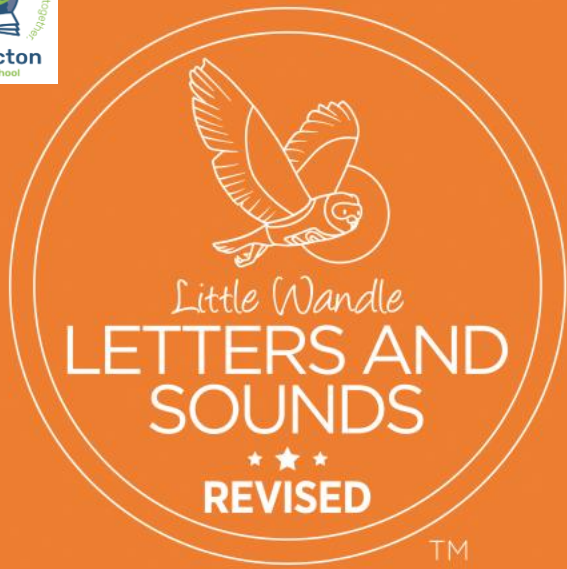




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: Change lives

Parent workshop: Introduction to Phonics and Early Reading

Thursday 16th October 2025

Miss Loderick – Reception Year Group Leader

Welcome



Thank you for coming to
this information session on Phonics and Early Reading.

Aims of this session:



Understand what phonics and reading are.



Learn about our phonics and reading programme – Little Wandle.



See how we teach phonics and reading in school.

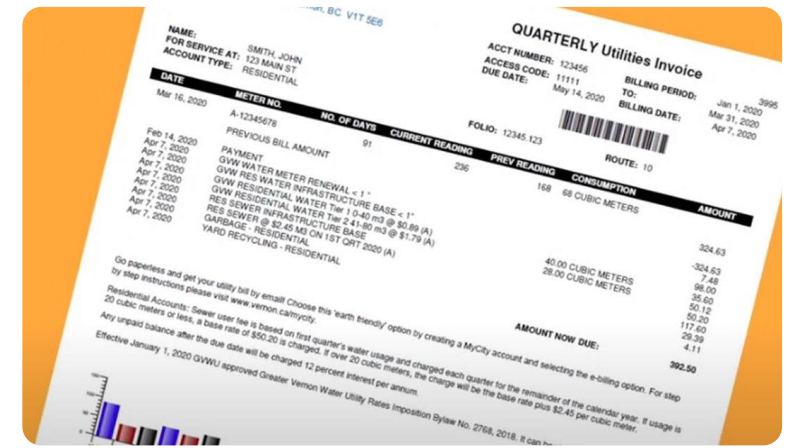


Discover how you can support your child's reading at home.

This PowerPoint will be saved on the school website under the Reception tab.



Have you stopped to think about how many times you've already read something today? It shows just how essential strong reading skills are for everyday life — and how important it is to help our children build them early.



Phonics

Little Wandle (Letters and Sounds Revised)

- At West Acton Primary School, we use *Little Wandle (Letters and Sounds Revised)* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.
- We have been using this programme for four years and it is now embedded across the whole school.
- All staff who deliver the programme are highly trained and skilled in teaching phonics and early reading.



Phonics is:

“

Making connections between phonemes (the sounds of our spoken words) and graphemes (the letters/ letter groups that are used to write them down).

There are 26 letters of the alphabet, 44 phonemes and 250 graphemes (letters/ groups of letters).

It sounds complicated but it really isn't once you have learned to unlock the code!

”

Why do we teach phonics?



Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read – **learning phonics helps to unlock the code** .

Understanding phonics will also help children know which letters to use when they are writing words - **learning phonics helps to unlock the code**. *National Literacy Trust*



Why do we teach phonics?

“

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading.

Our expectations of progression are aspirational yet achievable if we maintain pace, practice and participation by all children.

”

Teaching order

Phase order:

- Phase 1 - Nursery
 - Phase 2, 3 and 4 - Reception
 - Phase 5 - Year 1
-
- We teach four new sounds each week, with a review lesson on Friday.
 - Every half term, you will receive a booklet to use at home that shows the sounds your child is learning. This can help with letter formation and pronunciation.
 - You can also find additional guidance on the Little Wandle Letters and Sounds parent page. <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

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.

