



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Welcome

**Parent workshop: Phonics and early reading**

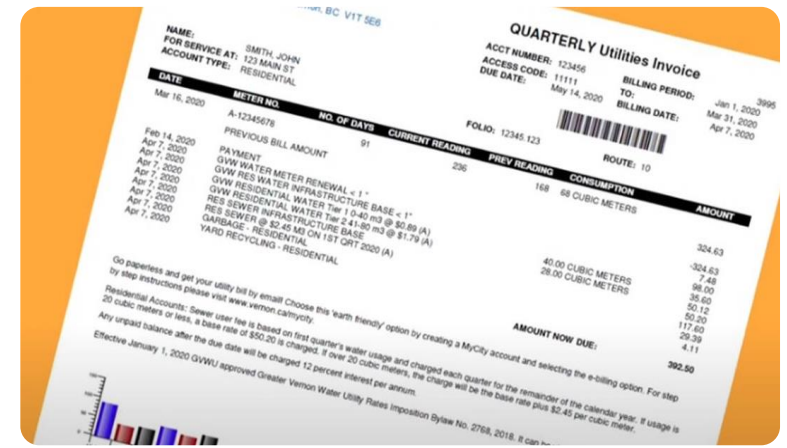


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# What will we cover?

- What phonics is
- An explanation of phonic terms
- The letter sounds and their pronunciation
- How we teach phonics
- The Year 1 Phonics Screening Check
- The reading books
- How to make the most of your child's reading record
- How you can support your child at home
- How your child is being supported

# How many times have you already read today?







# Phonics

# Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.





## Phonics is:

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





# What is phonics?

- Phonics is an approach to teaching reading and writing skills.
- The ability to read and write well is an important skill for all children. This will pave the way for an enjoyable and successful school experience and future life.
- Phonics helps children to develop reading and spelling skills at an early stage, e.g. **cat** can be sounded out for reading and spelling.
- There are 44 phonemes in the English language.

# Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split-digraph

Blend

Segment

Schwa

Alien words

Tricky words

Sound buttons

Decoding

Prosody

Comprehension





# Definitions:



## Phoneme

Smallest unit of sound in speech

E.g: the word speech has 4  
phonemes  
S-p-ee-ch

# Definitions:



## Grapheme

A written representation of a phoneme. A phoneme may be represented by more than one letter in its written form

# Definitions:



## Digraph

Two letters representing one sound.

A consonant digraph contains 2 consonants, e.g.: **sh;**  
**ck; th; ll**

A vowel digraph contains at least one vowel, e.g.: **ai;**  
**ee; ar; oy**

# Definitions:



## Trigraph

Three letters representing one sound.

igh dge



# Definitions:



## Split-digraph

A digraph in which the two letters are not adjacent, i.e. have been split by a consonant – e.g. *make*

There are six split digraphs in English spelling: 'a-e', 'e-e', 'i-e', 'o-e', 'u-e', 'y-e', as in *make, scene, like, bone, cube, type*.

# Definitions:



## Blend

Merging phonemes to build and pronounce a word.

# Definitions:



## Segment

Breaking down a word into its phonemes to sound it out and/ or write it down.

# Definitions:



## Schwa

The 'uh' sound sometimes added to a sound e.g. d-uh, b-uh, w-uh. When used incorrectly this can cause confusing when blending.

Often used for short vowel sounds but should not be over pronounced e.g a, e, u.



# Definitions:



## Alien words

**Alien words, nonsense words or pseudo words** are letter sequences that follow phonetic rules and are pronounceable but have no meaning. E.g. Yif, dax and flet.

# Definitions:



## Tricky words

Tricky words are usually words that early readers may struggle with. They may have unusual spellings or they may not follow the ordinary phonetic rules. E.g. the, people and could.

# Definitions:



## Sound buttons

Sound buttons are small dots or lines that can appear under words to help children identify the sounds in words to support their reading.



# Segmenting Activity



- Using 'sound buttons' can you identify how many phonemes are in each word.

- chair
- laptop
- sings
- parking



• chair = ch – air = 2 phonemes  
● ●

• laptop = l – a – p – t – o – p = 6 phonemes  
● ● ● ● ● ●

• sings = s – i – ng – s = 4 phonemes  
● ● ● ●

• parking = p – ar – k – i – ng = 5 phonemes  
● ● ● ● ●

# Definitions:



## Decoding

Decoding is the process of segmenting and blending words to read.

# Definitions:



# Prosody

Prosody is the ability to read with speed, accuracy, fluency and with expression.

# Definitions:



## Comprehension

Comprehension is the ability to understand what has been read.



# Letter sounds and their pronunciations

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

It is very important to pronounce sounds correctly as this supports blending.



