A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Little Wandle
LETTERS AND
SOUNDS
REVISED
TM

Teach reading: change lives

Parent workshop: Phonics and early reading in Reception, Phase 2

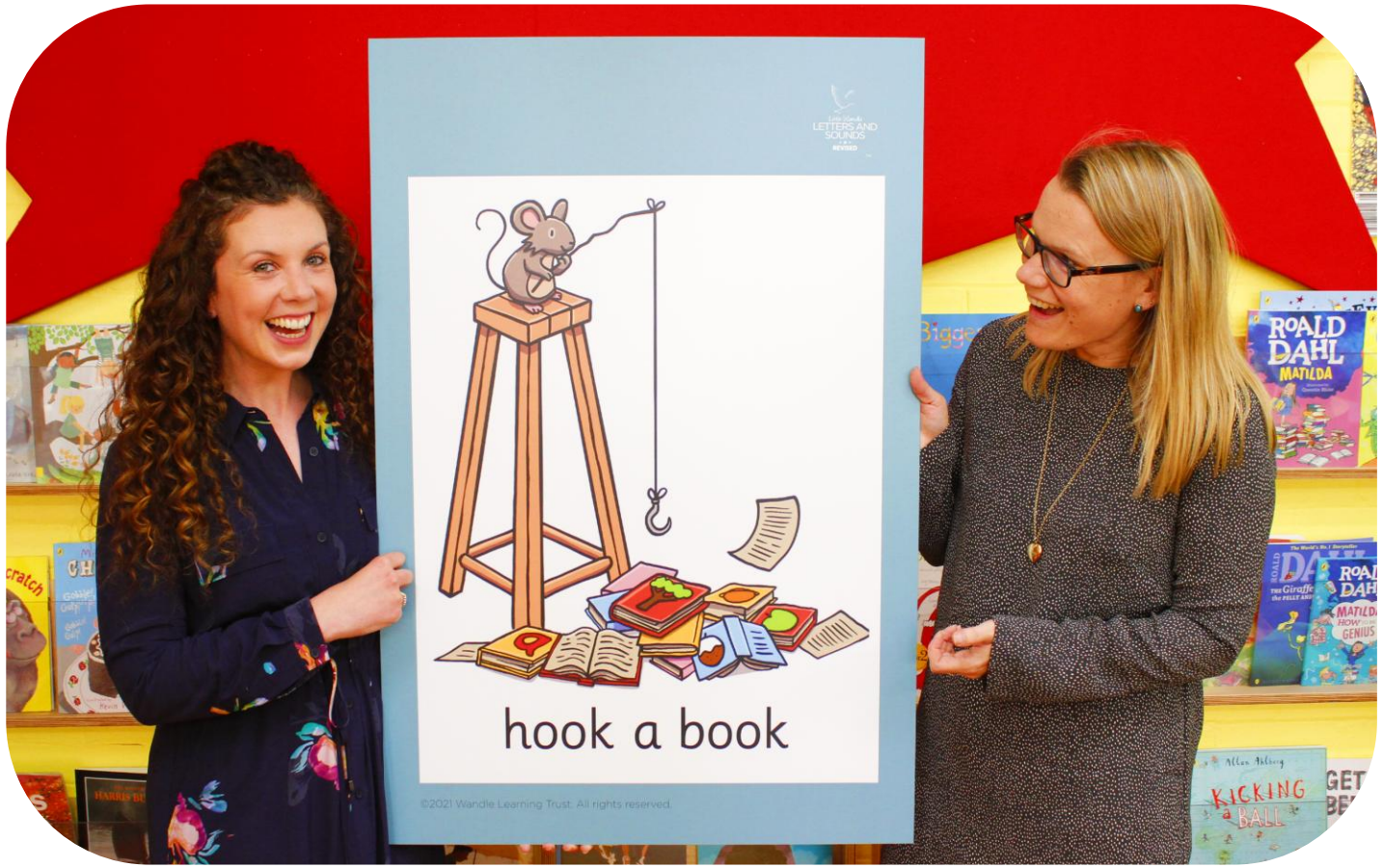
A love of reading is the biggest indicator of future academic success.

OECD (The Organisation for Economic Co-operation and Development)

Phonics

Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.



Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

This term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We started teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.

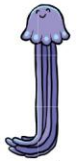


We teach Phase 2 in this order

Phase 2 grapheme information sheet — Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and and let the **s** hiss out **ssssss sssss**	Under the snake's chin, slide down and round its tail.
a a	 astronaut	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.
t t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press **t t t**	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together and push them open and say **p p p**	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth **i i i**	Down the iguana's body, then draw a dot [on the leaf] at the top.
n n		Open your lips a bit,put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	Down the stick, up and over the net.

