

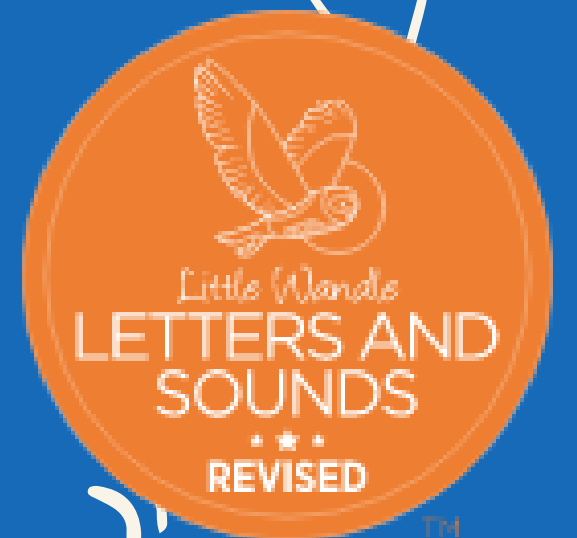


***St Mark and
All Saints***

*"Together we care, learn and achieve"
In the name of Jesus, The Good Shepherd
C of E Primary School*

PHONICS AND READING

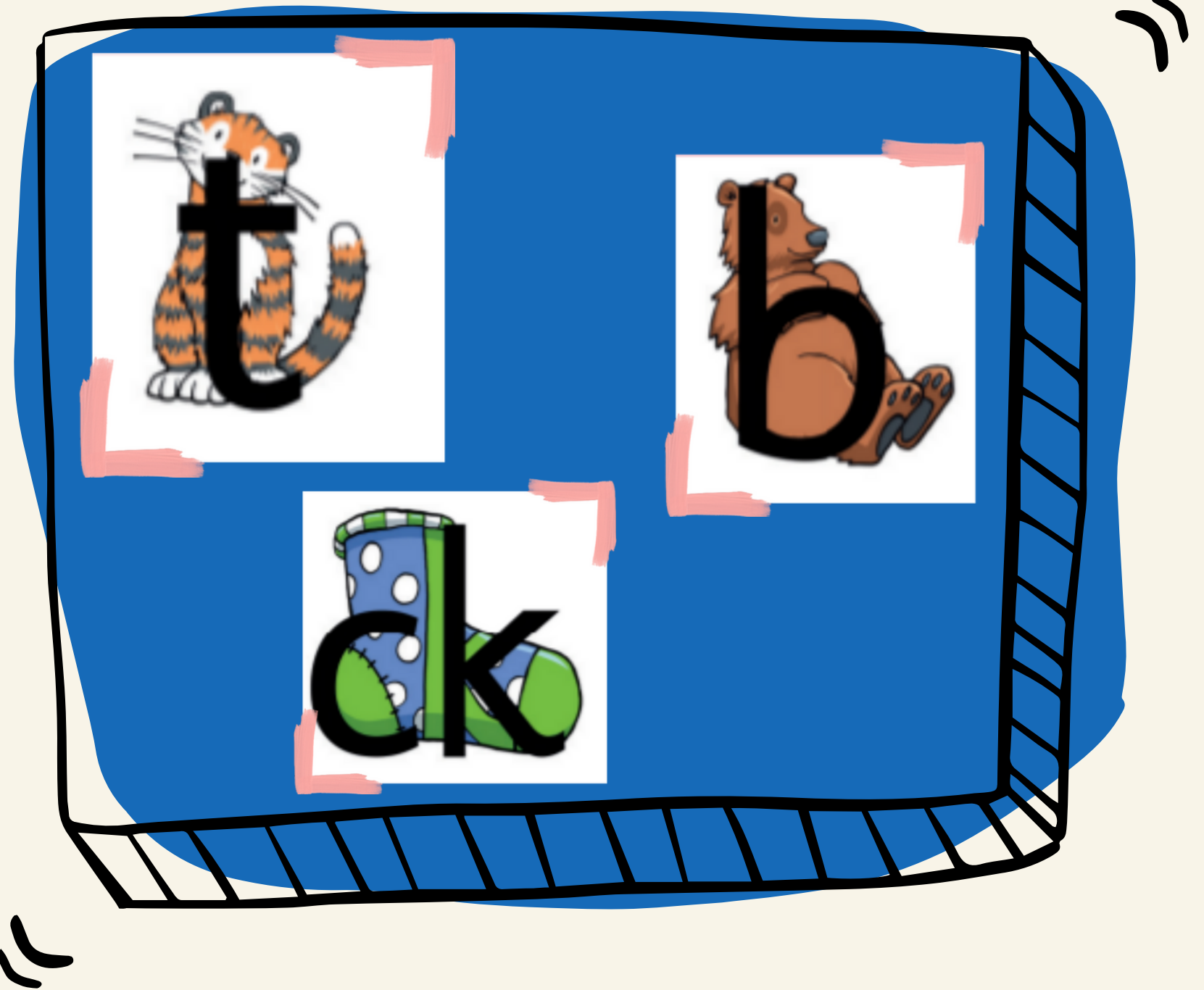
14th September 2023



PHONICS

Phonics is the process of teaching the letters (graphemes) and sounds (phonemes) that make up words. We have always taught Phonics in Reception and Year One as the building blocks for reading and writing. Through our Little Wandle programme, phonics and reading are even more interwoven.

decoding



PHONICS

See the programme overview to understand the sequence the phonic sounds are taught in across Reception and Year One

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /d/ /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 <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est longer words and compound words 	Review all taught so far



PHONICS

Click on the class pages on the website to find out how the phonic sounds are pronounced.

