



# Phonics Information Evening

## Tuesday 18<sup>th</sup> October 2022





# How do children learn to read?

- Daily phonics sessions (R, Y1, Y2)
- Regular exposure to taught sounds
- Phonics as a route to decoding
- Learnt in 'Phases' as a whole class
- 4 new sounds per week and a review lesson
- 3 reading practice sessions with a decodable book

## Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)	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.

## Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ ow claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.



Every letter has a name

Every letter has a phoneme – sound

Every letter has a mnemonic – picture

Every letter has a formation phrase

New GPC and mnemonic	Formation phrase
s snake 	Under the snake's chin, slide down and round its tail.
a astronaut 	Around the astronaut's helmet and down into space.
t tiger 	From the tiger's nose to its tail, then follow the stripe across the tiger.
p penguin 	Down the penguin's back, up and around its head.

# Lesson Structure



	Revisit and review
	Teach and practise
	Practise and apply
	Grow the code
	Reading practice session three times a week

# Phonics Lessons

- Children will learn sounds using picture cards to prompt them (examples can be found on the Little Wandle website)
- Each grapheme has a pronunciation and a formation phrase

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>snake</p>	<p>Show your teeth and and let the <b>s</b> hiss out <b>ssssss ssssss</b></p>	<p>Under the snake's chin, slide down and round its tail.</p>
 	 <p>astronaut</p>	<p>Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b></p>	<p>Around the astronaut's helmet, and down into space.</p>

# Phonics Lessons



Children will read and write words and sentences with the new sound in. To apply their knowledge, they will read books including their recently taught sounds.

Catchphrase	Grapheme	Catchphrase	Grapheme
 ai in the rain	ai	 sleep in a jeep	ee
 a light in the night	igh	 soapy that goat	oa
 soo in the moon	oo	 hook a hook	oo

Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	ou	ar
ay	ea	ie	o	ue	u	u*	a*
a	e	i	o-e	u-e	u	u-e	al*
a-e	e-e	i-e	ou	ew	ou	ew	
eigh	ie	y	oe	ou			
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		
oor							
al							
a							
oar							
ore							



# Vocabulary

phoneme	grapheme	grapheme-phoneme correspondence (GPC)
blending	oral blending	segmenting
multi-syllabic word	digraph	trigraph
split vowel digraph	adjacent consonants	alternative pronunciation
mnemonic	pronunciation phrase	formation phrase

