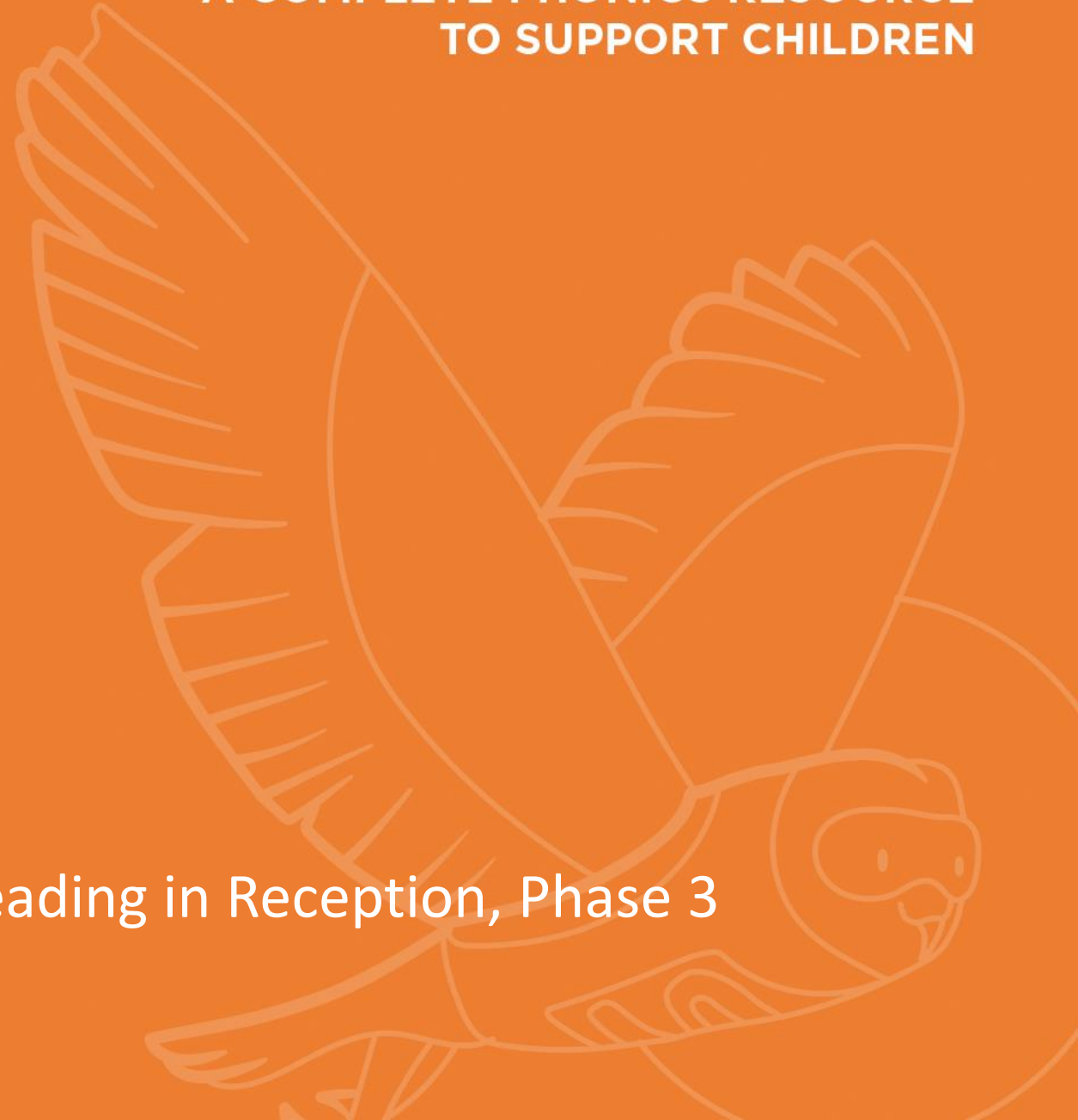




**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

**Parent workshop: Phonics and early reading in Reception, Phase 3
(Spring 1)**





Phonics is:

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





Terminology – a recap!

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

Last Term in Reception we taught Phase 2

In Phase 2 children learn:

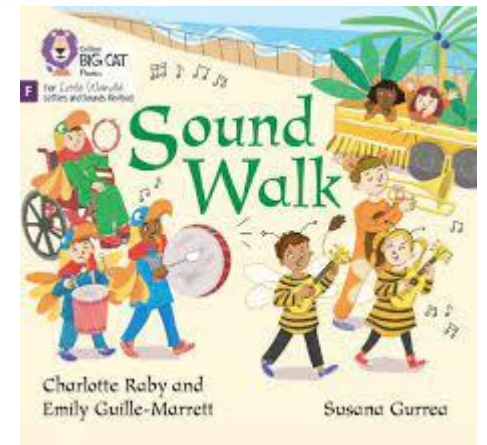
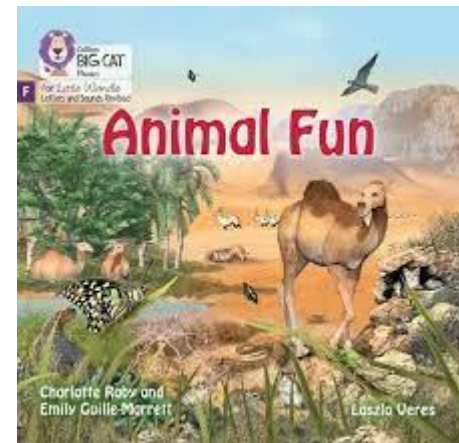
This term, your child will be taught phonics for 10–15 minutes every day.

