

Phonics Session

March 2023



We would like to:

- * Briefly recap key aspects of our phonics programme
- * Discuss the Year 1 Phonics screening check
- * Offer guidance on how you as parents can support at home

What is Phonics?

- * Phonics is an established way of teaching children to read quickly and skilfully.
- * Our school has chosen *Little Wandle Letters and Sound Revised* as our systematic synthetic phonics programme (SSP) to teach early reading and spelling
- * In Phonics lessons your child is taught how to:
 - distinguish sounds in words;
 - recognise the sounds that each individual letter makes;
 - identify the sounds that different combinations of letters make, such as 'sh' or 'oo';
 - blend these sounds together from left to right to make a word.
- * Children can use this knowledge to 'decode' new words that they hear or see. They also develop skills in segmenting for writing, breaking the word into sounds to spell it out.

What is Phonics?

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	i l 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"> words with -i /i/ added at the end (hats sits) words ending -s /z/ (hats) and with -l /z/ added at the end (bags) 	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
oi ee igh oo oo oo or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	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"> longer words, including those with double letters words with -i /z/ in the middle words with -s /z/ at the end words with -l /z/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVC CCVC CCVC longer words and compound words words ending in suffixes: 	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 Phase 5 /ai/ ay play /au/ ou cloud /ai/ ay 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/ ur bird /igh/ ie pie /ea/ /yoi/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oa/ /yoi/ u-e rude cute /ee/ e-e these /ea/ /yoi/ ee chew new /ee/ ee shield /ar/ ar claw	their people oh your Mr Mn 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
/ee/ y funny /e/ ea head /ai/ 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

What is the Phonics Screening Check?

- * The Phonics Screening Check takes place in year 1, week commencing **Monday 12th June**.
- * Children throughout the country will all take the test during the same week.
- * Children in year 2 will also take the check if they did not achieve the required outcome when in year 1 or if they have not taken the test before.

What is the Phonics Screening Check?

- * The Phonics Screening Check is designed to allow schools to assess whether children have made expected progress within their phonics learning and have reached an appropriate standard.
- * It can help teachers to identify gaps in children's phonics knowledge and gives the school a picture of where children may be excelling or requiring extra support.

What Happens During the Screening?

- * The test contains 40 words. Some of these words are real words and some are 'non-words' or 'nonsense words'.
- * Children will be prepared for the fact that some of the words will not be real words and these words are identifiable during the test by having a small image of an alien next to them.
- * These 'non-words' are important because all children will need to use their decoding skills to read them as they will have not been learnt by sight.

What Happens During the Screening?

Section 2

brend



throst



stret



spraw



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Section 2

label

vanish

blossom

thankful

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What Happens During the Screening?

- * The test will take around 10 minutes per child, although children are allowed to work at their own pace and there is no time limit.
- * If your child is struggling, the teacher can stop the check.
- * Each child will sit one-to-one with an adult and will be asked to read the 40 words out loud.
- * The words gradually get trickier. Your child will first be shown words made up of two or three sounds, such as 'it' and 'vap', then will move onto longer words with more complex sounds, such as the split vowel digraph a_e in 'maze'.

What Happens During the Screening?



- * Follow the link. Then select the 'How we teach' tab.

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

What is the expected standard?

- * Your child will be scored out of 40 (as there will be 40 words to correctly decode). The Department for Education does not release the 'pass' mark until a few weeks after your child has completed the check.

Common difficulties with the phonics screening check

- * Long vowel sounds e.g. a_e, e_e, i_e, o_e, u_e
- * Two syllable words e.g. diving, beehive
- * Sounds with fewer opportunities to practise in words e.g. aw, ei
- * Sounding out but not blending the word

Reporting to Parents

- * Schools must report the results of the Phonics Screening Check to parents before the end of the summer term.
- * Children who do not meet the expected standard will require further phonics teaching and support in Year 2.
- * Children who do not pass the Phonics Screening Check in year 1 will go on to retake it in year 2.

How Can I Help?

- * The most important thing you can do as a parent is to read with your child. Listen to them read and read to them - both activities are incredibly valuable. If they hear you read, they are hearing how to pronounce unfamiliar words and are developing new vocabulary.
- * When you're listening to your child read, allow them time to attempt to decode unfamiliar words themselves. If they're struggling, you could help by pointing out the sounds in a word. For example, in the word 'treat' the sounds are /t/ /r/ /ea/ /t/.

How Can I Help?

Little Wandle - Letters and Sounds Year 1 Phonics Home Learning

Phase 5 - Summer 1 Week 1
Focus - Review for Phonics Screening Check



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 -

ay	/ai/ play	a-e	/ai/ snake
ea	/ee/ each	e	/ee/ he

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

spray	same	bead	being
we	least	snake	day
crayon	amaze	read	secret

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 children play in the park on a warm day in May.
They waited to play the game of snakes and ladders.
As a treat they all went to the sea and played on the beach.
Where was the secret shop we got the treat from?

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

eye	sure	pure	said	were
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We will be spelling words. Can you write these words? Can you use the correct phonemes?

play	made	treat	fever
------	------	-------	-------

Can you read all of the alien (nonsense) words and all of the real words?

Challenge-can you find the hidden alien word?

fape 	phone
hild 	splok 
scrobe	finger
baker	dentist
roopt 	plastic
starling	vead 
pine	sheb 
quemp 	rusty

The hidden alien word is.....

Thank you!

* We hope you found it useful!