



## Phonics is:

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



# Phonic Session



- Revisit and review – involves speedy sounds recap, reading words we have read before, reading tricky words
- Teach and practise new content – learn a new phoneme/grapheme, read words containing the new grapheme
- Practise and apply knowledge of the new grapheme by reading a sentence and writing words/sentences

# Reception

## Grapheme mat

## Phases 2 and 3

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

 a	 e	 i	 o	 u
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 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



# Expectations

## Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	

## Spring 1

## Autumn 2

	Phase 2 graphemes
Week 1	ff ll ss j
Week 2	v w x y
Week 3	z zz qu words with -s /s/ a ch
Week 4	sh th ng nk
Week 5	<ul style="list-style-type: none"> <li>words with -s /s/</li> <li>words ending in :</li> </ul>

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	
Week 3	ur ow oi ear	
Week 4	air er words with double l	
Week 5	longer words	

## Spring 2

	Phase 3 graphemes
Week 1	review Phase 3: ai ee igh oa oo ar or
Week 2	review Phase 3: er air words with double letters longer words
Week 3	words with two or more digraphs
Week 4	longer words words ending in -ing compound words
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end

## Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

## Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	

# Blending to read words



# Pronunciation of the phonemes

Phase 2 sounds taught in Reception  
Autumn 1



Phase 2 sounds taught in Reception  
Autumn 2



Phase 3 sounds taught in Reception  
Spring 1



# Tricky words



## Tricky words



# Ways to help at home





Reception Home Learning  
Autumn 1 Week 1



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/>

Focus:  
s – snake    a – astronaut    t – tiger    p – penguin

The phonemes we covered this week are:

 <p>Pronunciation Phrase - s Show your teeth and let the s hiss out sssss</p>	 <p>Pronunciation Phrase - a Open your mouth wide and make the a sound at the back of your mouth a a</p>
 <p>Pronunciation Phrase - t Open your lips; put the tip of your tongue behind your teeth and press ttt</p>	 <p>Pronunciation Phrase - p Bring your lips together, push them open and say p p</p>

Some words we have been orally blending this week are:

s - a - t    t - a - p    s - a - p  
p - a - t    a - t

Can you hear the phonemes in these words? Can you listen and then repeat the word?

Practise and apply – Try playing this blending game

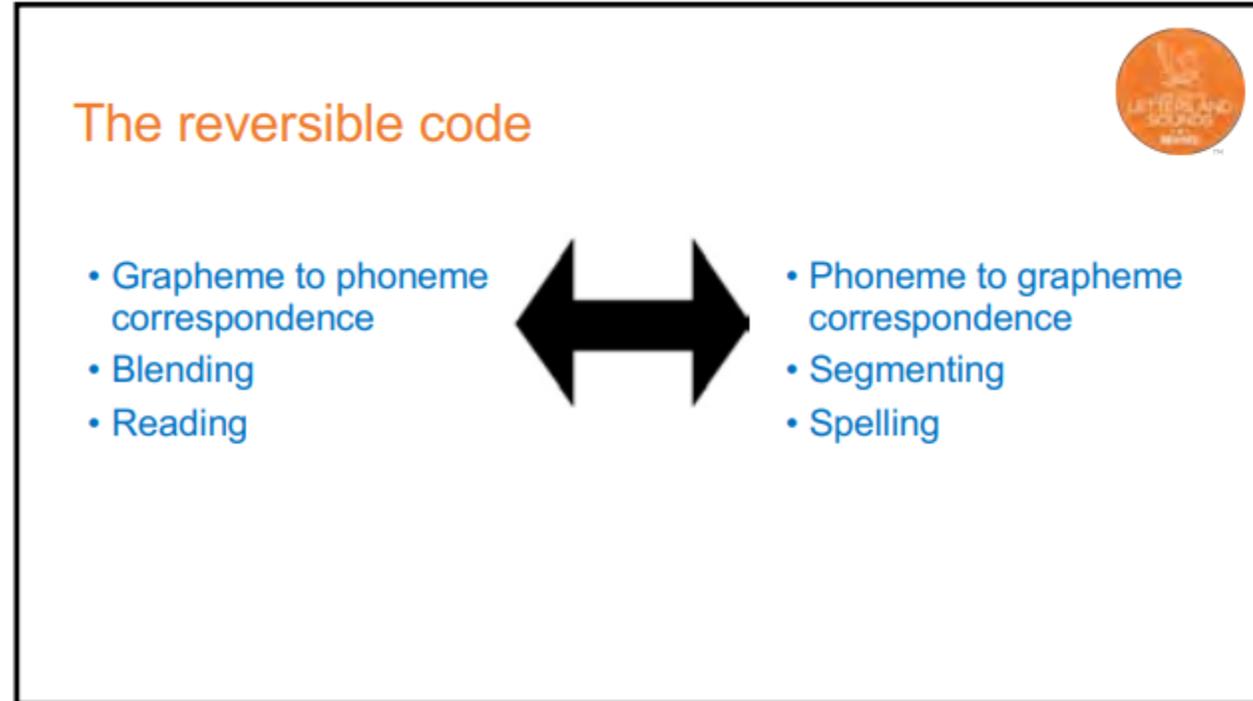
Can you do the actions?

- n-o-d your head
- c-l-a-p your hands
- t-a-p your foot
- r-u-b your tummy



# Reading and spelling

# Reading and spelling





# Spelling

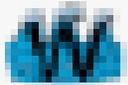


- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# Letter Formation



Class 1 graphics information sheet		Autism 1	
Tracing information	Print out	Production guide	Production sheet
 			
 			
 			
 			
 			
 			



# Resources to help at home

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



# Reading Practice Sessions



# Repeated Practice

**Reading practice sessions are:**

**Session One** – time to **decode** and read the books

**Session Two** – re-read and develop the children's **prosody** (ability to read fluently and with expression)

**Session Three** – re-read and develop **comprehension** of the text read

Breaking the sessions down like this ensures children's working memory isn't overloaded. In addition, it allows children repetitive practise to apply their letters and sounds learnt in the direct phonic sessions.



# Reading at home

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



## Research shows that:

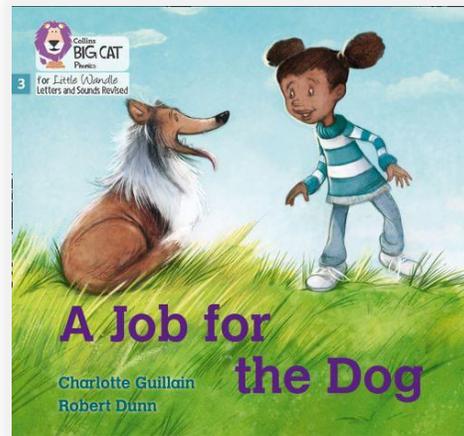
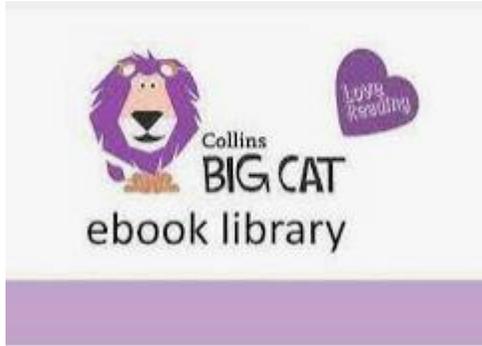
**...reading a book and chatting had a positive impact a year later, on children's ability to...**

- 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.



# Books going home



Individual Practice Book



Sharing Book



# 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 read it to them.
- Talk about the book and celebrate their success.



# Read to your child



## The shared book 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.





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

Carl Sagan

