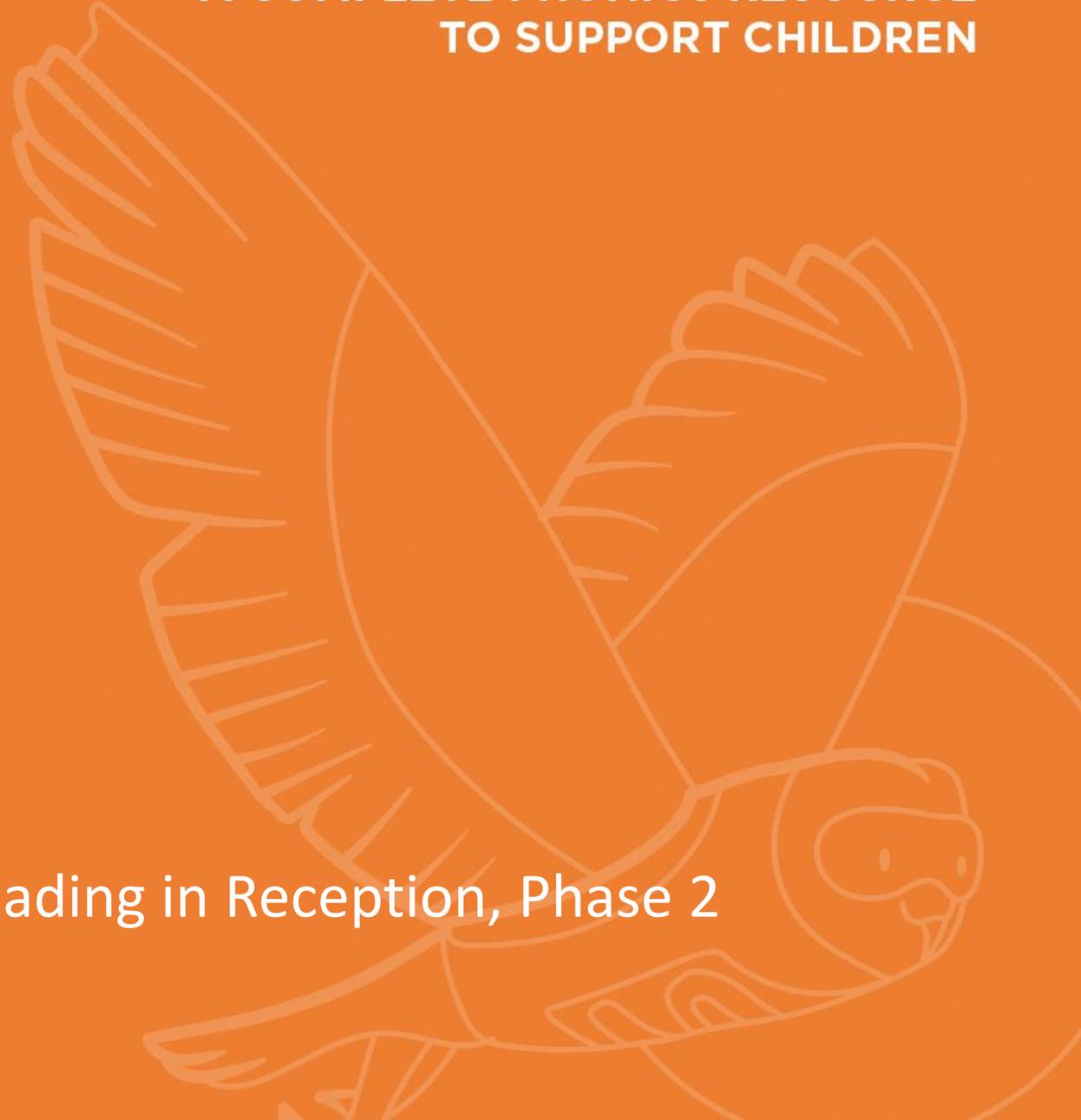




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading in Reception, Phase 2
(Autumn 1)





**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 Phonics from Week 1.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order

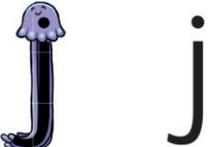
Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 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	 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	 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	 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		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	 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	 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	 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	 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 your mouth, say y without	Down and round the yo-yo, then follow the string sound

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

Supporting your child with phonics

Our Website



[Home](#) > [Learning](#) > [Curriculum](#) > [Phonics](#)

Phonics

Introduction to Phonics



Phonics

Our Team:

Lucy Colley- EYFS Phonics Lead

Beki Arora - KS1 Phonic Lead

“Phonics is... making connections between the sounds of our spoken words (phonemes) and the letters that are used to write them down (graphemes)”.

