























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



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

Little Wandle Workshop

Why learning to read is so important!

Reading is essential for all subject areas and improves life chances.

Positive attitudes to reading and choosing to read have academic, social and emotional benefits for children.

In EYFS you will have been receiving a sharing book this is to promote a love of reading with your child allowing them to ask questions about the book and therefore building on their comprehension skills.

Key info about our sharing book: this is not a book for your child to be reading this is purely for you to read with your child and enjoy a storytime together.

How do we promote a love of reading in school?

In KS1 children have 3 guided reading sessions a week- building on decoding, comprehension and prosody skills.

Children have story time twice a day and a key text in EYFS each week. Key texts are also continued in KS1 linking often to their topics.





In EYFS we also have a WOW vocab session which allows children to delve deeper into vocabulary from the key text.

How do children learn to read in school?

This is our weekly structure for phonics and shows how we introduce and develop key core reading skills in school.

Weekly grid Reception phase 2

Autumn 1 week 4

Lesson focus	Revisit and review	Teach and practise						Practise and apply	
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase + catchphrase for digraphs	Oral blending	Teacher-led blending words Independent reading	Tricky words	Oral blending game
ck sock	a p i n m d g o c k	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say e e e	neck lock tick sock	ck sock 	For c: Curl round the heel of the sock. For k: Down the sock, up and across, back and down to the corner. Catchphrase: ck Rock that sock!	Review: c-a-t k-i-t d-o-g New: s-o-ck p-ick p-a-ck	kit dog cat nod sock Independent: dig pat	New: I Review: is	Can you touch your ... ? l-e-g ch-ee-k b-a-ck h-ee-l
e elephant	a p i n m d g o c k k ck	Open your mouth wide and say e e e	egg elbow envelope elephant	e elephant 	Around the elephant's eye and down its trunk.	Review: s-o-ck c-a-p p-ick New: s-e-t p-e-ck p-e-t	sock cap pick top set Independent: dad man	New: I Review: is	What's that noise? What sound does: an ow-l make? a m-ou-s-e make? a b-ear make? a b-ee make?
u umbrella	a p i n m d g o c k k ck e	Open your mouth wide and say u u u	under (something under a table) upstet umbrella	u umbrella 	Down and around the umbrella, stop at the top and down to the bottom and flick.	Review: s-e-t p-e-t g-e-t New: m-u-d c-u-p d-u-ck	set get ten pot cup Independent: cat sip	New: I Review: is	Blend from the box c-ar c-u-p n-e-s-t i-nk
r rainbow	a p i n m d g o c k ck ck e u	Show me your teeth to make a rrrrr sound rrrrr	rocket rabbit rice rainbow	r rainbow 	From the cloud to the ground, up the arch and over the rainbow.	Review: m-u-m d-u-ck c-u-p New: r-e-d r-i-p r-a-n	mum duck pet nap red Independent: cap tap	New: I Review: is	Can you do the actions? p-a-t your shoulders n-o-d your head f-l-a-p your arms (like the chicken dance) r-e-a-ch up high w-i-gg-le
Review	a p i n m d g o c k ck ck e u	Graphemes to display: ck e u r		Match initial/end sound of object to grapheme: sock neck elbow envelope umbrella rocket rainbow		Review: m-u-m s-o-ck t-e-n c-u-p	sock mum cup ten red Independent: top sad Play Change it: sat sad dad mad man ran run	Review: I is	Blend from the box s-u-n d-u-ck t-r-ee n-e-t

Sounds for the following week are always uploaded on our weekly update allowing for a pre-teach.

