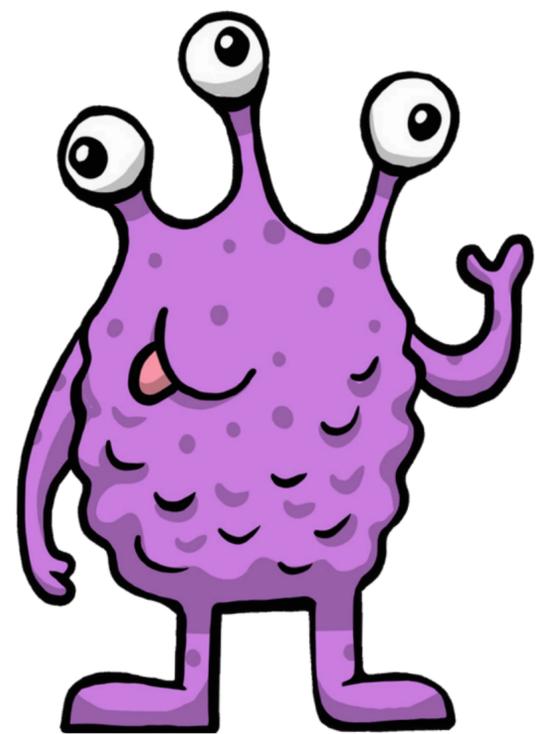
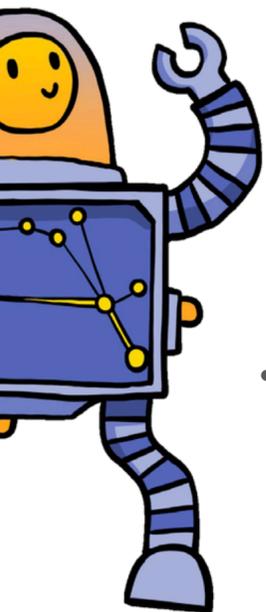
### Do I need to do

#### 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.

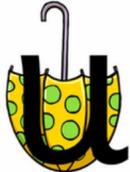


# How to say the Phase 5 sounds

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

## Sounds introduced in Phase 2

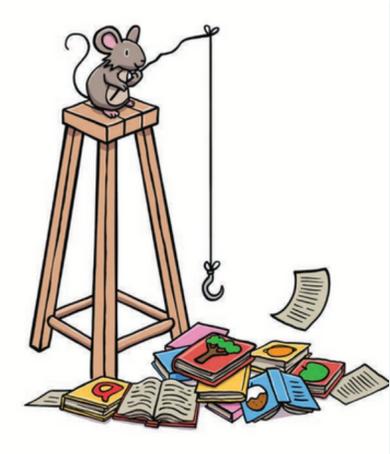
Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	<b>c se ce st sc</b>
	Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	<b>kn gn</b>
	Put your lips together and make the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

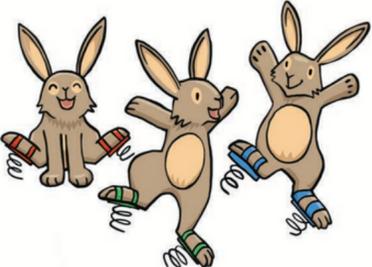
Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say <b>w w w</b>	<b>wh</b>
	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>	<b>se ze</b>
	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	<b>tch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

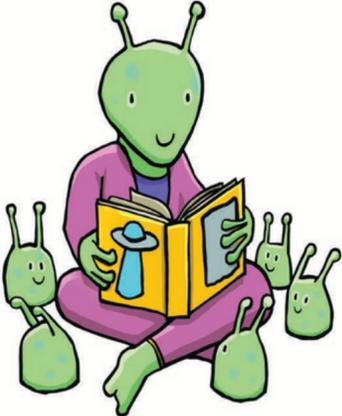
\*Note that the pronunciation of 'ture' has a slight schwa sound at the end.

