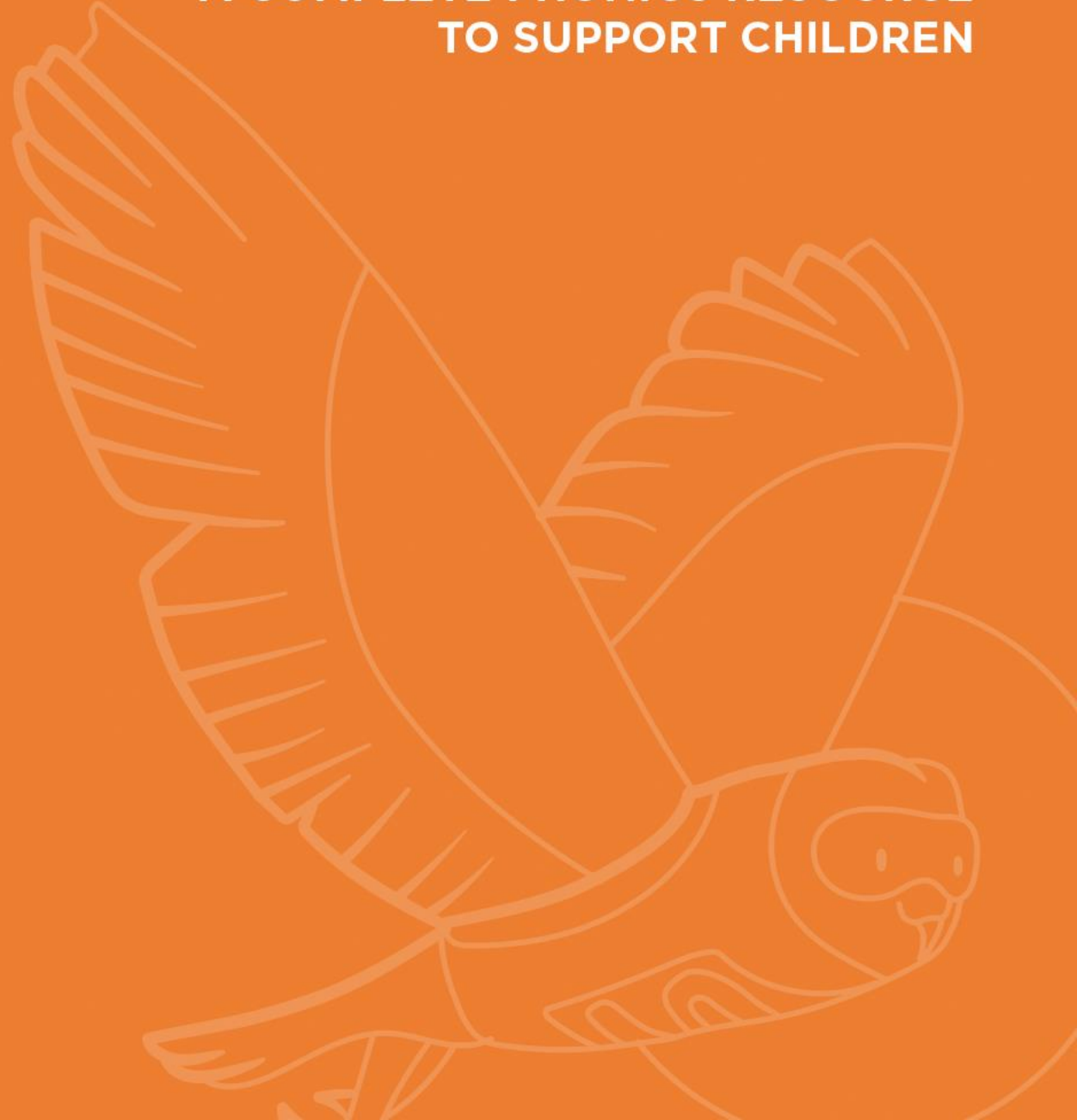




A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

**Teach reading:  
change lives**



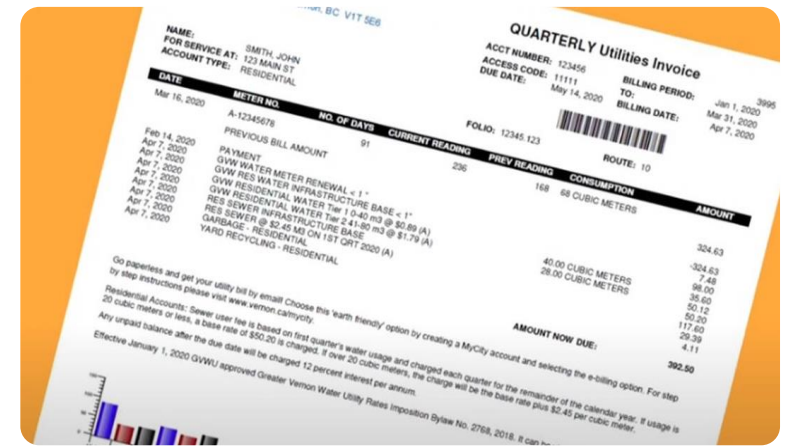


**A love of reading is the biggest indicator  
of future academic success.**

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



# How many times have you already read today?





# Phonics

# 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



[How we teach blending - YouTube](#)

# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**

**Blend**

**Segment**



# Teaching order










## Phase 2 grapheme information sheet

## Autumn 1

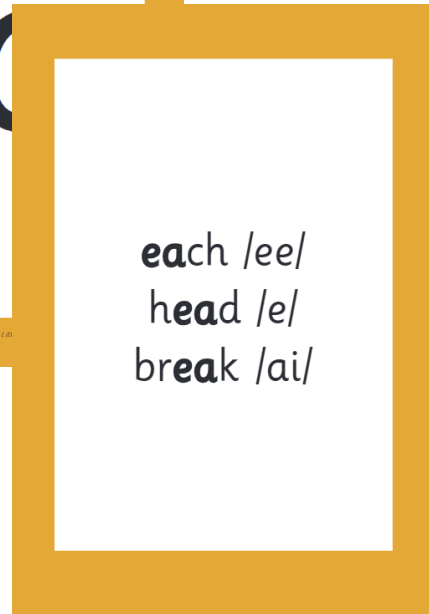
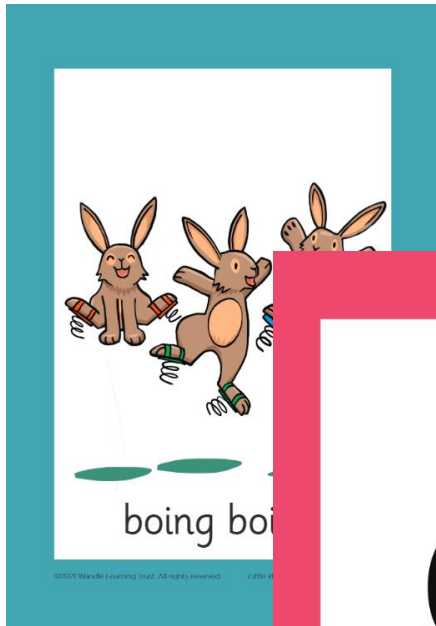
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</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>ppp</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>iii</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		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>jjj</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>www</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 <b>y</b> without	Down and round the yo-yo, then follow the string round

# How we make learning stick





# Reading and spelling

# Tricky words



[Tricky words - YouTube](#)

# Spelling



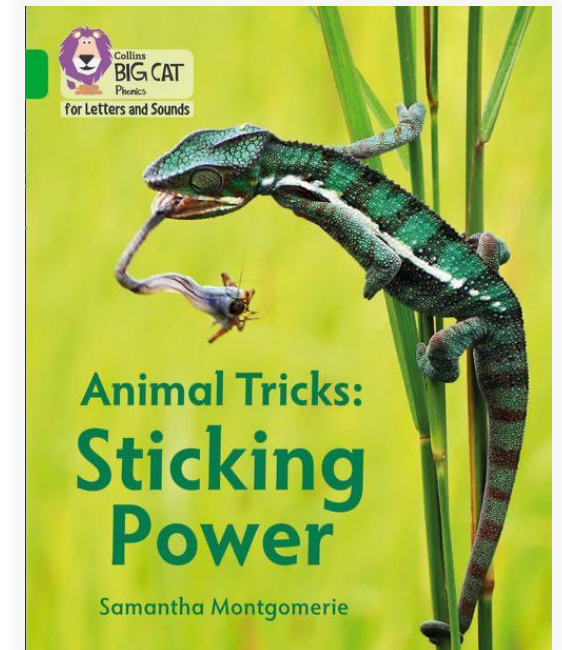
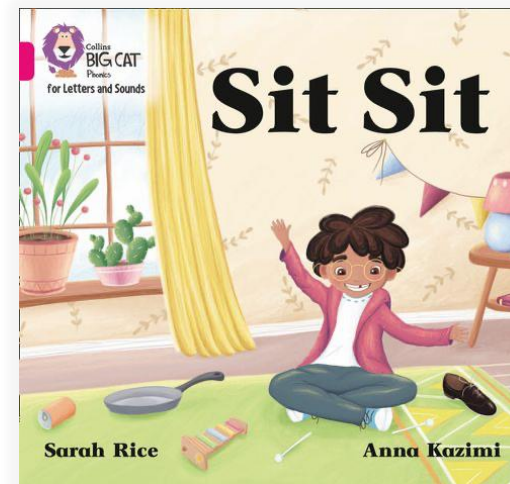
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# How do we teach reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