At Hampton Hargate Primary, children begin to read in Reception using Phonics. We use the DfE approved systematic synthetic Phonics (SSP) scheme, 'Little Wandle Letters and Sounds Revised', where children concentrate on speaking and listening skills, preparing them for learning to read by developing their phonic knowledge and skills.

[Little Wandle Overview
Reception to Year 1](#)

[Phase 2 and 3 Grapheme
Mat](#)

[Phase 2 Grapheme Mat](#)

[Phase 2, 3 and 5 Grapheme
Mat](#)

[Phonics and Reading
Parent Workshop](#)

[Phonics Terminology](#)

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 and spelling

How do we teach spelling?



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

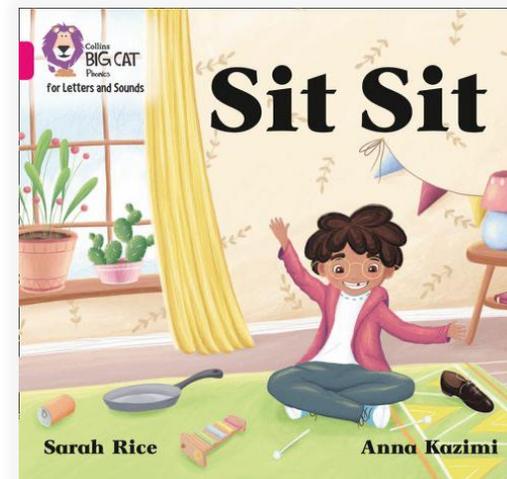
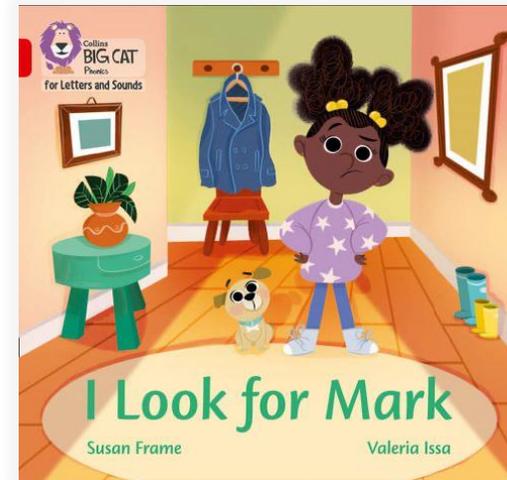


How do we practise reading in books?

Individual reading happens once a week.

Reading practice sessions start once children can blend and are:

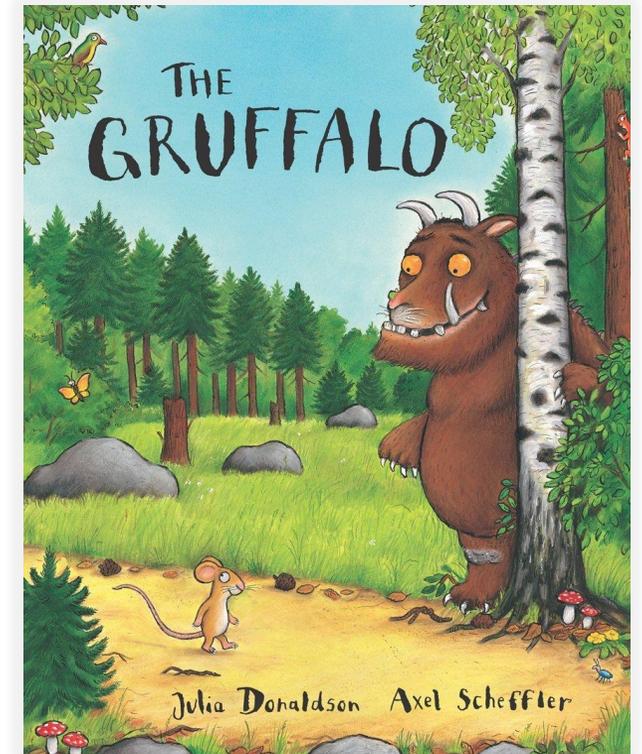
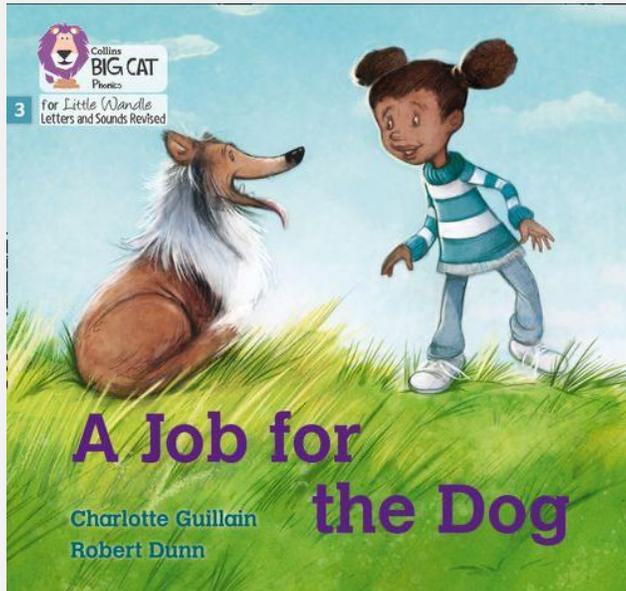
- timetabled two times a week
- taught by a trained teacher/teaching assistant
- taught in small groups