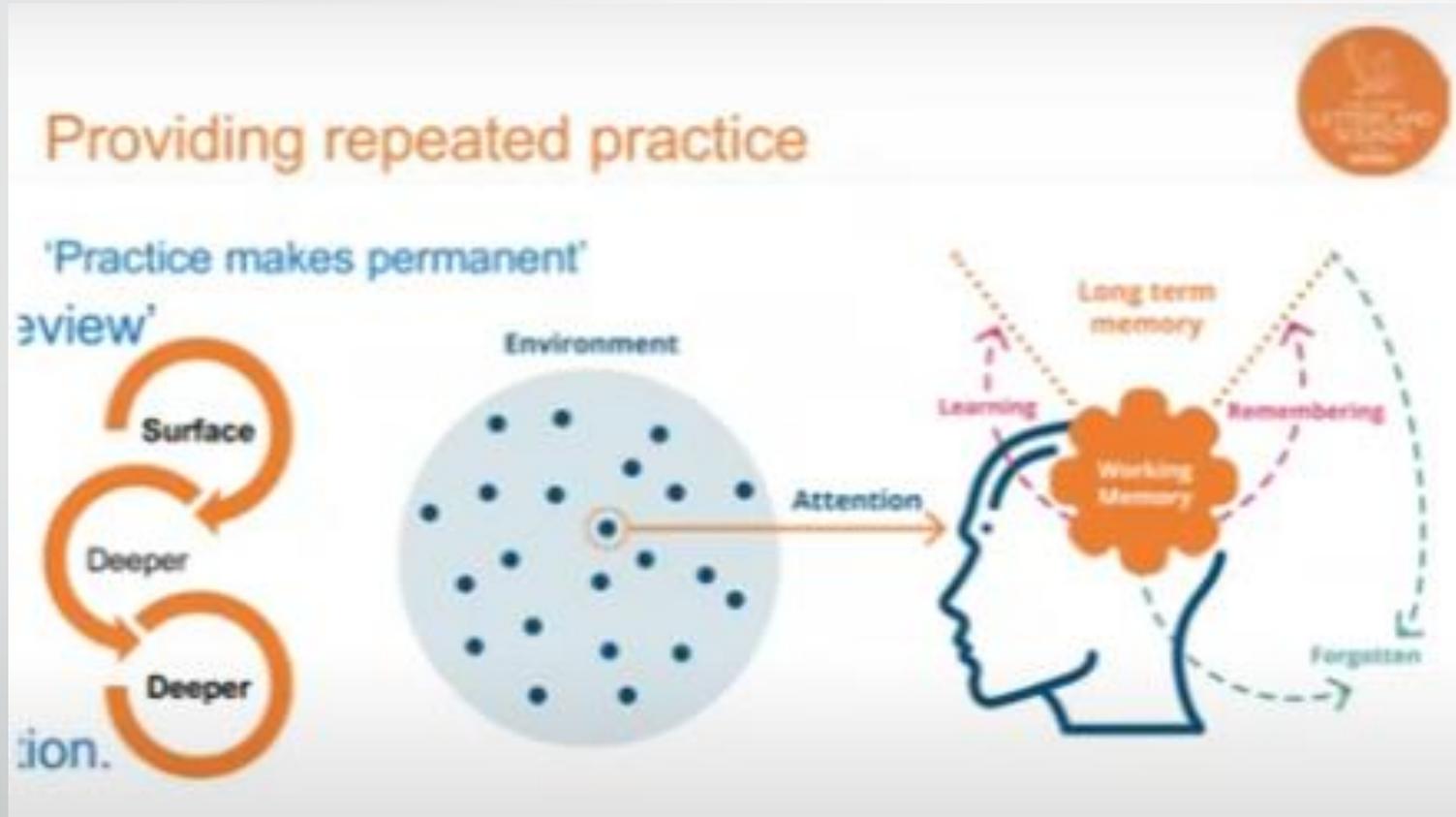
# Phonics Screening Check

- In June of Year One, children will undertake a statutory assessment called the phonics screening check
- This consists of 40 words (20 real and 20 nonsense)
- For the past few years, the pass mark has been 32 out of 40.
- If they don't pass, they retake the check later in the year.



Practice sheet Real words	Practice sheet Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

# Shared Reading



Children require 95% word understanding in order to have meaningful, comfortable comprehension



Previously, children would take home a colour banded book and pick any from that band.

Book band	Age	School year England / Scotland	ORT level
Pink	4 – 5	Reception / Primary 1	1 / 1+
Red	4 – 5	Reception / Primary 1	2
Yellow	5 – 6	Year 1 / Primary 2	3
Blue	5 – 6	Year 1 / Primary 2	4
Green	5 – 6	Year 1 / Primary 2	5
Orange	6 – 7	Year 2 / Primary 3	6
Turquoise	6 – 7	Year 2 / Primary 3	7
Purple	6 – 7	Year 2 / Primary 3	8
Gold	6 – 7	Year 2 / Primary 3	9
White	6 – 7	Year 2 / Primary 3	10

This has been replaced by phonics phases.

The children will only read books with the sounds they have previously learnt to enable fluency.



In school, Children will read a new book each week. They will read it 3 times in Shared Reading sessions, each time, we will focus on a different skill

Decoding

Prosody (expression)

Comprehension

This book is matched to your child's phonic ability and should be fluent and automatic. The aim is that the children read at a 95% fluency. This means that the children should need little to no support reading the words.





# Supporting Reading at Home

You might find that your child comes home with a sticky label on their jumper with a sound – ask them to read it until it is embedded!

Read as often as possible – research shows that children who read for 20 minutes extra per day acquire 2 million more words per year = more fluency in daily reading

Promote a love of reading with both decodable books and sharing books. Your child will bring home 1 decodable reading book each week, this is carefully matched to their phonic phase and a sharing book of their choice which is to be enjoyed and shared as a family.

Read to your child, ask questions, clarify the meaning of words, role play characters, discuss the pictures, predict what might happen next. Make reading a fun experience!

Celebrate their success and achievements with reading.

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


[View basket](#) [Log out](#)  
[My Letters and Sounds](#) [For parents](#) [FAQs](#) [Shop](#) [My account](#) [Contact us](#)

## For parents

The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

Note: Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

 **Phase 2 sounds taught in Reception Autumn 1**  
 **Phase 2 sounds taught in Reception Autumn 2**  
 **Phase 3 sounds taught in Reception Spring 1**


**Autumn 1 sounds**  
 Download a guide to how children are taught to say their sounds in Reception Autumn 1  
[Download PDF](#)



Thank you for joining us!  
Please email questions to your child's admin or  
speak to your child's teacher.