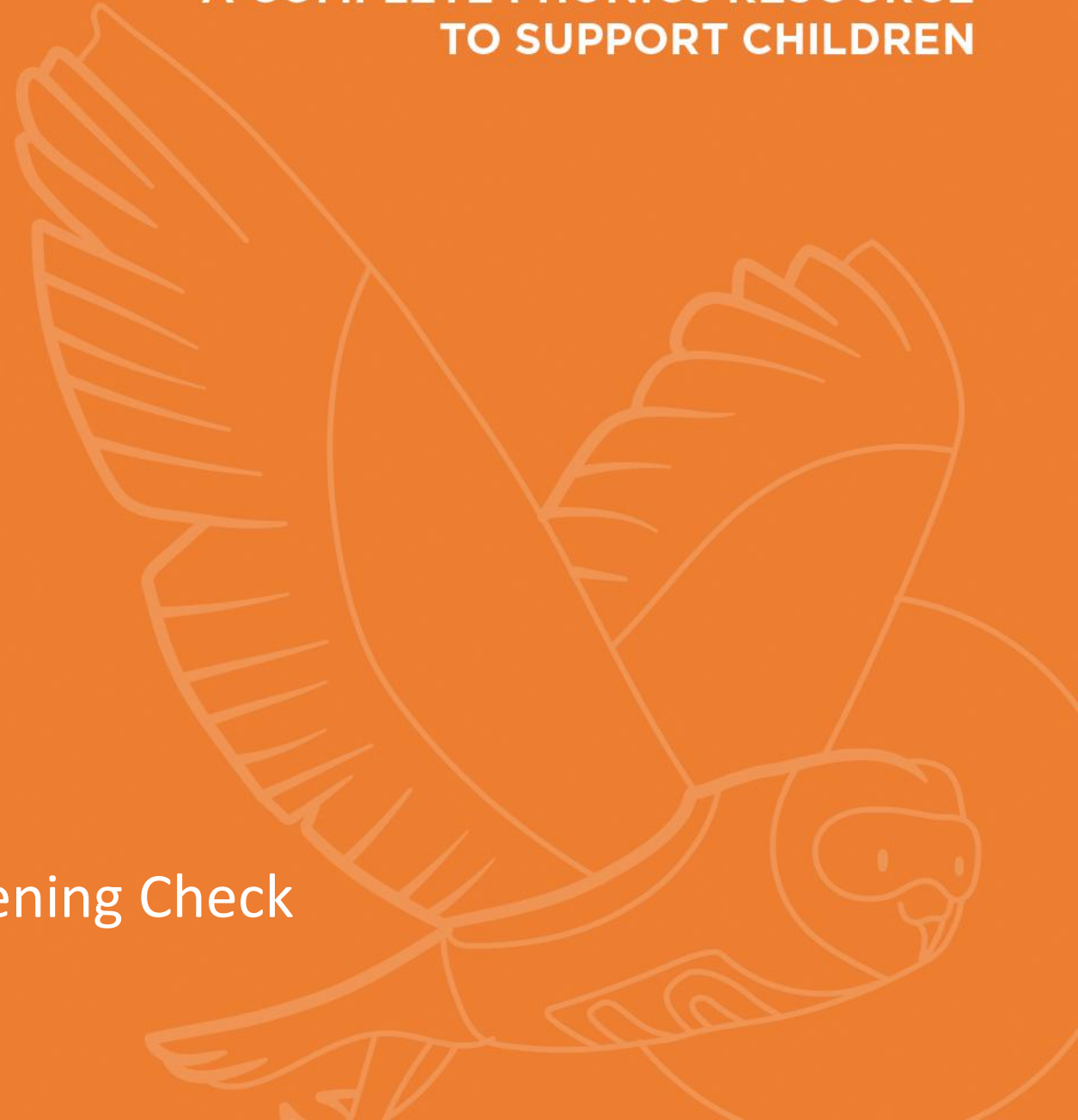




A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Teach reading: change lives

Parent workshop: Year 1 Phonics Screening Check



# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Blend**

**Segment**

**Adjacent consonant**

**Split digraph**



## Parent and Carer Task

How many phonemes in the words...