Phase 2 grapheme information sheet — Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say **j j j**	All the way down the jellyfish. Dot on its head.
v v	 volcano	Put your teeth against your bottom lip and make a buzzing **vvvv vvvv**	Down to the bottom of the volcano, and back up to the top.
w w	 wave	Pucker your lips and keep them small as you say **w w w**	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x	 box	Mouth open then push the **cs/x** sound through as you close your mouth **cs cs cs** (**x x x**)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of	Down and round the yo-yo,

Let’s say the Phase 2 sounds

s ss	t tt	p pp	n nn	m mm	d dd	g gg	c k ck cc	r rr
h	b bb	f ff	l ll	j	v vv	w	x	y
z zz s	qu	ch	sh	th	ng	nk		

a	e	i	o	u



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Blending to read words



Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



Reading tricky words



Reading and spelling

Spelling

- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet **Autumn 1**

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How do we teach spelling?

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

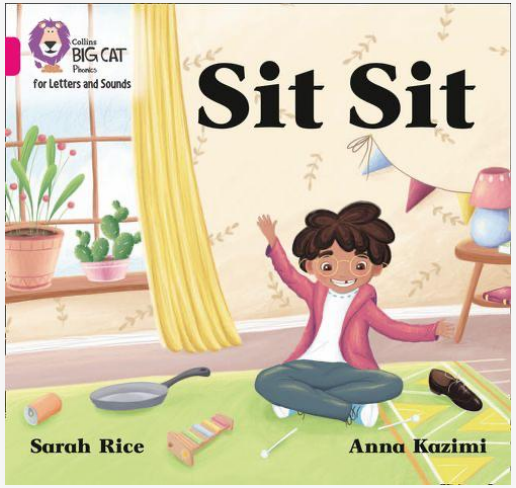


How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups







How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

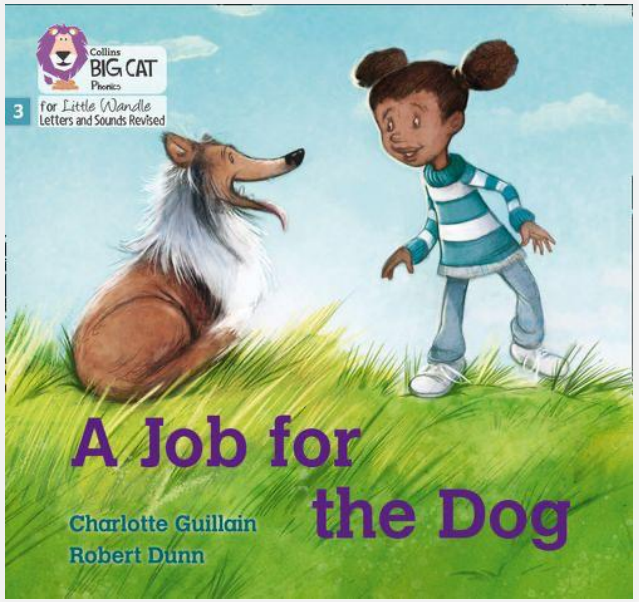
m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat	man	hug	red	peck

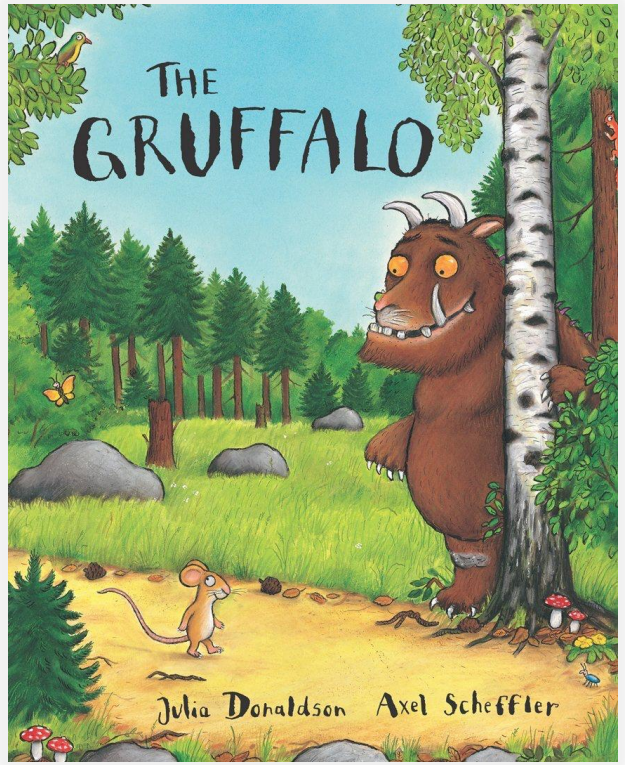


Reading at home

Books going home







Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can’t read a word, read it to them.
- Talk about the book and celebrate their success.



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to…

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

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



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

One of the greatest gifts adults can give is to read to children

Carl Sagan