Teaching order

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words - words with s /z/ in the middle - words with -s /s/ /z/ at the end - words with -es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est - longer words	Review all taught so far

Terminology

Phoneme

Grapheme

Digraph

Trigraph

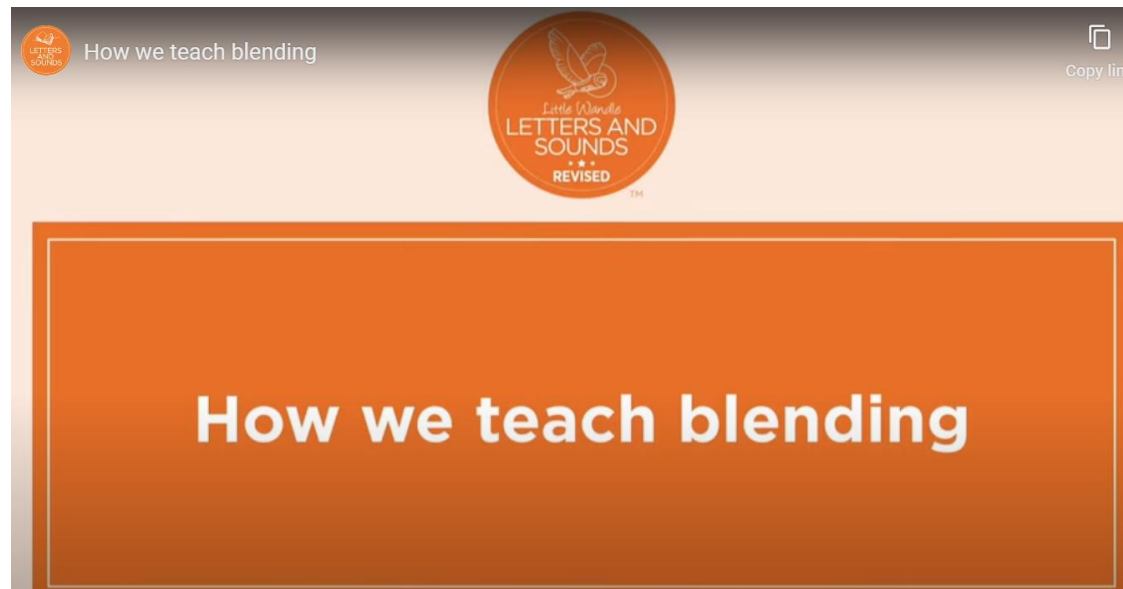
Split vowel digraph

Blend

Segment

Blending to read words

Some children learn to blend really quickly and others take a little longer.



<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/>

At West Acton we also provide daily small group keep-up lessons (10 minutes) for those children who might need some extra support with learning to blend.

Keep-up groups



- **Some children learn to blend quickly, while others take a little longer.**
- **The children are assessed every half term and if they need extra support with their phonics, we timetable daily keep-up groups.**
- **These daily sessions help children strengthen their blending skills and develop fluent recognition of Phase 2 and 3 GPCs and enable them to progress onto Phase 4 all of which are essential for becoming confident, fluent readers.**
- **We use cued articulation as part of these sessions to help children form sounds correctly, focusing on the mouth shape and incorporating an action that mimics the shape of the mouth. If needed, children use mirrors to copy the teacher and check their own mouth shape as they practice the sound.**
- **These group sessions ensure all children can read words independently.**
- **We continue teaching new GPCs in class, and children remain in the daily keep-up groups until they can read words independently and recall them automatically.**

Gradually your child learns the entire alphabetic code – we will work our way through the whole Little Wandle programme until your child can read fluently.

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with –s /s/ added at the end (hats sits) - words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with –s /z/ in the middle - words with –es /z/ at the end - words with –s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

