



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

[www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)

Teach reading: change lives

Parent workshop: Phonics

3rd March 2026 @9.10am



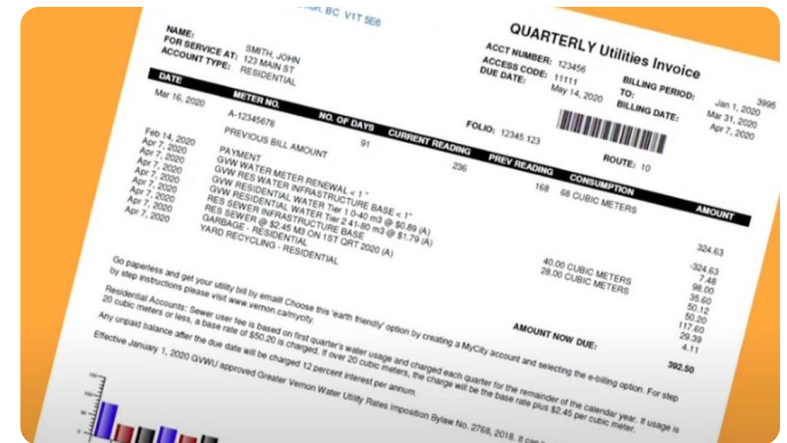


**A love of reading is the biggest indicator  
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



# How many times have you already read today?





# Phonics



## Aims of this morning's talk:

- How we teach Phonics
- What the Phonics Screening Check is
- What we are doing to prepare the children
- How you can help your child/ren
- Key dates
- Any questions?



# 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.



# Blending to read words



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



# Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



# Teaching order










## Phase 2 grapheme information sheet

## Autumn 1

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

## 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 <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	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 <b>w w w</b>	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 <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	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 y without	Down and round the yo-yo, then follow the string sound



# 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 /ɪd/ /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.

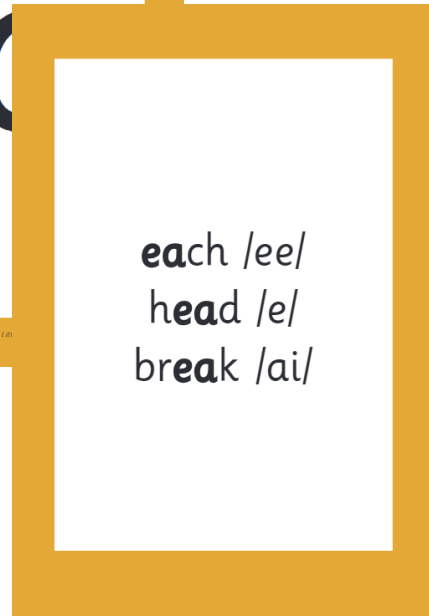
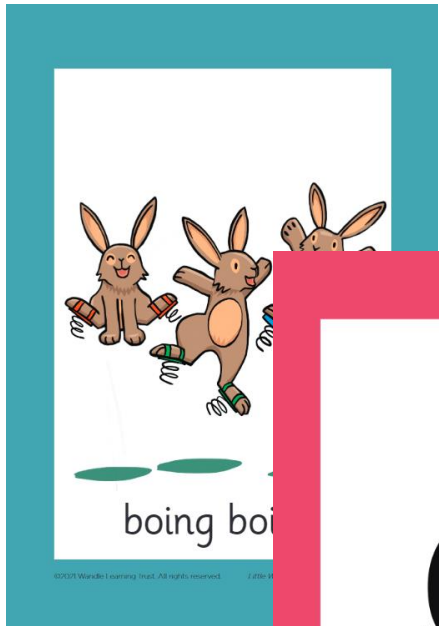
Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	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

