



Early Years Foundation Stage



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.



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

This term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order










Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s 		Show your teeth and and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
a a 		Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
t t 		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.
p p 		Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
i i 		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.
n n 		Open your lips a bit, put your tongue behind your teeth and make the nnnn sound nnnn	Draw the stick, up and over the nail.

Phase 2 grapheme information sheet

Autumn 2

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

Let's say the Phase 2 sounds

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



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Tricky words

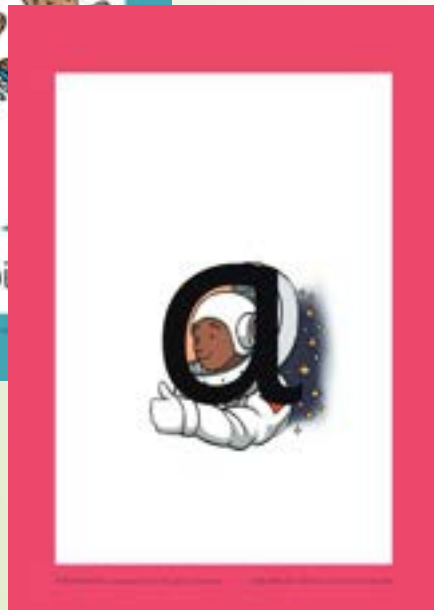
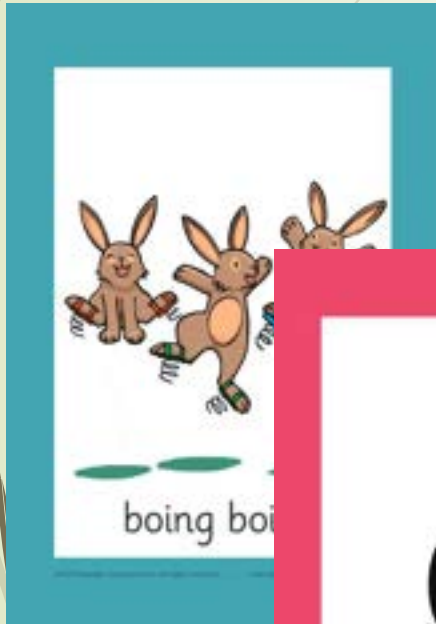
- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



Reading tricky words







How we make learning stick



Spelling

- ▶ Your child will be taught how to spell simple words, using the graphemes they have been taught.
- ▶ They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
t t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.



How do we teach spelling?

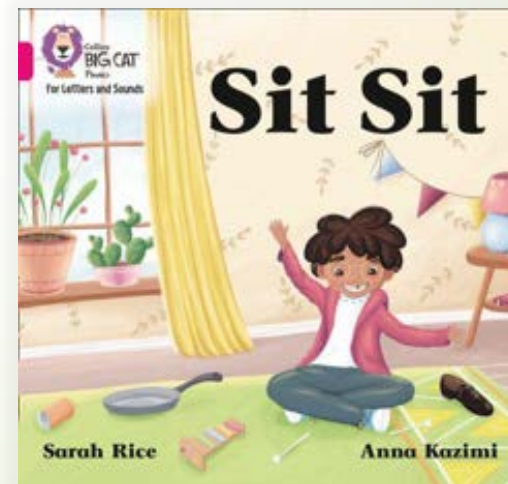
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.



How do we find the right book for your child?

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



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



Read to your child

The love of reading 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.