# How do we teach phonics?

- We use the Little Wandle Letters and Sounds Revised scheme.
- Children in Reception and Year 1 have a phonics lesson every day. Monday-Thursday the children are taught a new sound and on Fridays they are given the opportunity to review the weeks learning.
- Each phonics lesson has a clear aim and structure:
  - **-Revisit and review-** we recap sounds or words that have been taught previously
  - **-Teach-** A new sound, words including the sound and a new tricky word are taught
  - **-Practise-** the children practice the new sound and words by reading and writing them
  - **-Apply-** the children will apply their new learning by reading or writing the words individually and in sentences

# Teaching order










The sounds are taught in a specific order. This starts in reception and the children build on their learning through their time in reception and Year 1.








# Teaching order









## Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>s s</b>	 snake	Show your teeth and let the s hiss out <b>ssssss</b>	Under the snake's chin, slide down and round its tail.
<b>a a</b>	 astronaut	Open your mouth wide and make the a sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
<b>t t</b>	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
<b>p p</b>	 penguin	Bring your lips together, push them open and say <b>ppp</b>	Down the penguin's back, up and around its head.
<b>i i</b>	 iguana	Pull your lips back and make the i sound at the back of your mouth <b>iii</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
<b>n n</b>	 net	Open your lips a bit, put your tongue behind your teeth and make the <b>nnnn</b> sound <b>nnnn</b>	Down the stick, up and over the net.
<b>m m</b>	 mouse	Put your lips together and make the <b>mmmm</b> sound <b>mmmm</b>	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>d d</b>	 duck	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>ddd</b>	Round the duck's body, up to its head and down to its feet.
<b>g g</b>	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the <b>g</b> sound <b>ggg</b>	Round the goat's face, up to his ear; down and curl under his chin.
<b>o o</b>	 octopus	Make your mouth into round shape and say <b>ooo</b>	All around the octopus.
<b>c c</b>	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>ccc</b>	Curl around the cat.
<b>k k</b>	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>kkk</b>	Down the kite, up and across, back and down to the corner.
<b>ck ck</b>	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>ccc</b>	c Curl round the heel of the sock. k Down the sock, up and across, back and down to the corner. <b>Catchphrase:</b> Rock that sock!
<b>e e</b>	 elephant	Open your mouth wide and say <b>eee</b>	Around the elephant's eye and down its trunk.













Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>u u</b>	 umbrella	Open your mouth wide and say <b>uuu</b>	Down and around the umbrella, stop at the top and down to the bottom and flick
<b>r r</b>	 rainbow	Show me your teeth to make a <b>rrrrr</b> sound <b>rrrrr</b>	From the cloud to the ground, up the arch and over the rainbow.
<b>h h</b>	 helicopter	Open your mouth and breathe out sharply <b>hhh</b>	Down, up and over the helicopter
<b>b b</b>	 bear	Put your lips together and say <b>b</b> as you open them <b>bbb</b>	Down bear's back, up and round his big tummy.
<b>f f</b>	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ffff</b>	Down the flamingo's neck, all the way to its foot, then across its wings.
<b>l l</b>	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>lllll</b>	All the way down the lollipop.















# Teaching order

## Phase 2 grapheme information sheet

## Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (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.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
 z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Show me your teeth and push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 thumb	<b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th <b>Unvoiced:</b> Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

# Gradually your child learns the entire alphabetic code:



## 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"> <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 /d/ /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

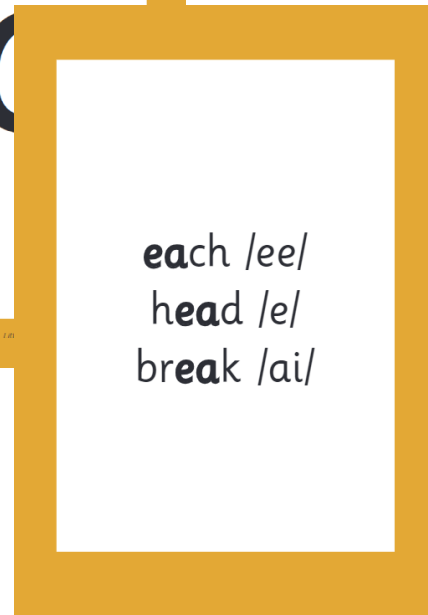
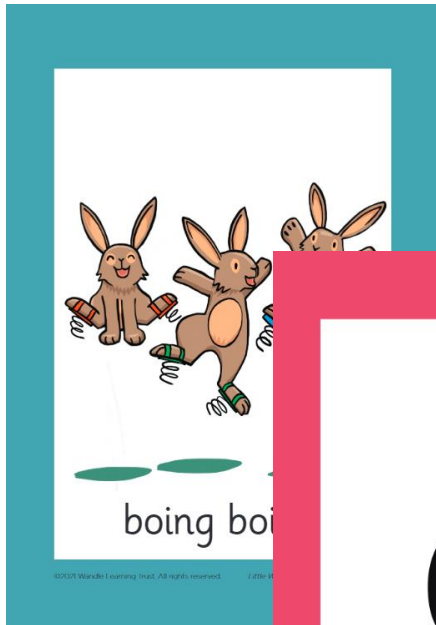
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yoo/ 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/ ow 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