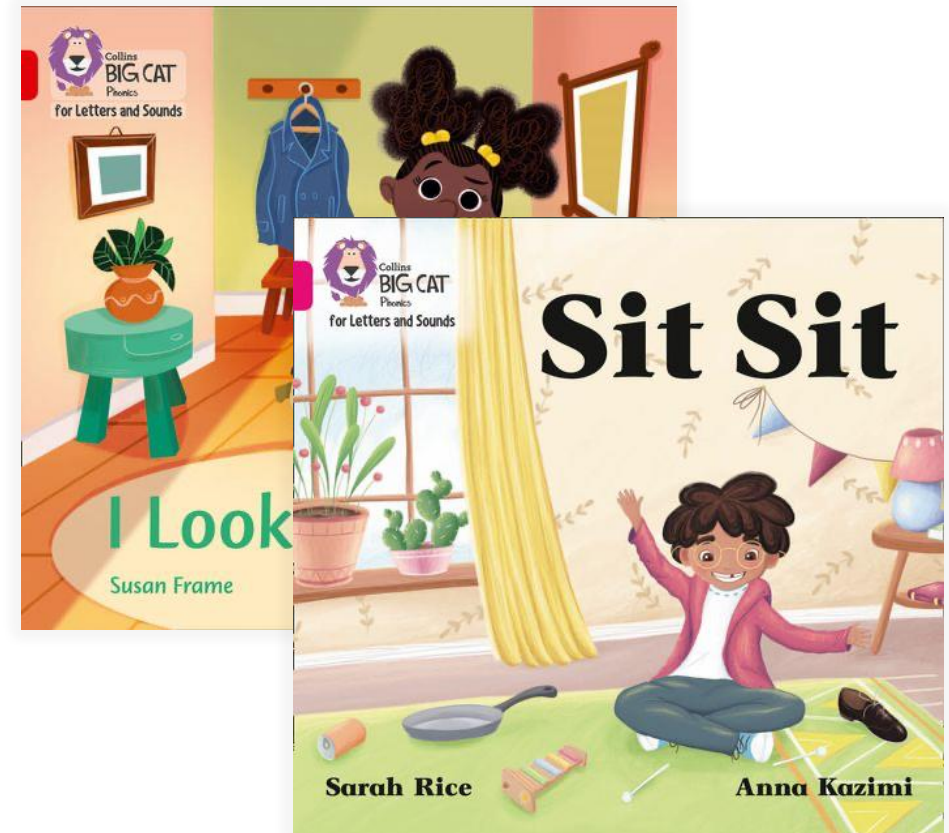


# How we make learning stick



# 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.



# Supporting your child with phonics



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



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



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



# Tricky words



# How we teach tricky words



# Spelling



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



# 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.



# Dotting and Dashing!



We encourage children to find digraphs and trigraphs to help with their blending. Let me show you how this works and what it looks like in a phonics lesson.  
“dot and dash”.



# Split digraphs



a-e

cake  
↑

i-e

kite  
↑

e-e

these  
↑

o-e

phone  
↑

u-e

huge  
↑





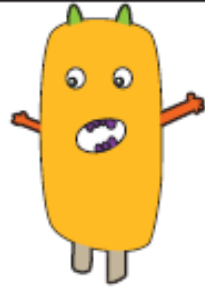
# The Year 1 Phonics Screening Check

- Began in 2012, after a pilot in 2011
- Takes place w/b 8<sup>th</sup> June 2026
- Children read a mixture of 40 real words and “alien” words by decoding and blending using the methods we have taught them
- It is testing children’s ability to spot graphemes in words, not their overall reading ability



Section 1

poth



shan



veen



quorg



Section 1

thin

peck

torn

cheek





# Year 1 Phonics Screening Check

## Key Dates



- Spring term (2) 2026
  - Mock check to identify which children need extra support
  - Phonics groups re-organised; new sounds being taught; sounds being reinforced in English lessons, including spellings of tricky words
  - Extra help given to children identified in mock check to look for sounds within words and dot & dash them, then read them
  - Phonics Easter activity pack sent home
- Summer term (1) 2026
  - Extra booster work continues with children who need it
  - Individual Phonics activity pack sent home for children that need to practise, to complete over a few weeks
  - QR codes sent home weekly
  - Focus on Phonics in English lessons during the week leading up to the check
  - w/b 8<sup>th</sup> - Phonics screening check takes place

## July

Results come out in the end of year report.



**We do not want you or your child to get stressed about this check. It is not necessarily an indicator as to whether your child is a good reader or not.**



**strom**



## What you can do to help at home:

- When reading with your child, encourage them to look for digraphs and trigraphs within words, even if they can sight read the word.
- If they come across an unfamiliar word which can be sounded out phonetically encourage them to sound out, then blend the sounds together.
- Please support them with any additional phonics sheets they may bring home. If the sheets are already completed, talk to them about the sounds they found and see if they can still read the words.
- Copies of previous checks are freely available on the internet if you want to look at these – we do use these in school so if you want to use them at home, please don't over-use them.
- Encourage them to do the Activities Pack at Easter and in May Half Term so they don't forget all their Phonics during the holidays!



## Websites & pages that might be useful:

- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/videos> showing how the sounds are pronounced
- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> - the Little Wandle website – lots of parent tutorials in the 'For Parents' section  
<https://www.gov.uk/search/all?keywords=phonics+screening+check+materials> - previous years phonics screening check





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

Carl Sagan