## 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 <b>ai ai ai</b>	<b>ay a</b> <b>a-e</b> <b>eigh</b> <b>aigh</b> <b>ey</b> <b>ea</b>
ee	 <p>sheep in a jeep</p>	Smile with your lips apart and say <b>ee ee ee</b>	<b>ea</b> <b>e</b> <b>e-e</b> <b>ie</b> <b>y</b> <b>ey</b>
igh	 <p>a light in the night</p>	Open your mouth in a relaxed way and say <b>igh igh igh</b>	<b>ie</b> <b>i</b> <b>i-e</b> <b>y</b>
oa	 <p>soap that goat</p>	Make an 'o' with your mouth and say <b>oa oa oa</b>	<b>o</b> <b>o-e</b> <b>ou</b> <b>oe</b> <b>ow</b>

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 <b>oo oo oo</b></p>	<p><b>ue</b> <b>u-e</b> <b>ew</b> <b>ou</b> <b>ui</b></p>
yoo		<p>Pucker your lips and keep them small as you say <b>yoo yoo yoo</b></p>	<p><b>ue</b> <b>u</b> <b>u-e</b> <b>ew</b></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 <b>oo oo oo</b></p>	<p><b>u*</b> <b>oul</b></p>
ar	 <p>march in the dark</p>	<p>Open your mouth wide, push your tongue down and say <b>ar ar ar</b></p>	<p><b>a*</b> <b>al*</b></p>

Grapheme	Catchphrase 	Pronunciation phrase	Phase 5 Graphemes
or	 <p>born with a horn</p>	<p>Make an 'o' with your mouth, push your tongue down and say <b>or or or</b></p>	<p><b>aw</b> <b>au</b> <b>aur</b> <b>oor</b> <b>al</b> <b>a</b> <b>oar</b> <b>ore</b></p>
ur	 <p>curl the fur</p>	<p>Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b></p>	<p><b>er</b> <b>ir</b> <b>or</b></p>
ow	 <p>wow owl</p>	<p>Open your mouth wide then move your lips together as you say <b>ow ow ow</b></p>	<p><b>ou</b></p>
oi	 <p>boing boing</p>	<p>Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b></p>	<p><b>oy</b></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 <b>ear ear ear</b>	<b>ere</b> <b>ear</b>
air	 <p>chair in the air</p>	Open your mouth wide, push your tongue down as you say <b>air air airear</b>	<b>are</b> <b>ere</b>
zh		Pucker your lips and show your teeth; push the air over your tongue as you say <b>zh zh</b>	<b>su</b> <b>si</b>

\*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?](https://www.amazon.co.uk/Little-Wandle-Phonics-Flashcards-Reception/dp/000856373X/ref=sr_1_2?)

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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\\_xjWZaNa5pQRK6ShcCE\\_sQfJEEUM.d\\_kVwCvFnzYlcGe6e2T3I9AAbl\\_pR\\_rqSNW\\_xNZWt5GIMk8.nQzmWHBMdzprYNMO\\_gNItt6hPl74VKML\\_vDutg5jp8InXKrov\\_dFrszvTl4SM5IuKGmYweGZ3laR-MtK00A5\\_wNpQouPrqoxOthDFw9wcn-D2AmE\\_KecWm7ICQrB67qyYOlcxT4\\_jOIolUfRtPOl48dlzjl\\_aXXBSC\\_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_xjWZaNa5pQRK6ShcCE_sQfJEEUM.d_kVwCvFnzYlcGe6e2T3I9AAbl_pR_rqSNW_xNZWt5GIMk8.nQzmWHBMdzprYNMO_gNItt6hPl74VKML_vDutg5jp8InXKrov_dFrszvTl4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlcxT4_jOIolUfRtPOl48dlzjl_aXXBSC_gFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-3)



# 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.



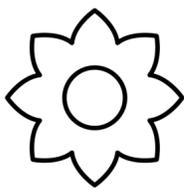
## Does the type of book matter?

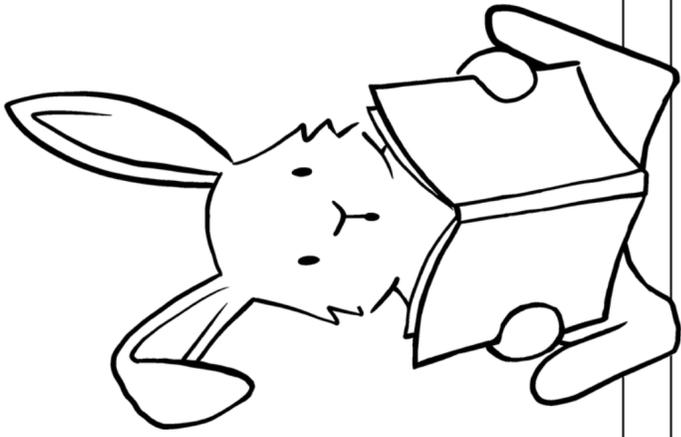
- Let your child be the boss of the books they choose. Enjoyment really matters.
- Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.
- Catalogues are fun to share and talk about too.