How we make learning stick

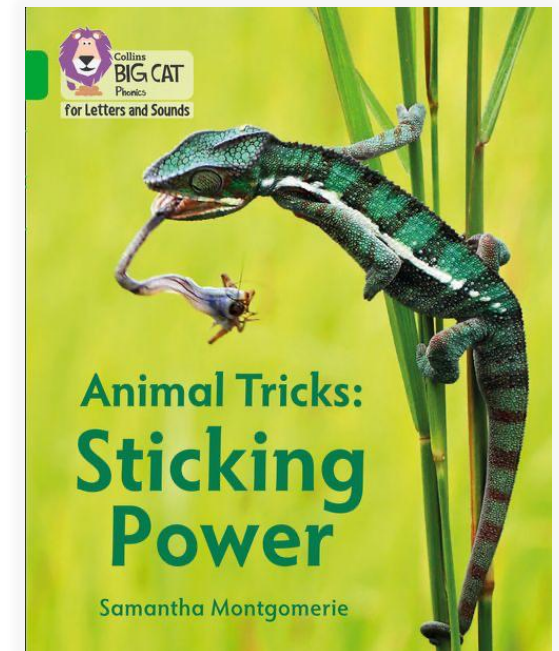
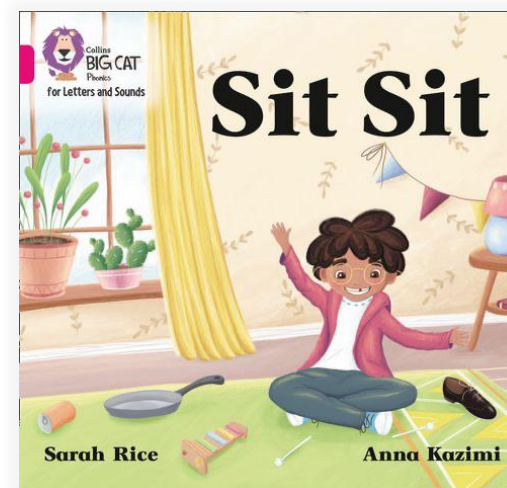
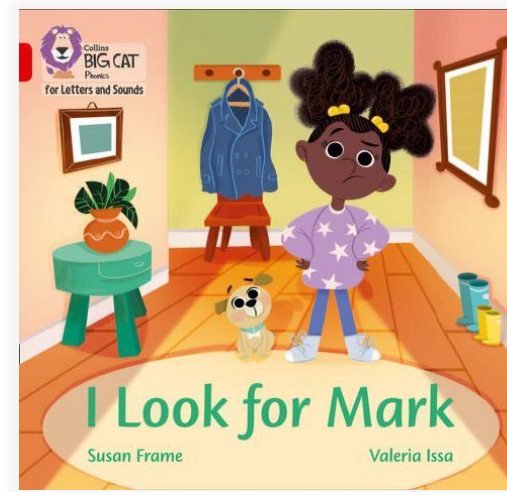
- We use a range of specialised Little Wandle resources that your child will already be familiar with.
- Each new sound is introduced with a mnemonic or memorable phrase to help children remember it — for example, an image like the astronaut or a phrase such as “boing-boing” for “oi.”
- We also use cued articulation, which emphasises the correct mouth shape and includes an action that mimics the shape of the mouth for each phoneme. This helps children form the sound accurately and link it to the corresponding grapheme.
- When we teach a new sound, children read words that include that sound so they can immediately apply their learning.
- We then move on to reading and writing sentences containing those words, helping children connect phonics to real reading and writing.
- We have displays in the classroom and on the tables to support children throughout the day.



Reading and spelling

How do we teach reading in books?

- Reading lessons are taught three times a week.
- Each week the children read the same book for the three sessions to develop fluency.
- The first time we work on decoding (sounding out), the second time we work on prosody (reading with fluency and expression) and the third time we look at comprehension (understanding).
- Reading is taught in small groups with children of similar ability/ skills.



We use assessment to match your child to the right book level.

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 a book at the right phase

This means that your child should:

- Know all the sounds and tricky words in their phonics book well.
- Read many of the words by silent blending (in their head) – their reading will become automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



Tricky words

High frequency words (words that are used frequently in reading and writing).

Some of these cannot be decoded using the phonemes taught so far (these are called tricky words).

Many of these words become decodable as the children progress through Phase 5 in Year 1.

New tricky words

is I the

New tricky words

put* pull* full* as and has his her go no to into she
push* he of we me be

New tricky words

was you they my by all are sure pure

No new tricky words

Review all taught so far

New tricky words

said so have like some come love do were here little
says there when what one out today

No new tricky words

Review all taught so far

Tricky words



was

the

my

he

she

/



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Spelling

This is how we teach spelling:

- Say the word.
- Segment the sounds.
- Count the sounds.
- Think about the possible graphemes for each phoneme. In Reception the children are taught the most likely/ common way of writing each phoneme. Once they get into Year 1, they learn lots of alternative ways of spelling that phoneme but also learn which is the “best bet” depending where the phoneme is in a word.
- Finally write the word.