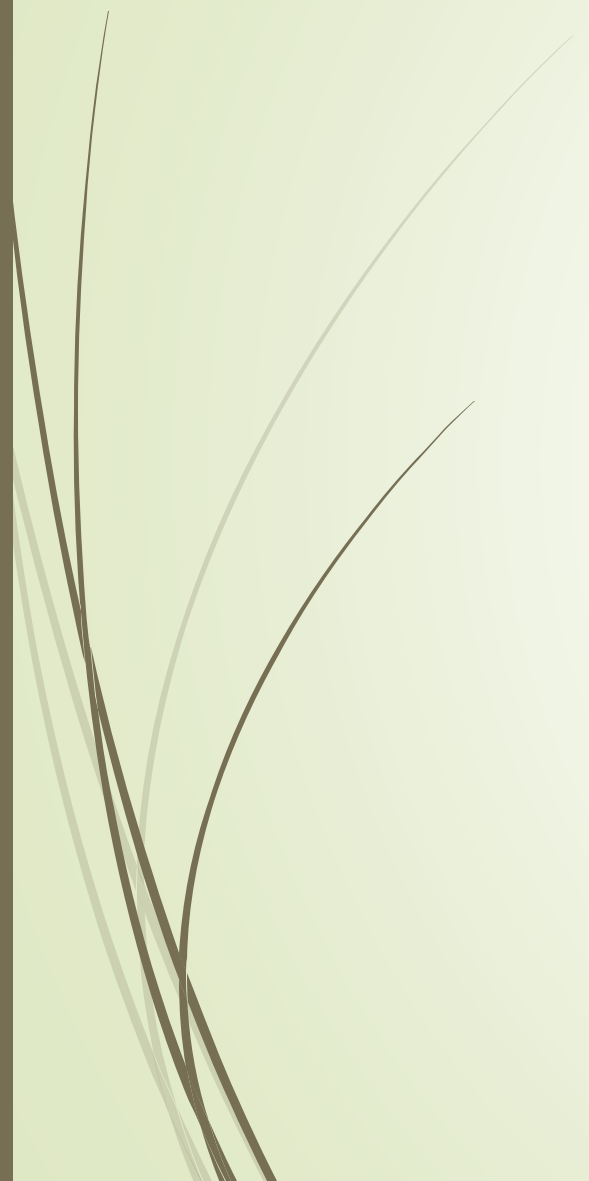
The most important thing you can do is read with your child

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.





Phase/colour band	on track expectation
Foundation level	Reception Autumn 1
Phase 2 Set 1	Reception Week 3/4 & Autumn 2
Phase 2 Set 2	Reception Autumn 2
Phase 2 Set 3	Reception Autumn 2
Phase 2 Set 4	Reception Spring 1
Phase 2 Set 5	Reception Spring 1
Phase 3 Set 1	Reception Spring 2
Phase 3 Set 2	Reception Summer 1
Phase 4 Set 1	Reception Summer 2
Phase 4 Set 2	Year 1 Autumn 1