**bird shake think**

How many digraphs in the words...

**shield claw pie**

# The progression



## 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 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 <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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 <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	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 <b>Phase 5</b> /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 /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ 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
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oa ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

# Let's say the Phase 5 sounds



## Grow the code grapheme mat Phase 2, 3 and 5

S	s	p	n	m	d	g	c	r	h
s	tt	pp	nn	mm	dd	gg	ck	rr	
ss			kn	mb			ck	wr	
c			gn				cc		
se							ch		
ce									
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	g	vv	wh			zz	
	ph	le	dge	ve				s	
		al	ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch				ea		y	a	o-e
ture	ti							ou	ou
	ssi								
	si								
	ci								

## Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or			ear	ear		
oor							
al							
oar							
ore							

\*depending on regional accent



How to say Phase 5 sounds

## 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
S	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
n	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
m	Put your lips together and make the mmmmm sound mmmmm	mb
c	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	ch
r	Show me your teeth to make a rrrr sound rrrr	wr
f	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	ph
l	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	le al





# What your child been taught so far

Your child has been taught most of Phase 5, they know:

- new graphemes for the Phase 2 and 3 sounds
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.

# Parent and Carer Task



*Can you think of all the different ways to write the phoneme **ai**?*



# Parent and Carer Task

*Can you think of all the different ways to write the phoneme **ai** ?*

Answers

rain      play      acorn      cake      eight

straight      prey      break

# Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence
- start to distinguish between different phonemes/graphemes.



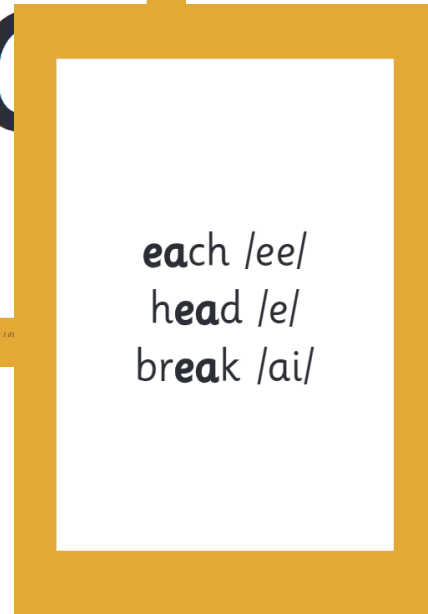
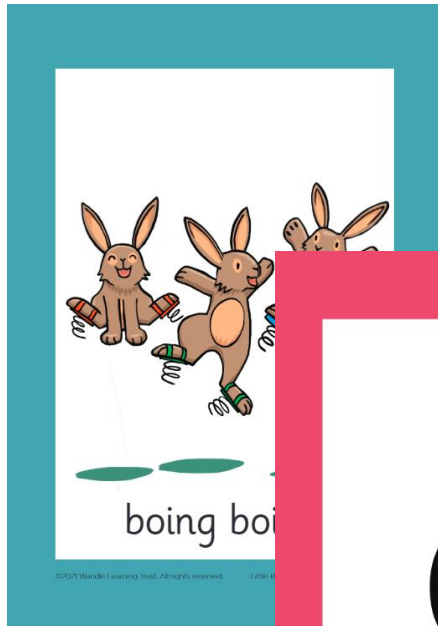
# Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

Children are now learning to read Phase 5 tricky words.



# How we make learning stick





# Reading and spelling

# Spelling



- Your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



# Spelling



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





# Reading practice sessions are:

- Timetabled three times a week
  - First session on decoding (sounding out words)
  - Second session on prosody (reading with expression)
  - Third session on comprehension
- Taught by a trained teacher/teaching assistant
- Taught in small groups, 3 days in a row
- A chance to develop fluency