# How we make learning stick



# What does a lesson look like?



# Reading and spelling



ea

**each** /ee/  
**head** /e/  
**break** /ai/

And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion

# Spelling



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





# The Year 1 Phonics screening check



# What is the Year 1 Phonics screening check

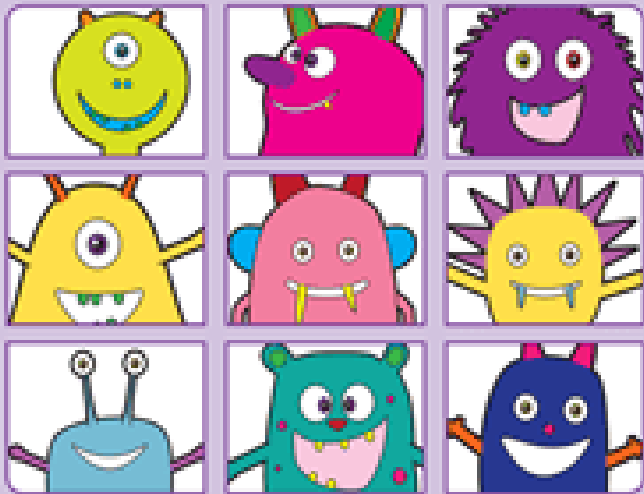


2019 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



The Year 1 Phonics screening check is a national assessment in England. It is carried out in school by a familiar adult.

# The Year 1 Phonics Check



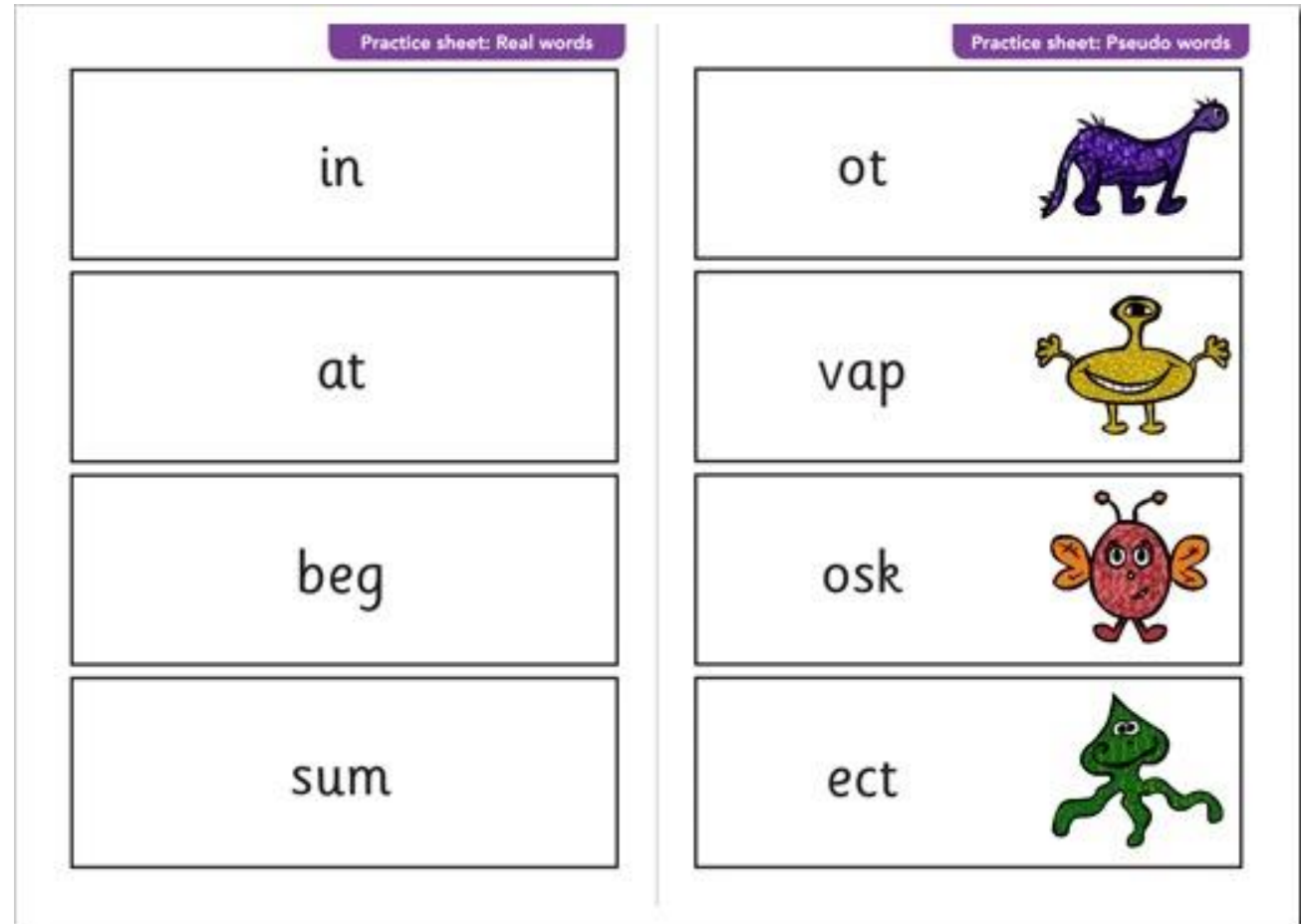
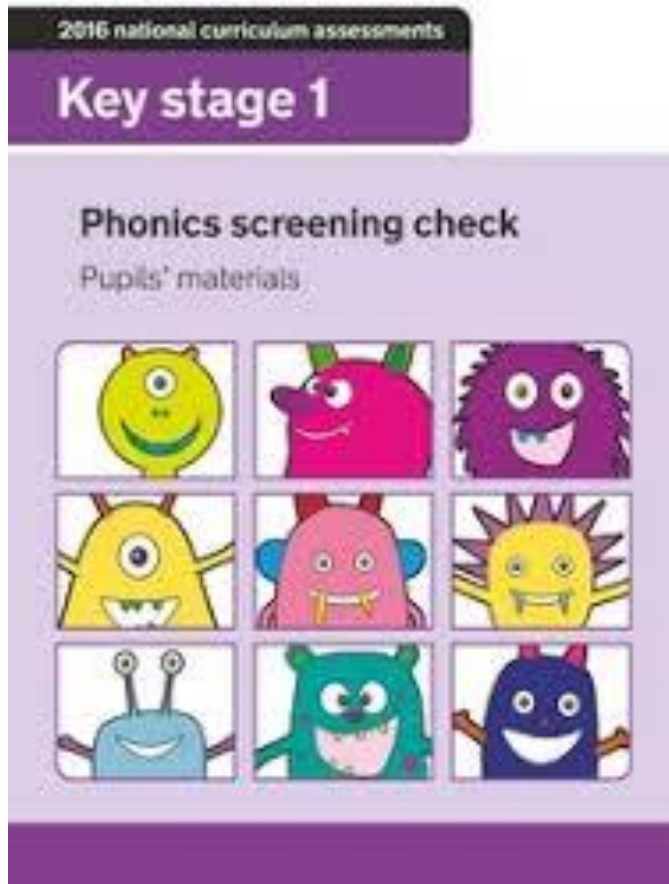
- The phonics screening check is in place to show how well your child can use their phonic skills.
- The phonics screening check will take place in the week beginning 10<sup>th</sup> June 2024.
- Every Year 1 child in the country will take part in the phonics screening check.
- The check consists of 40 words in total. 20 of these are real words and 20 words are alien words. Your child will need to read the nonsense words to show that they understand the phonic rules. The nonsense words will have a picture of an alien next to it to remind the children that it does not make sense.
- The check will be carried out 1:1 with a teacher.