Phonics - Autumn Term

We use Little Wandle Letters and Sounds Revised in Reception and KS1 to teach Phonics and Early Reading. In Reception we learn 4 new sounds each week. For help with pronouncing each phoneme (sound), use this helpful video:



Phonics - Autumn Term

We use Little Wandle Letters and Sounds Revised in Reception and KS1 to teach Phonics and Early Reading. This term we will be revising some of the sounds learned last year. For help with pronouncing each phoneme (sound), use this helpful video:





Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

PHONICS

Children need to quickly recall the sounds (phonemes) when they see the letter (grapheme)

Children need to be able to blend the sounds together to read a word

Children need to be able to break a word down (segment) into the sounds in order to spell.

Teaching order












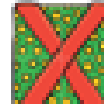
Phase 2 grapheme information sheet

Autumn 1

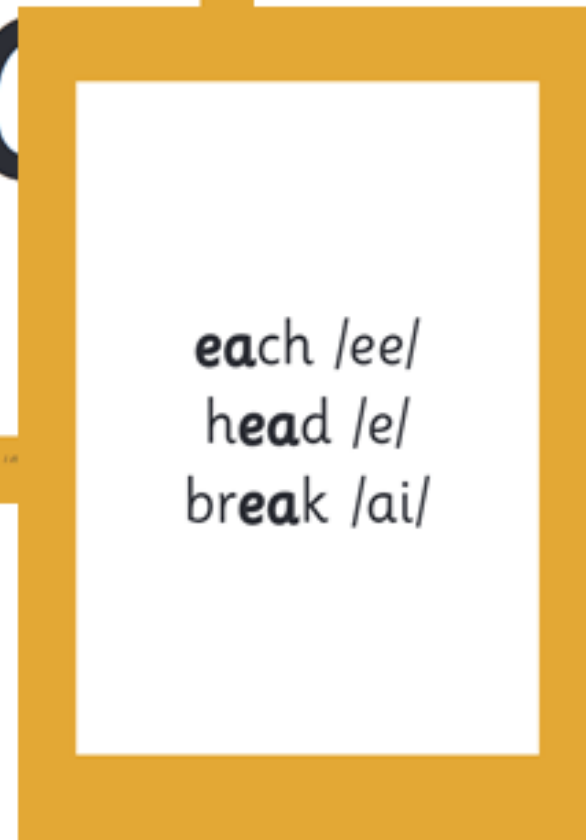
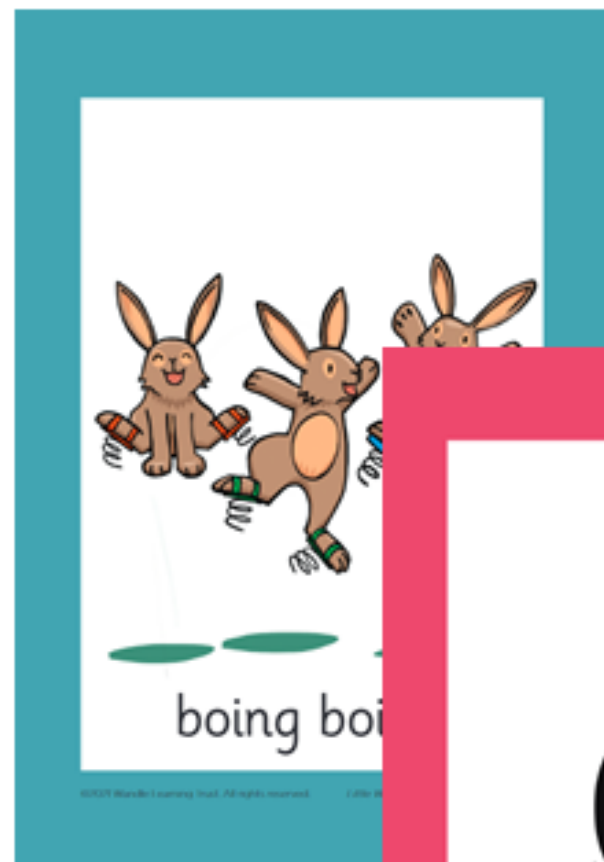
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaaa	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
		Open your lips a bit, put your	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv	Down to the bottom of the volcano, and back up to the top.
 	 wave	Pucker your lips and keep them small as you say w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 		Mouth open then push the side sound through as you close your mouth xx xx (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.