Progression from EYFS to Year 1

Weekly grid Year 1 phase 4

Autumn 1 week 3

Lesson focus	Revisit and review			Teach and practise			Practise and apply	
	GPCs	Words	Tricky words	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling
CVCC CCVC and CCVCC	ai ee igh oa ear air er sh ch qu	Match the words to the pictures: frog frost drum flag hand milk	was they	s-n-a-ck sh-r-i-nk s-qu-e-l-ch	snack shelf shrink squelch stand slept	shrink Become smaller – Grapes shrink when they are dried out and become raisins. squelch A noise you make when you're walking through something thick and sticky, like mud – We squelch through the mud in our wellies! slept Past tense of sleep – We slept in tents in the garden.	The frog slept in the drum.	frog drum + they
CCCVC	ar or ur ow oi ear air th sh ch	Sort the th/ch words: bench chest thinks thump thrash chimp	was they some come	s-p-r-i-ng-s s-p-l-a-t s-c-r-u-b-s	springs shrill splat plum scrap scrubs	scrap A little bit of something – Mum found a scrap of paper to write a note on. shrill A high-pitched call – My brother let out a shrill cry when he saw a rat in the garden. scrubs If you scrub something, you clean it by rubbing it hard – Dad scrubs my football kit to get the grass stains out.	Splat, the chimp chucks a plum.	splat thinks + some
Phase 4 with long vowels	ee ow oi oo oa igh ear	Sort the igh/ear words: flight slight bright smear spear appear	was they some come were there	s-p-o-i-l g-r-o-a-n s-t-ee-p	green spoil tree groan floating steep	spoil To damage or ruin something – The dog spoiled our game of rounders when she ran off with the ball. groan A long, deep sound that shows you're not happy with something – I groan when Mum asks me to tidy my room. steep Going upwards very sharply, not gradually – We were out of breath by the time we reached the top of the steep hill.	The bright light was floating in the air.	green brown + were
Phase 4 with long vowels	igh ar ee oo oo ng ai air sh	Match the words to the pictures: paint stair clown train spoon brown	was they some come were there sure pure	s-t-ar/l-igh-t w-i-n-d/m-i-l-l t-r-ee/t-o-p	star/light tree/top fresh/ness drift/wood wind/mill star/fish	driftwood A bit of wood that floats on the sea or is washed up on the beach. windmill A building with sails that move when the wind blows.	Are you sure the train went to the windmill?	train paint + sure
Review	oo ar th ck er ure air igh ear or ng	Quick review: frost snack squelch thump thrash scrubs splat groan float/ing smear bright appear train green steep	was they some come were there sure pure	n/a	Match the words to the pictures: chimpanzee milk bench tree street crown	n/a	Write: Milk is a good drink.	milk thump

Reading practice sessions with decodable reading books three times a week

- same structure as EYFS.
- constant recap of sounds as well as slowly introducing new ones.
- bigger grow the code chart, reveal sounds as they are learnt.
- chop up long words
- listen for the blends

Reading fully decodable books

Books that come home will be consistent with their phonics knowledge including tricky words.

Children will be reading books in a progressive sequence until they can decode unfamiliar words confidently (This would usually be at the end of EYFS and the beginning of year 1 when books will not always be fully decodable)

Your child will have their book changed throughout the week. Don't forget about e-collins online library. Fantastic resource. Please contact your Teacher if you do not have this.



Parents/carers role in home reading

Reading at home has a positive impact on your child's reading and allows them to develop fluency.

Children will take home books that they have read in school during guided reading- allowing them to build on their fluency skills.

Top tips when reading to your child- use of voices, expression, discussing unfamiliar vocabulary, talking about the pictures, predicting what might happen next. All of these strategies will help your child with progression in reading and allow them to build on a love for reading.



Daily and weekly catch up sessions:



Supporting your child:

If during phonics we notice that your child is struggling with pencil grip or decoding and blending they will have a quick daily catch up with an adult.

This may be 1:1 or in a group, this is a 5 minute catch up allowing your child to develop a deeper understanding.

If we feel we can work as a team both in school and at home with supporting your child, we will be in touch.

Reading in Year 2



Children continue to read daily

We follow the reading for real structure for our whole class reading- excite and orientate, first encounters, digging deeper, looking beyond the book making links to the wider world and reviewing and reflecting

Children needing support with phonic knowledge read phonetically decodable books

All have daily 1:1 fluency reading

Reading across the curriculum

Supporting from home

- Short bursts of reading daily
- Check understanding
- Exposure to a wide range of fiction, non-fiction

Phonics and SPaG in Year 2

4 x phonic/SPaG sessions

Catch up sessions to support phonic knowledge

Intertwined in all learning- applying phonic knowledge to support spelling

Continue to revisit Little Wandle & No Nonsense spelling programme

No Nonsense builds on Little Wandle and supports children's understanding of spelling patterns and punctuation.































Prefixes-
added to the
beginning of
words - dis, un

Suffixes-
added onto a
root word- ed,
ing, ies








Homophones-
words sounds
the same but
different
meaning- blue,
blew, sea, see

Contractions-
Use of apostrophes
for omission- can't,
didn't etc

Grow the code grapheme mat Phase 2, 3 and 5

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

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accents

Use segmenting
fingers & using
'Grow the code'
chart

Year 1 and 2 Common Exception Words

Year 1

the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

Year 2

door gold plant clothes
floor hold path busy
poor told bath people
because every hour water
find great move again
kind break prove half
mind steak improve money
behind pretty sure Mr
child beautiful sugar Mrs
children after eye parents
wild fast could Christmas
climb last should everybody
most past would even
only father who
both class whole
old grass any
cold pass many

Year 2 Zero
Tolerance
words

because

have

when

where

were

of

school

pupil

Tockwith

We really appreciate your time! Thank you so much for joining us.



Any questions?

S s ss	t tt	p pp	n nn	m mm	d dd	g gg	c 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		

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Free website with more support for parents/carers.