# The Year 1 Phonics Check



- Your child will be scored against the national standard.
- In previous years the 'pass threshold' has been 32. This means that children would have to read at least 32 out of 40 words correctly.
- You will be told how your child did.
- If your child's score falls below the threshold they will be given extra support in phonics and they will be able to re-take the phonics screening check in Year 2.

# Take some time to look through some past screening booklets



# How Your Child is Being Supported



- If your child needs further support they will receive targeted sessions to address the gaps in their learning.
- This looks different depending on which year group your child is in.
- Reception and Year 1- Once children have been assessed and gaps have been identified, children will be placed into small groups and they will complete 'daily keep-up' sessions. These sessions last for around 10-15 mins. Children are then re-assessed after 3 weeks to see if they need further 'daily keep-up' sessions.
- Year 2 and 3- Children in year 2 and 3 who have been identified as needing further support with decoding, blending and fluency will be assessed and placed into small 'rapid catch-up' groups. These sessions last for around 20-30 mins. The content is covered at a faster pace. Children are then re-assessed after 4 weeks to see if they need further 'rapid catch-up sessions'.
- Year 3 and beyond- Children in Year 3 and beyond who have been identified as needing further support with fluency and comprehension will have targeted 1:1 reading sessions.

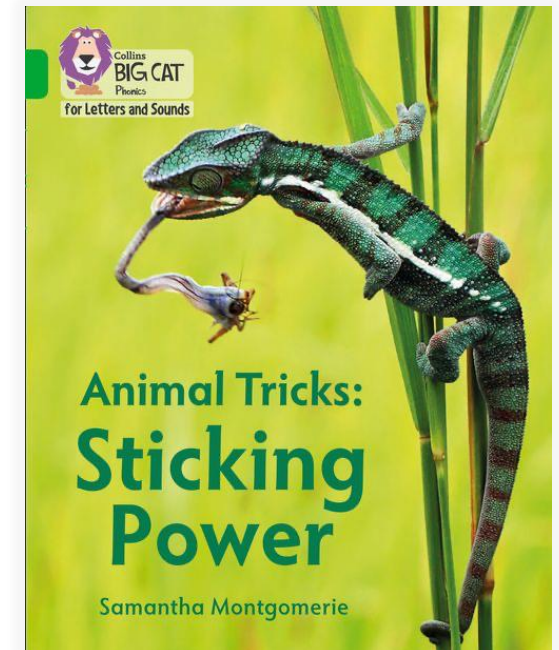
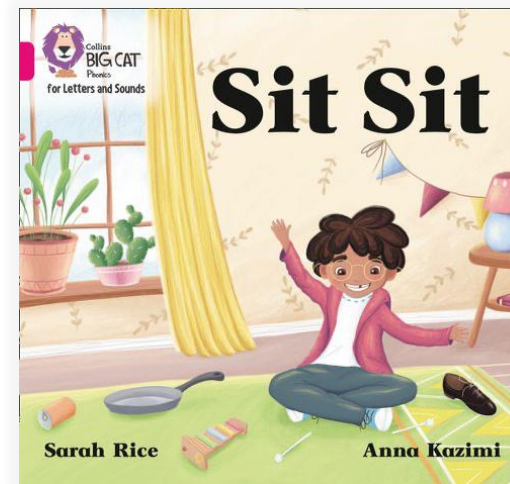
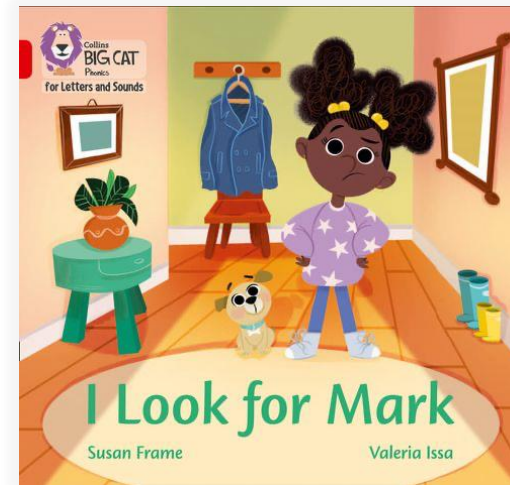


# Reading

# How do we teach reading in books?

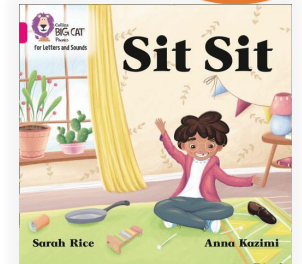
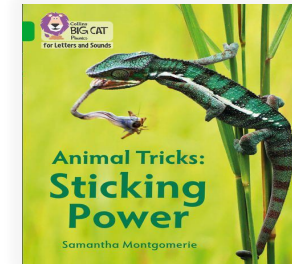
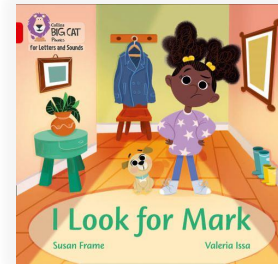
## Reading practice sessions are:

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





# How do we teach reading in books?



## Reading practice sessions are:

- **Decoding-** children are shown key words that they will see in their books, words are given meaning. When reading children are encouraged to sound out the words in their books
- **Prosody-** children are shown the words that they read in the previous session. They are encouraged to read the words without sounding out. The staff member models reading with expression and children are encouraged to continue reading themselves using expression and without sounding out.
- **Comprehension-** children are shown key words that they will see in their books, children are encouraged again to read the words and recall the meanings. Children are to read the book and then as a group answer questions using the text to support their answers.



# 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



# 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 many of the words by silent blending (in their head) – their reading will be 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.