# Supporting your child with phonics



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

[Phase 2 sounds taught in Reception  
Autumn 1 - YouTube](#)



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

[Phase 2 sounds taught in Reception  
Autumn 2 - YouTube](#)



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

[Phase 3 sounds taught in Reception  
Spring 1 - YouTube](#)



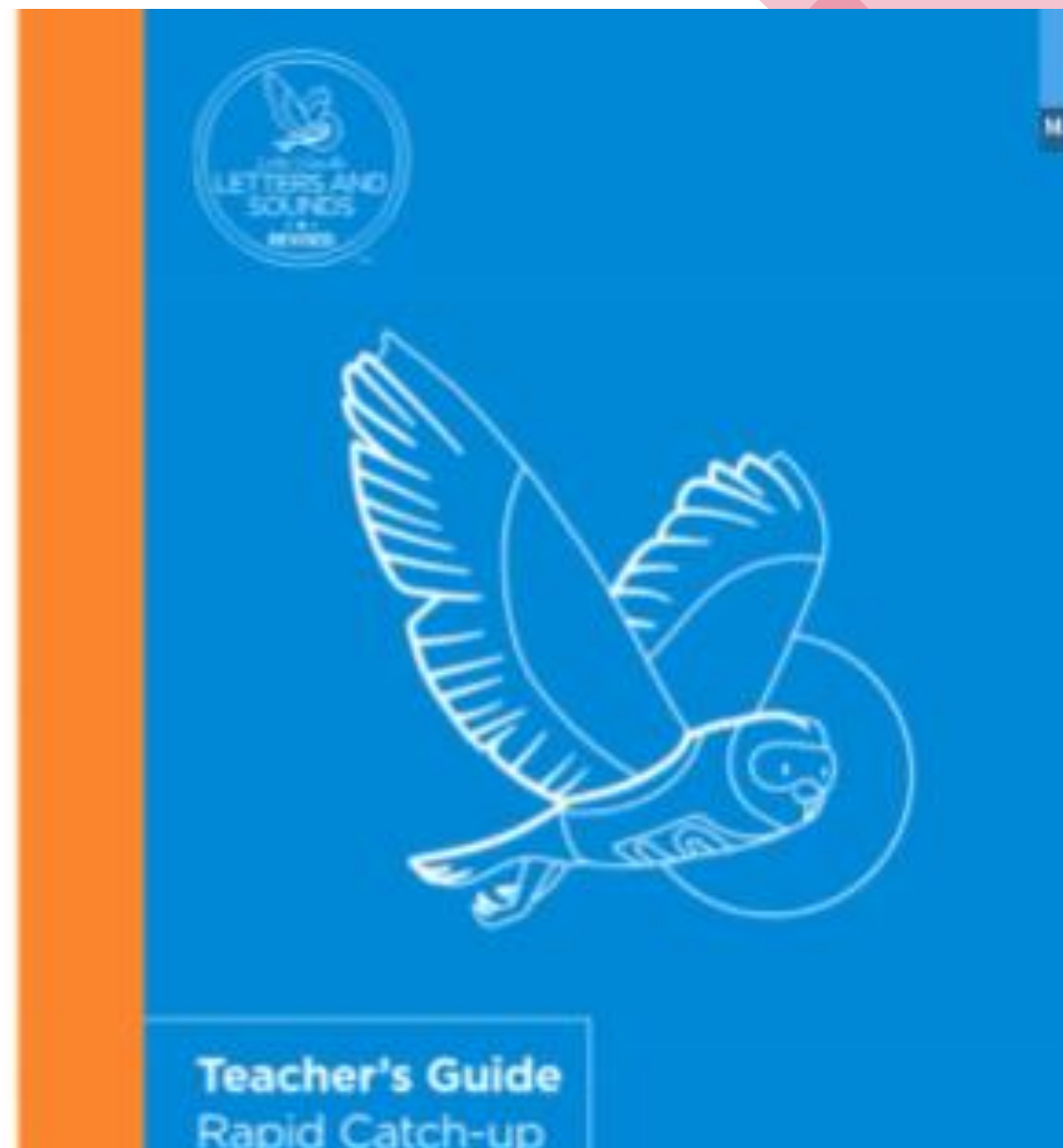
# Rapid Catch-up



# What is Rapid Catch-up?

Accelerated pace

Phase 2	4 weeks
Phase 3	4 weeks
Phase 4	4 weeks





New to school  
Rapid Catch-up  
placement  
assessment to  
determine need



Not passed PSC/not  
reading at age-  
appropriate levels  
Rapid Catch-up  
placement  
assessment to  
determine need