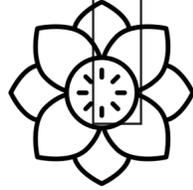
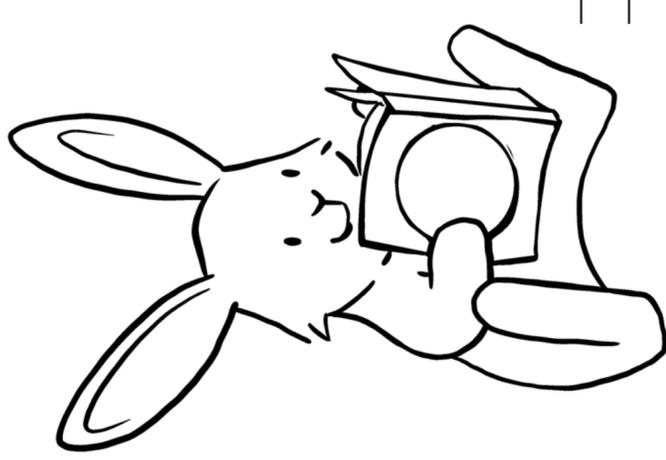
## What if they always want to read the same book?

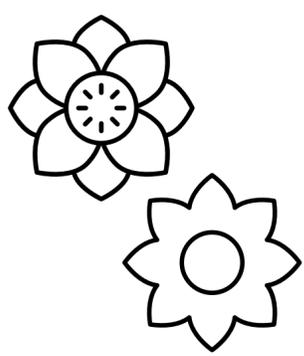
- Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.
- Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.
- If you really want to mix it up offer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

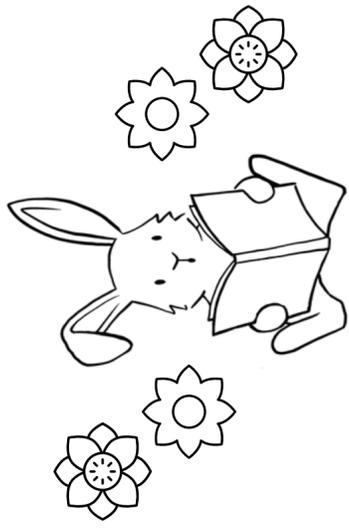
# Look at the books I have read!



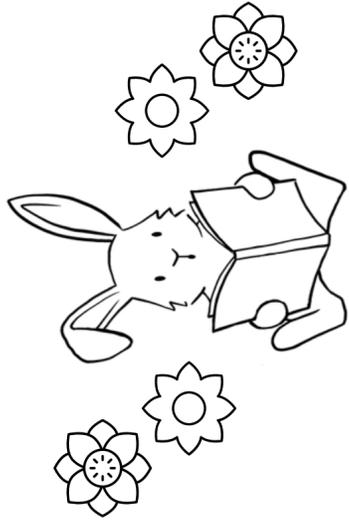



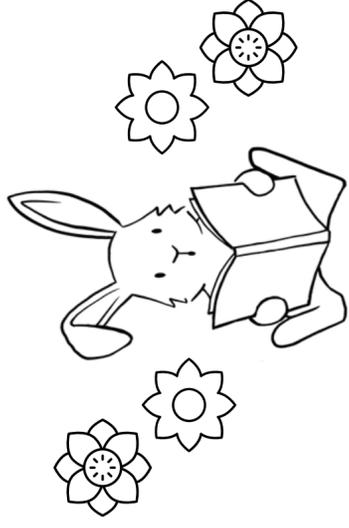





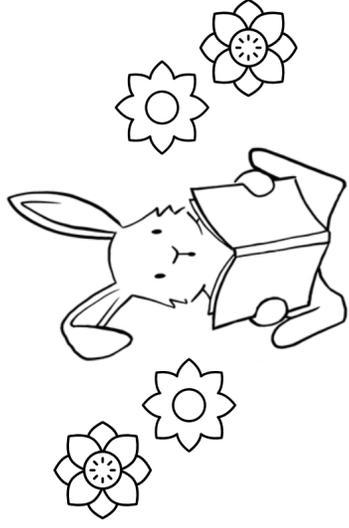
I love  
to read.  
You love  
to read.



I love  
to read.  
You love  
to read.



I love  
to read.  
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to read.



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