# 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...**

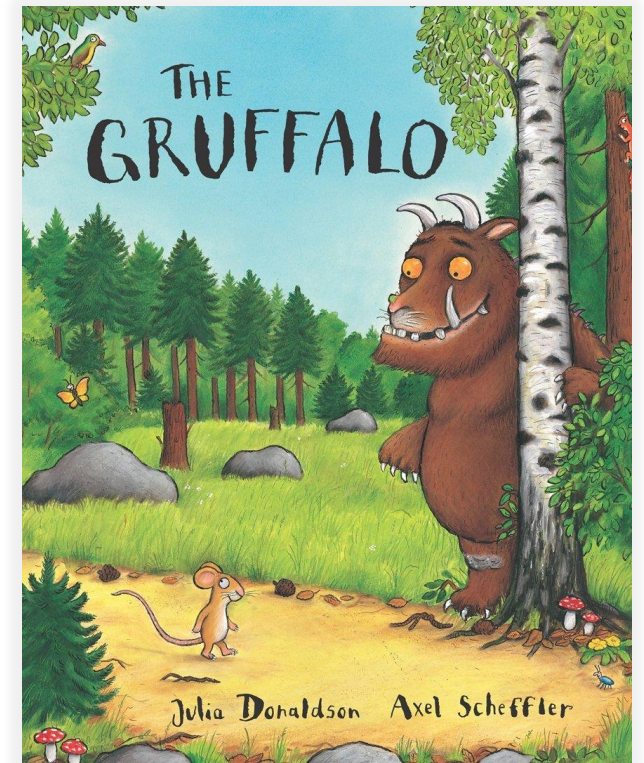
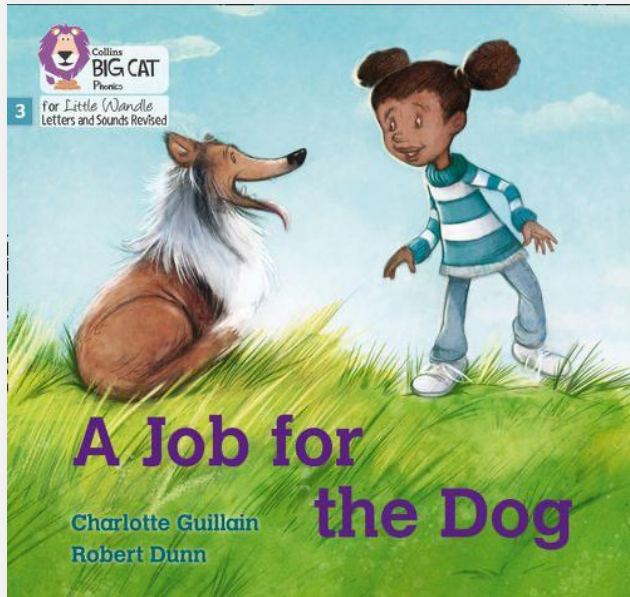
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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