Reading at home

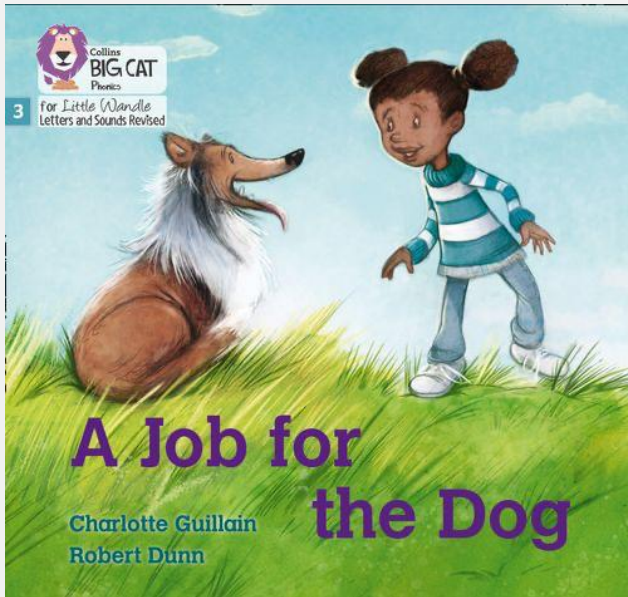
The most important thing you can do is read with your child.

Reading a book and talking about it has a huge impact on your child's ability to...

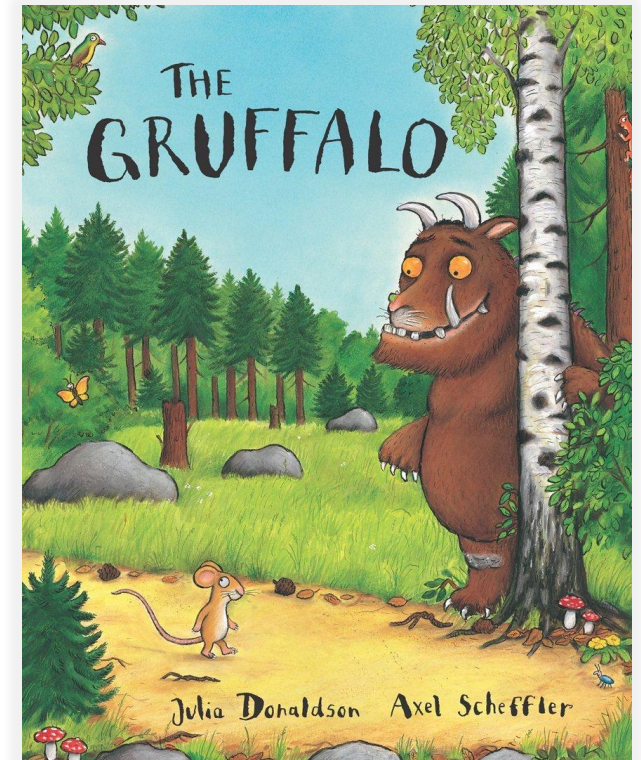
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills



Books going home. Please read with your child as often as you can – at least once a day if possible.



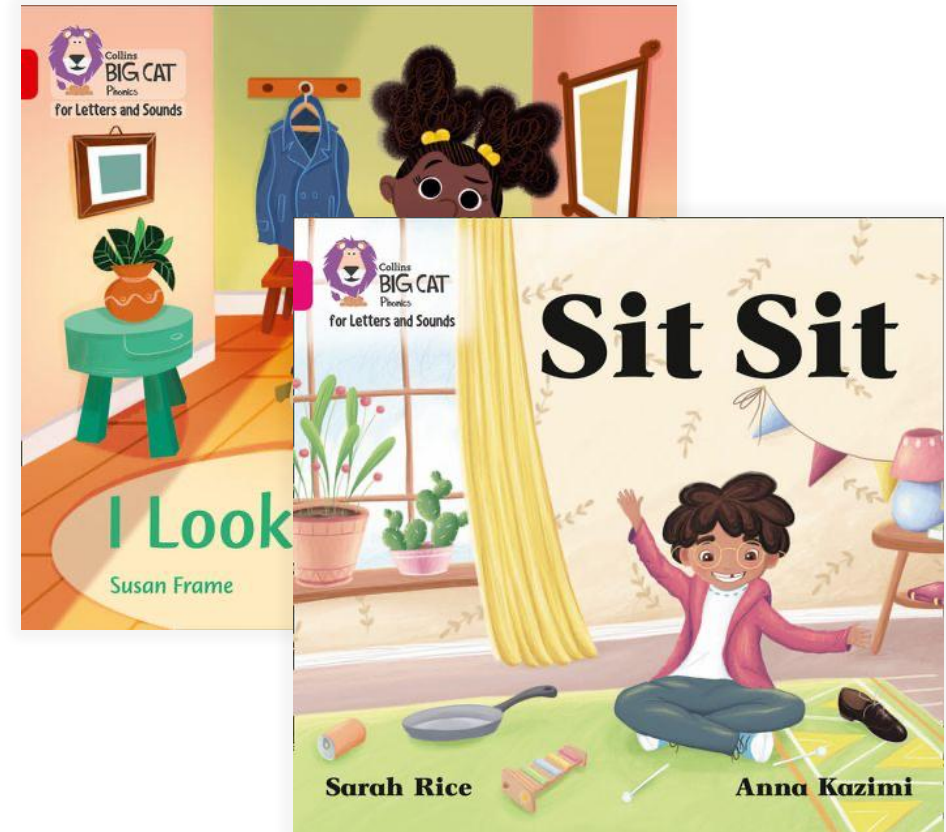
Phonics books get sent home every Friday.