How we make learning stick



READING AT HOME



1

A reading practice book

matched to the child's phonic stage that they can read independently



2

A sharing book

that they can talk about and enjoy with their parent/carer



READING PRACTICE BOOK

Book is read 3 times in school, in a group

1: decode

2: expression

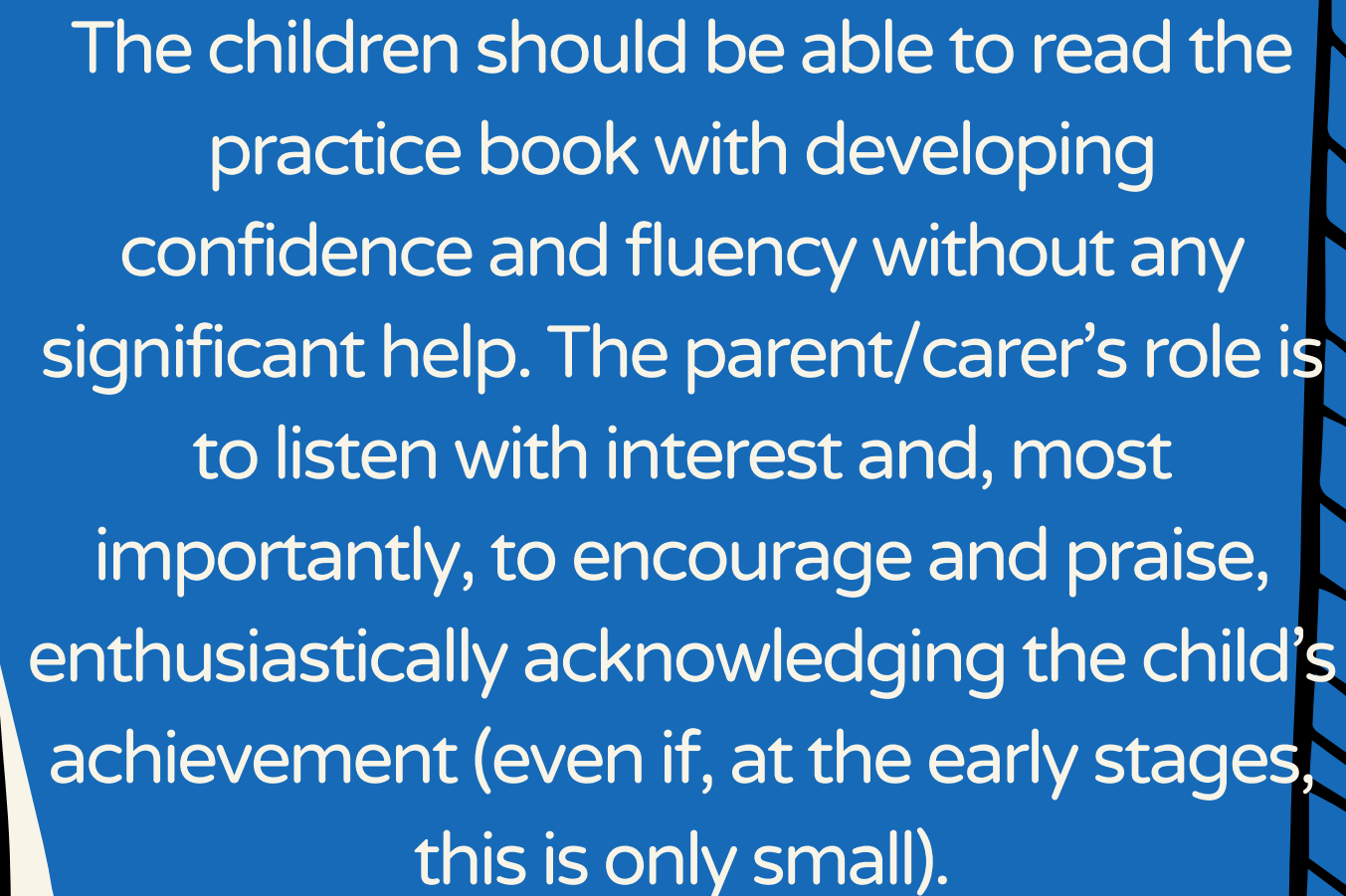
3: understanding

Then sent home for a week to read at home

READING PRACTICE BOOK

Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school. This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.

To ensure that reading at home is an enjoyable experience and does not feel like a chore, schools need to send home reading practice books in which the child can read 95% of the words.



The children should be able to read the practice book with developing confidence and fluency without any significant help. The parent/carer's role is to listen with interest and, most importantly, to encourage and praise, enthusiastically acknowledging the child's achievement (even if, at the early stages, this is only small).



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.



THE SHARING BOOK

This book is to be shared for enjoyment and not for the child to read independently.



To develop a love of reading

BOOM READER

Please don't forget to log each time your child reads

We look at the records every week and see how frequently children are reading at home.

GET STARTED WITH THE GOREAD PARENTS APP

SCAN THE QR CODE FOR YOUR PHONE AND DOWNLOAD THE APP

SCAN THE QR CODE TO WATCH THE INSTRUCTIONAL VIDEO

FOR HELP AND SUPPORT PLEASE VISIT:
WWW.GO-READ.CO.UK/PARENTS

THANK YOU FOR USING GOREAD!

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