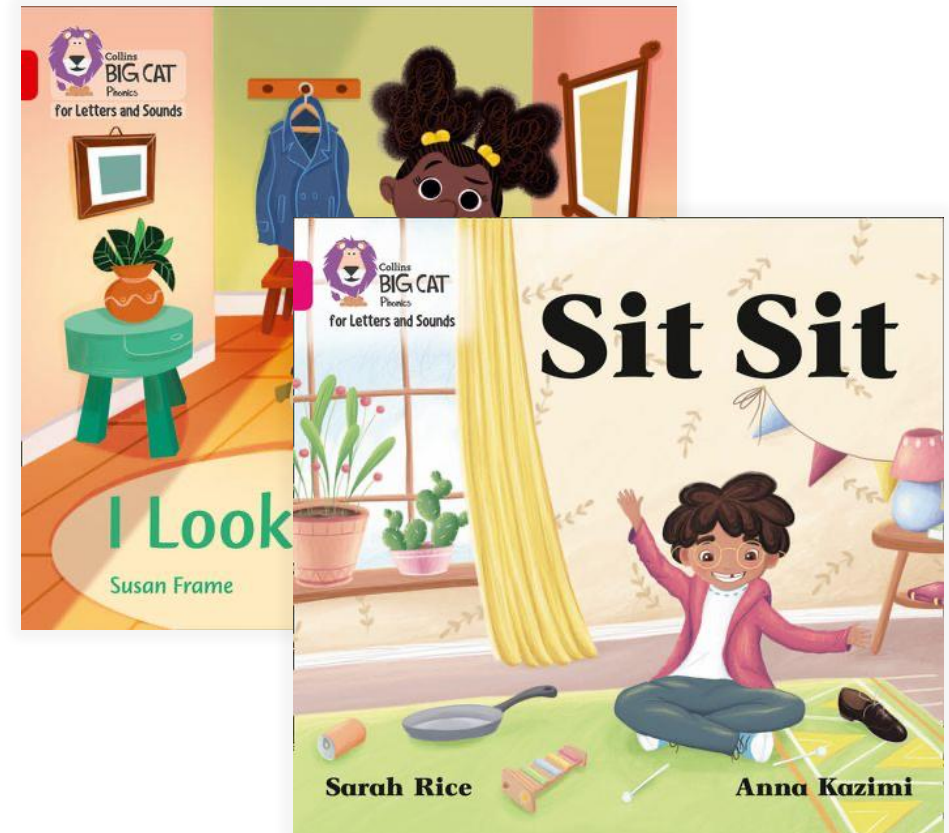


# Books going home



# 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.
- Talk about the book and celebrate their success.

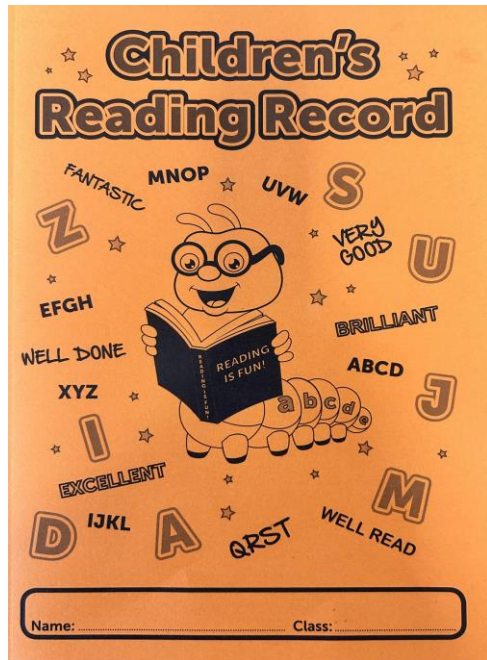




# Reading Books and Reading Records

- Your child has been bringing home reading books matched to their current reading level. Children read their book three times a week in school and bring this book home on a Friday to celebrate their learning with you.
- Your child keeps this book for a week to practise and consolidate their learning. This allows them time to improve their confidence, understanding and fluency.
- Please sign your child' reading record every time that you read with them.
- Please can you make sure that reading books and reading records are in school **every day** as they take part in group reading sessions and we will need to record this in their reading record.

# Reading Books and Reading Records

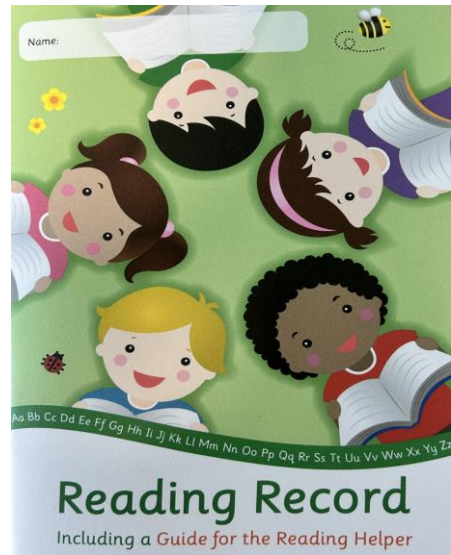


Date	Book Name and Page Number	Comments
	<i>I read in a group for</i> <i>Date</i>	<i>Title of the book</i> <i>I read in a group for</i> <i>Date</i>

- If your child is in Reception or Year1 they will have an orange reading record.
- You will see that your child's reading record is stamped and dated when they read with an adult in school.
- When you read with your children please include the date, the title of the book and any additional comments.
- Please make sure that you sign your child's reading record and not them.

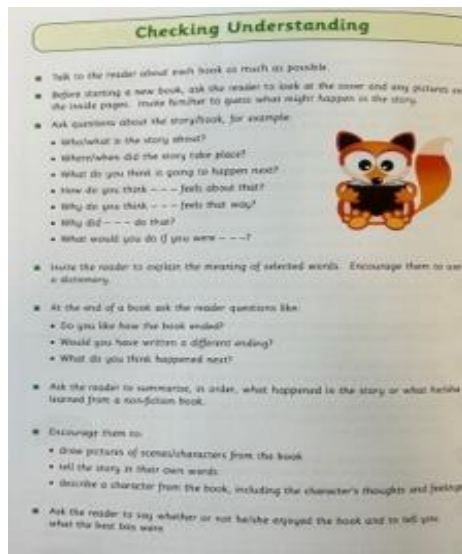


# Reading Books and Reading Records

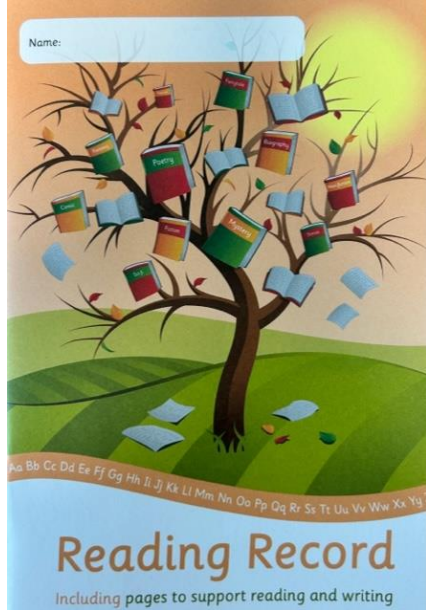


Date, book and page number	Comments
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
Tricky words, or words to practise	

- If your child is in year 2, they will have a reading record that looks like this.
- You will see that your child's reading record is stamped and dated when they read with an adult in school.
- When you read with your children please include the date, the title of the book and any additional comments.
- There is a space at the bottom of the page for you to record any words that your child found tricky when reading, so that you can continue to practise at home.
- After you have read with your child take the opportunity to ask them how much they enjoyed the book they read. They can give it a rating out of 5 stars.
- There are some helpful pages in the centre of the reading record. There are examples of questions that you can ask your child. This can also be helpful when you are reading other books e.g. Library books.
- Please make sure that you sign your child's reading record and not them.



# Reading Books and Reading Records



Date, book and page number	Comments <small>Give a score out of 10 to show how much you enjoyed your reading</small>
	10
	10
	10
	10
	10
	10
Tricky words, or new words I have learned	

### Top Tips for the Reader

To continue improving your reading skills, you need to:

- Read a wide range of books including fiction and non-fiction books.
- Read for pleasure and to find out information.
- Listen to and read plays and poetry. Practise performing them and reading aloud.
- Make sure you understand what you are reading and ask for help if you don't.