Library books get sent home:
Banyan Class: Thursday
Fir Class: Thursday
Olive Class: Thursday

Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word help them to "sound it out". If they are still struggling read it to them and ask them to repeat it back. Then encourage them to re-read the sentence.
- Read the book as many times as possible to build up fluency and confidence.
- Talk about the book and celebrate their success.



Home reading diary

Your child's home reading diary is an important tool which should be used to comment on the reading taking place at home. This can also include comments about other books they are reading for pleasure.

Please make your comments as positive as possible.

You can also note any words your child may have specifically struggled with, or any new words learned.



Supporting your child with phonics

Videos are available to watch for free on the Little Wandle website! If you are unsure about how to pronounce any of the sounds please look at the videos as they are really helpful.



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Supporting your child with phonics - available on Amazon!



Little Wandle at Home First Phonics Flashcards for Reception Cards – 12 Sept. 2022

by [Wandle Learning Trust and Little Sutton Primary School](#) (Author)

★★★★★ 138 ratings

[See all formats and editions](#)

Cards
£6.99

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Big Cat Phonics for Little Wandle Letters and Sounds Revised h
collaboration with Wandle Learning Trust and Little Sutton Pri
classroom resources to support the SSP programme and a rang
together provide a consistent and highly effective approach to



Read the words

- Use the side with the dots and dashes first. Each dot and dash represents one sound. Dashes show sounds made by two letters.
- Ask your child to sound out and read the words.
- If they feel confident, ask them to read the words on the other side without the dots and dashes.

Word games

- Put stickers with the words on them around the house for your child to read.
- Use the QR code to find out how to play the Little Wandle games Win it!, Mix it up and Change it with your child.

sat
• • •

a



Practise the sounds

- Use the QR code on the back of the pack for advice on pronouncing the sounds. Say the sound not the letter name – say 'sss' not 'ess'. Try not to say 'uh' at the end of a sound – say 'mmm' not 'muh'.
- Show the image side first. Ask your child to say what's in the picture. Then ask them to say the sound.
- Turn over to show the letter side and ask your child to say the sound again.

Sound games

- Spot things beginning or ending with the sounds.
- Play 'I spy'.

sat

Read to your child

The library book is for **YOU** to read with them:

- 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.



“

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

Carl Sagan

”

Questionnaire

“At West Acton, we value your opinions in supporting your child with their learning and would like to invite you to complete a short questionnaire about the presentation today with an opportunity to express an interest in participating in more focused phonics lessons for parents.



An Introduction to Phonics for Parents - Reception

Questionnaire.

	Agree 	Unsure 	Disagree 
I feel I have a better understanding of how phonics is taught in my child's class.			
I understand the role of phonics in supporting my child to read.			
I feel I am more confident at being able to support my child's phonics learning at home.			
I would be interested in more focused phonics sessions for parents at West Acton Primary School.			

If interested, please state the most suitable times you would be willing to attend. e.g. Fridays after school at 3.30pm :

Any other comments:

Thank you for taking the time to complete this questionnaire - helping us to support you and your child further at school!




”

Thank you!

“

Thank you for attending our introduction to phonics for parents today. We hope you have found this useful for supporting your child with their learning further, at home.

”