# We use assessment to match your child the right level of book



## 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





# Phonics Screening Check

# This term we are preparing for the Phonics Screening Check

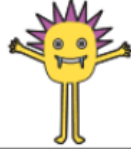





## What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.

Section 1

sut	
yad	
dop	
uct	

Page 3 of 24

Section 1

shop
yell
peel
check

Page 9 of 24

# How does the check work?

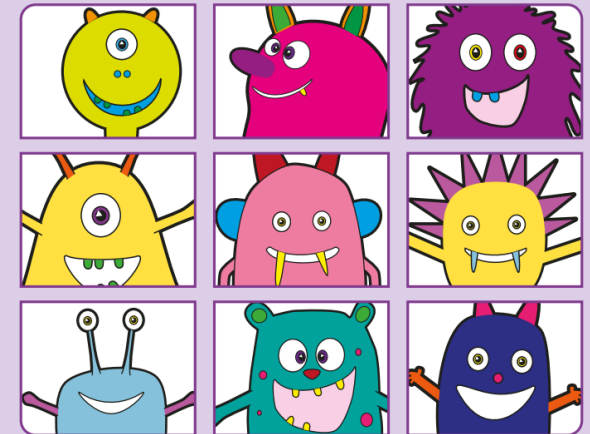
- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.

2023 national curriculum assessments

## Key stage 1

### Phonics screening check

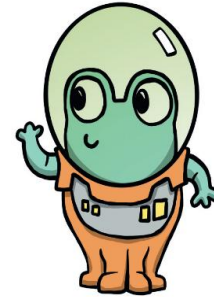
Pupils' materials



# What are 'alien words'?



tabe



Yr1 Su1 wk1

# 'Alien words' recap



- The check will contain 20 'alien words'.
- The children will be familiar with alien words and will start to read them this term.
- Alien words assess children's decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- The Phonics Screening Check will be administered the week commencing 8<sup>th</sup> June.



# Reading at home

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



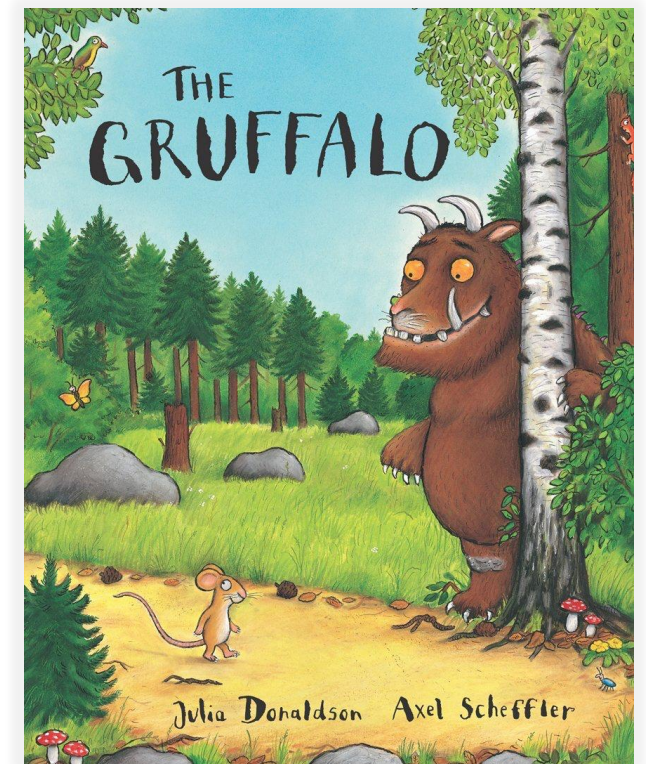
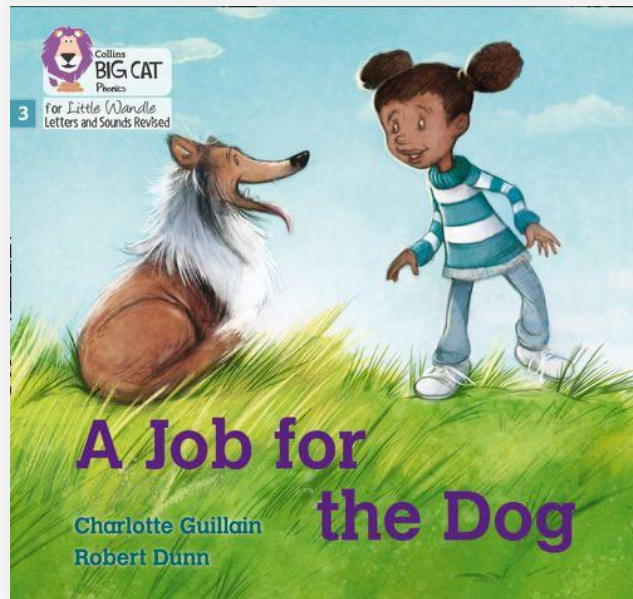
## Reading a book and chatting had a positive impact a year later on children's ability to...