Reading at home

Books going home



Reading a wordless books

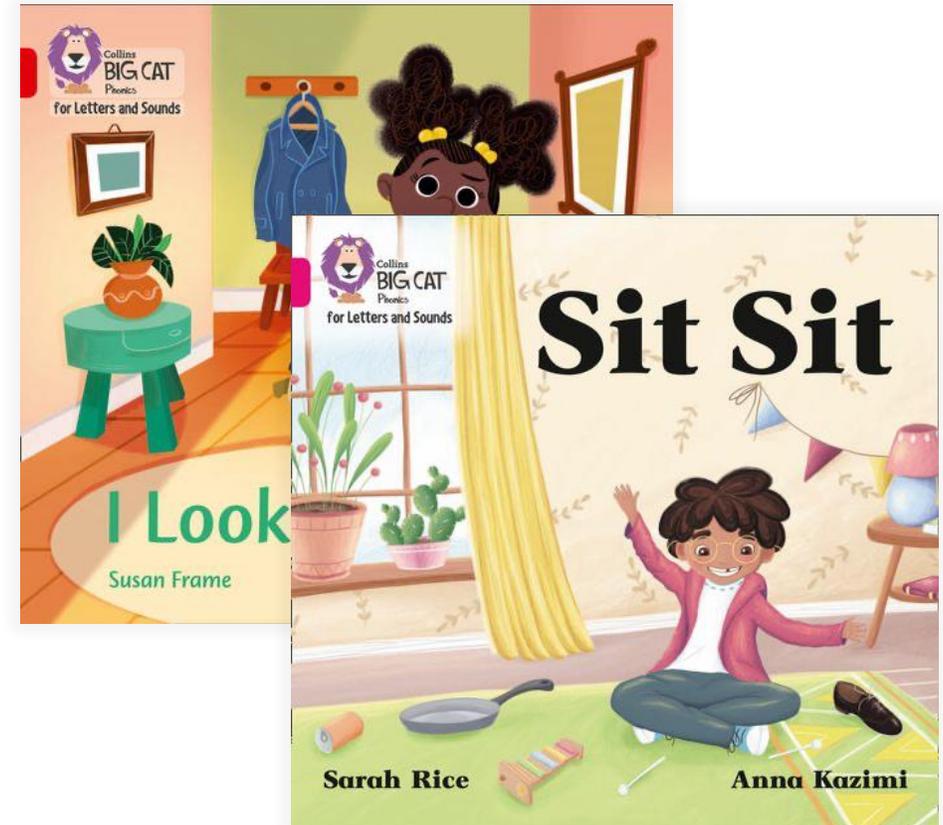
Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



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.



Read to your child

The shared book (Library book or from the book share box) is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language.
 - Encourage your child to use new vocabulary.
 - Make up sentences together.
 - Find different words to use.
 - Describe things you see.



Supporting your child with phonics

Weekly Phonic Overviews



Little Wandle - Letters and Sounds
Reception Phonics Home Learning



Phase 2 - Autumn 1 Week 4
Focus - Phonemes ck / e / u / r

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -



Pronunciation Phrase - ck

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

Digraph (ck) -
two letters, one sound



Pronunciation Phrase - e

Open your mouth wide and say e e e



Pronunciation Phrase - u

Open your mouth wide and say u u u



Pronunciation Phrase - r

Show me your teeth to make a rrrrr sound rrrrr

We will be orally blending words. Can you hear the phonemes in these words? Can you listen and then repeat the word?

s - o - ck p - a - ck p - e - t

m - u - d r - e - d d - u - ck

We will be practising tricky words. Can you spot the tricky part of the word?

l is



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.





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

Carl Sagan