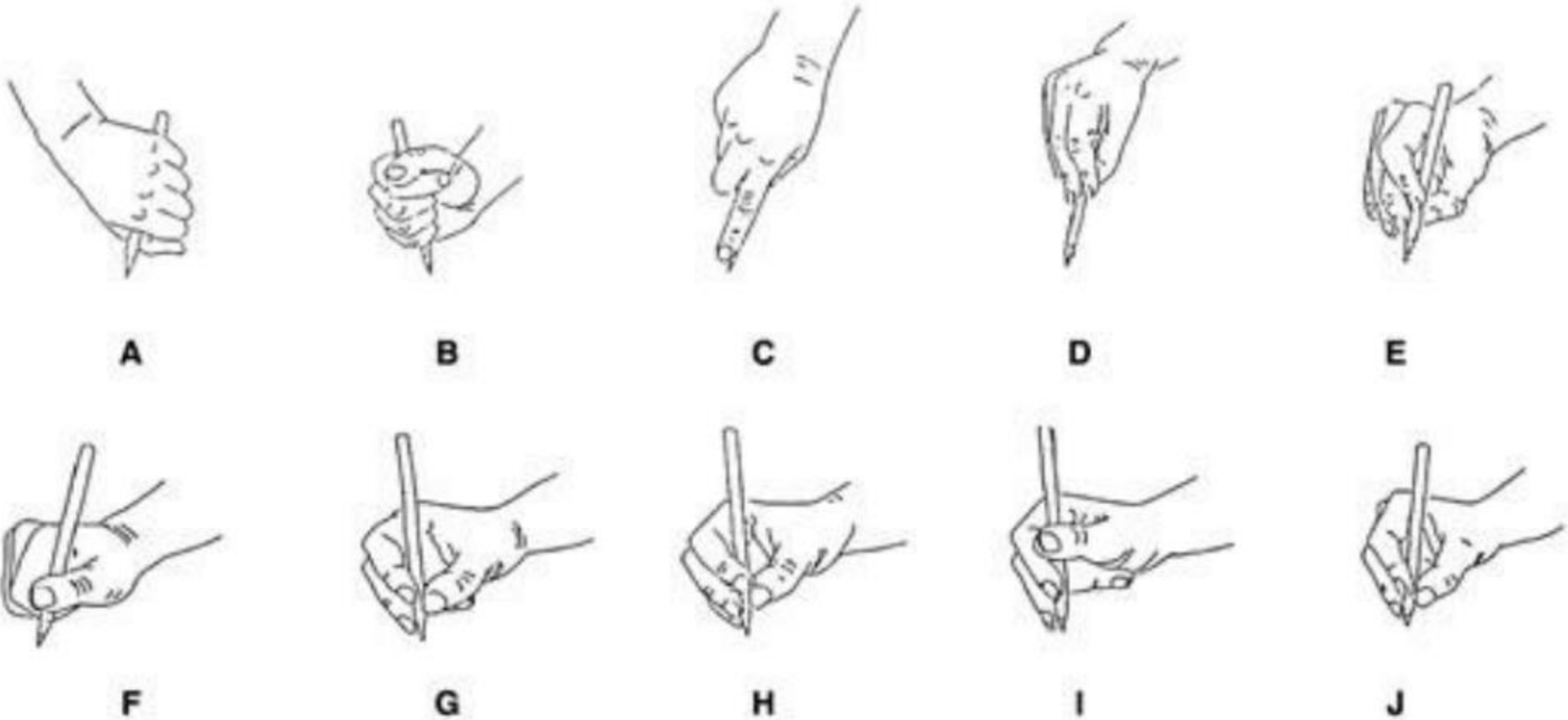
Early Hand-writing Where they are now.... ...just getting started.



An x ray of a developed hand (around the age of 7) on the left compared to an EYFS age child's hand on the right.

Strengthening their fine motor skills/ pre-writing skills





A = radial cross palmar grasp; B = palmar supinate grasp; C = digital pronate grasp, only index finger extended; D = brush grasp, E = grasp with extended fingers; F = cross thumb grasp; G = static tripod grasp; H = four fingers grasp; I = lateral tripod grasp; J = dynamic tripod grasp.

Figure 2 - Pencil grip postures¹⁶

How children learn to write independently....

HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcarr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i won to play with the white board and the shupes and I won to play with my fe</p> <p>(Today I went to play with the white board and the shupes, and I went to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I sad Thim. The end</p> <p>(One day, I saw my friend. It was Israel and Antonio and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>


How we help children on their writing journey...

1. Lots of opportunities for mark-making - children ascribing meaning to the marks they have made. Value children's mark making
2. Hand-strengthening / fine-motor development
3. Guided adult tasks - modelling how to apply phonic skills (initial / middle and end Phonemes)
4. Guided adult tasks - how to write tricky high frequency words
5. Over-writing (yellow pen) - to work on a target e.g. letter formation
6. 'Have a go' writing
7. Independent writing.


Writing within Reception



I went to
Londra I saw dhooga
bong I went to
the moys
m



on saturday I
Went to the
metro
Ignora
I went to the side



once a p...
there was a boy
with his Mum
he took his car
to the market
he saw a old man
who said the
magic beans
mum said there
a wall



caterpillars et
legs. They
hav lots
of legs. He
mavis a ca...
mye

Children in Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

ELGs

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.