- They will learn to say and read all the single letter sounds (for example, s and m)

and some consonant digraphs. A digraph is where two letters make one sound

(for example qu and sh).

- We will work hard to teach your child to blend sounds together to read words.
- They will start reading wordless books and, when they can blend sounds into words, will read Phase 2 books.
- We will provide your child with daily additional practice if they need it.



This term in Reception we are teaching Phase 3

















In Phase 3 children learn:

- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking').



Phase 3 vowel digraphs and trigraphs

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

Let's say the Phase 3 sounds



 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



Phase 3 sounds taught in Reception Spring 1

Reading words with vowel digraphs/trigraphs

- During Phase 2 we taught your child to blend using the teacher-led blending approach.
- Now they can start to blend independently.
- Children are taught to spot the digraph/trigraph in words first.



Reading longer words

- During Phase 3, we start teaching children how to read longer words.
- We do this using a method called chunking.

Reception
Teach and practise
Phases 3 and 4:
Reading longer words

Phase 3 tricky words

<p>Spring 1 Phase 3 graphemes</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> • words with double letters • longer words 	<p>New tricky words</p> <p>was you they my by all are sure pure</p>
<p>Spring 2 Phase 3 graphemes</p> <p>Review Phase 3</p> <ul style="list-style-type: none"> • 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 	<p>No new tricky words</p> <p>Review all taught so far</p>

What's next?



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 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 /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 /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/ oe 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	jj	vv	wh			zz	
	ph	al	dge	ve				s	
			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	c se ce st sc
n	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound	kn gn
m	Put your lips together and make the mmmmm sound	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 ccc	ch
r	Show me your teeth to make a rrrr sound	wr
ph	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff	ph
le al	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll	le al





This term, in Year 1 we are teaching Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

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

Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.



Grow the code grapheme mat Phase 2, 3 and 5

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

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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							
ea							
or	ur	ow	oi	ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

*depending on regional accents

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In Year 2



Teaching of phonics continues daily between Phases 2 and 5 to secure any gaps in children's knowledge.



Some children may begin the spelling programme who are now secure will all of Phase 5.



Reading continues the same way as in Reception and Year 1.

Little Wandle Spelling



Part of a phonics lesson





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 words and/or dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



How we teach spelling – a recap

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

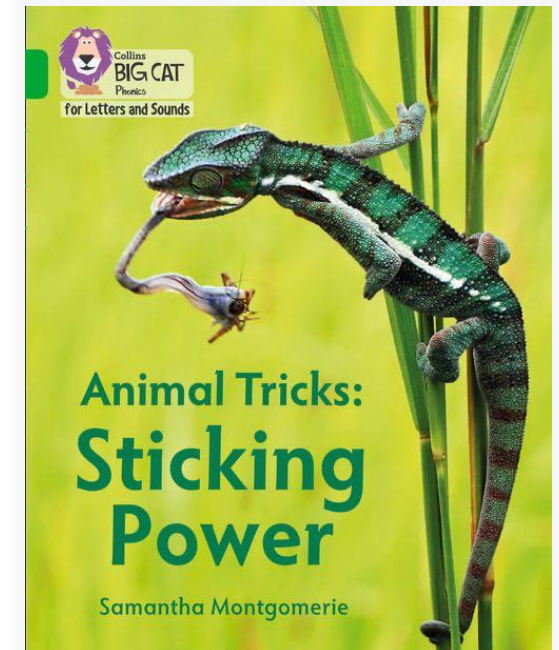
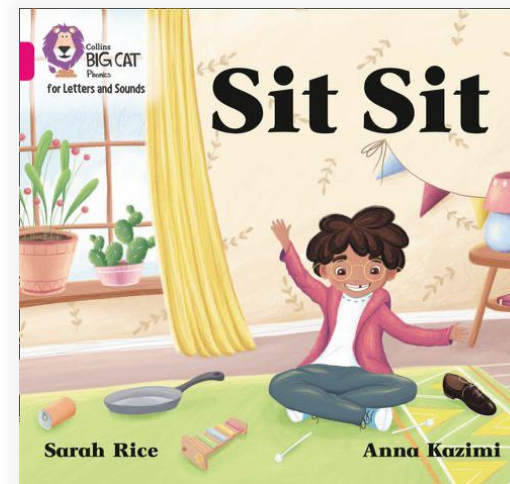


How do we teach reading in books?

Reading practice sessions are:

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

Books are matched to children's level through assessments.



Reading a book at the right level

This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read some of the words by silent blending (in their head), so their reading becomes automatic
- stop and sound out some words by the time they bring the book home – but they should be able to do this on their own.



A reading session



Questions???



THANK YOU FOR COMING!



PLEASE CAN YOU COMPLETE A
SMALL QUESTIONNAIRE
BEFORE YOU LEAVE