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

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

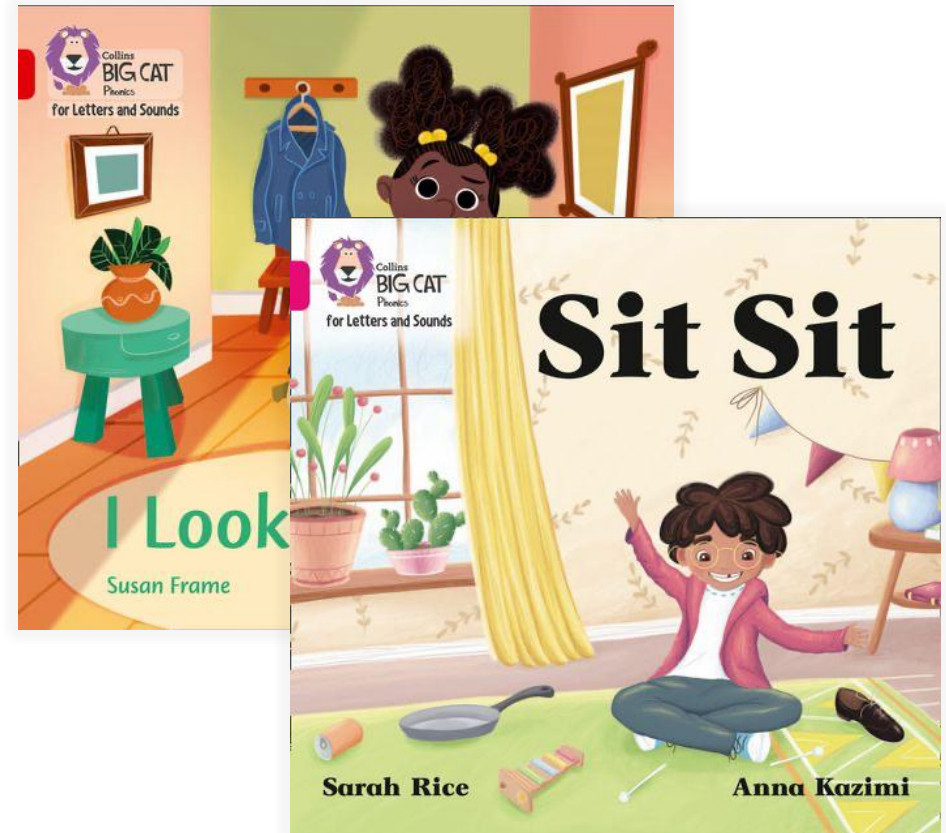


# Books going home



# 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 by modelling how to sound it out.
- 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.



# Supporting your child with phonics



## Videos



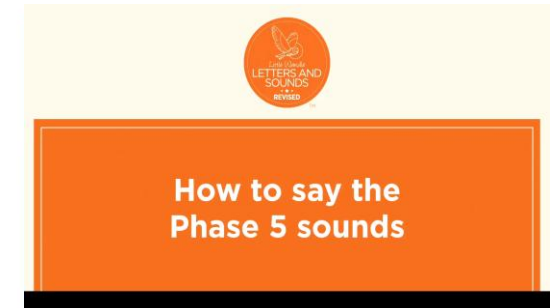
**Phase 2 sounds taught in  
Reception Autumn 1**



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



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



**How to say Phase 5 sounds**

# Any questions?



Please use the Little Wandle website, it has lots of useful resources for parents and carers.

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

If you have any questions please speak to the staff in your class first either in person or send an email to [info@kilmorie.lewisham.sch.uk](mailto:info@kilmorie.lewisham.sch.uk) adding FAO of your class teacher.

We will be compiling a list of FAQs and will add these to our school website shortly.