Here are some top tips to help you with your reading skills.

- 1 Use the 'Comments' spaces in this reading record to write down:
  - if you thought your book was interesting
  - how easy or difficult the book was to read and understand
  - what you enjoyed most about the book.
- 2 In the spaces at the bottom of each reading record page, make a note of any tricky words or new words you have discovered. If possible, check the meaning of new words by using a dictionary.
- 3 Join a library if you can and spend some time choosing your own books. Don't forget to recommend great books to your friends. Remember to tell them why you think the books are worth reading.
- 4 If you are struggling to understand what you are reading, try some of these ideas:
  - Read over the difficult parts again.
  - Slow your reading down a little.
  - Ask someone to read with you and talk about anything you don't understand.
  - Look at any pictures to see if there are any clues.
- 5 When you have finished a book, it is important to check that you have understood everything. You could try doing one of these activities:
  - Tell the story in your own words.
  - Draw pictures of scenes or characters from the book.
  - Write a letter to a character from the book.
  - Describe a character from the book, including the character's feelings and thoughts.
  - Try asking yourself some questions about your book (see the next page).

### Questions About Your Book

Try asking yourself some of these questions to check that you are understanding what you are reading.

**Before you start**

- Why did you choose this book?
- What do you think will happen in the story?
- If this is a non-fiction book, what do you hope to find out?

**Halfway through**

- What has happened so far?
- Who are the main characters?
- How do you think the main characters are feeling now?
- How would you describe the story so far? (For example it could be funny or exciting.)
- What might happen next?

Questions about non-fiction books:

- What have you learned so far?
- What are you hoping to find out next?
- What is the most interesting thing you have learned?

**At the end**

- Did you enjoy this book?
- What was the best part of the story?
- Would you recommend this book to a friend?
- Why would you recommend it, or why wouldn't you?
- Would you choose more books by the same author? (If so, you could look for some.)
- What makes the author different to other authors? (Does the author have an original style?)

- If your child is in year 3 or above, they will have a reading record that looks like this.
- You will see that your child's reading record is either stamped and dated or signed when they read with an adult in school.
- When you read with your children please include the date, the title of the book and any additional comments.
- There is a space at the bottom of the page for you to record any words that your child found tricky when reading, or any new vocabulary they came across in their book.
- After you have read with your child take the opportunity to ask them how much they enjoyed the book they read. They can give it a rating out of 10 and ask the child why they gave it that rating.
- There are some helpful pages in the centre of the reading record. There are some helpful tips and questions to support them further in their reading.
- Please make sure that you sign your child's reading record and not them.



# Supporting at home

# Supporting your child with phonics

These videos are available for you to watch online.



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



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



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



# Supporting your child with phonics



<b>Little Wandle - Letters and Sounds</b> <b>Reception Phonics Home Learning</b>	
<b>Phase 2 - Autumn 1 Week 1</b> <b>Focus - Phonemes s / a / t / i</b>	

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/>

**Phonemes we will be focusing on this week in school -**

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

**We will be orally blending words.** Can you hear the phonemes in these words? Can you listen and then repeat the word?

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

p - a - t      a - t

<b>Little Wandle - Letters and Sounds</b> <b>Year 1 Phonics Home Learning</b>	
<b>Phase 5 - Autumn 2 Week 1</b> <b>Focus - ir /ur/ ie /igh/ ue /oo/yoo/ u /yoo/</b>	

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/>

**Phonemes we will be focusing on this week in school -**

<b>ir</b>	/ur/ bird	<b>ie</b>	/igh/ pie
<b>ue</b>	/oo/ blue /yoo/ rescue	<b>u</b>	/yoo/ unicorn

**We will be reading and writing words.** Can you see this week's focus phonemes?

bird	lie	true	music
first	fried	glue	tuna
third	cried	human	argue

**We will be reading and writing sentences.** Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

The girl has some birds on her skirt.  
I looked at the pie and tried not eat it!  
The clue led us to the blue bench.  
We spied unicorn tracks in the mud.

**We will be practising tricky words.** Can you spot the tricky part of the word?

here    today    one    their    people    oh    your

**We will be spelling words.** Can you write these words? Can you use the correct phonemes?

girl                  pie                  blue                  unit



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

Carl Sagan



# Read to your child



## The shared book is for YOU to read:

- Join the library
- Explore a range of fiction and non-fiction books.
- Encourage interest in books- even those that your child could not read independently.
- 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
  - Talk about the illustrations in the book





## Useful websites:

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







**Children are made readers on the laps  
of their parents**

Emilie Buchwald



# Thank you for coming



- I hope that you have found this presentation helpful
- I will be happy to answer any questions
- Your child's class teacher will let you know how your child is getting on with phonics or reading at parents evening. Don't forget to check with them if you have any concerns