Has a SEND that  
affects cognition  
Use SEND programme



EAL/New to country  
Rapid Catch-up  
placement  
assessment to  
determine need

## Rapid Catch-up weekly grid

## Phase 2 week 1

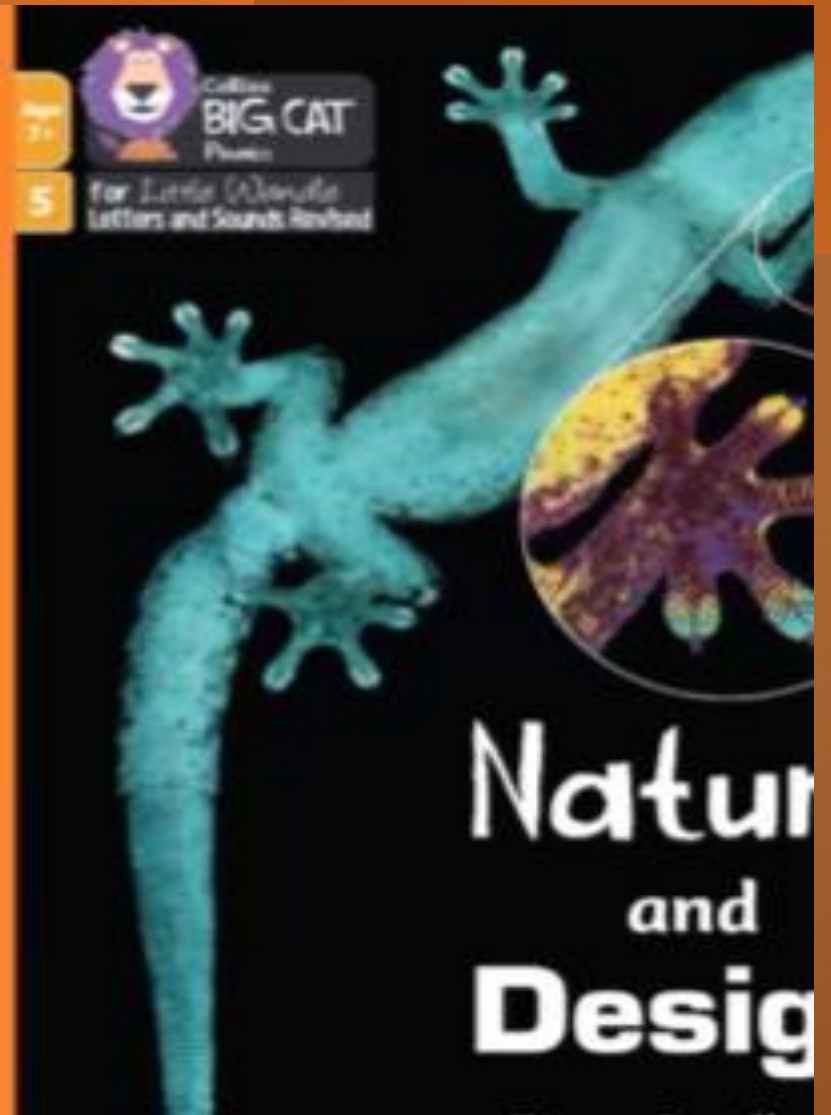
Lesson/session		 Quick review	 Teach and practise					 Practise and apply
Phonics	Day	GPCs	Teach new GPCs	Teacher-led/oral blending words	Independent reading words	Example definitions and sentences	Tricky words	
	1 (20 mins)	-	s a t p i n	a-t s-a-t s-i-p n-i-p p-a-n t-i-p	sit pat pin nap tap tin	A <b>nap</b> is a short sleep. <i>It was time for the baby's nap.</i>	-	<b>Change it:</b> sat sit sip tip tin pin pit pat <b>Match the words to the pictures:</b> nap pan pin sit tin tap
	2 (20 mins)	s a t p i n	m d	a-m m-a-p m-a-n d-i-d d-i-p s-a-d	man map mat pad sad dad	A <b>pad</b> can be some sheets of paper that you write on, or the way an animal or human walks with quiet steps. <i>The cat padded across the room.</i>	-	<b>Change it:</b> pad sad sat mat man map <b>Match the words to the pictures:</b> dip man map mat pad sad
	3 Review (10 mins)	s a t p i n m d	Precision teaching of week 1 GPCs and words					<b>Spelling/Mix it up:</b> pit sip nap man dip dad

### Notes

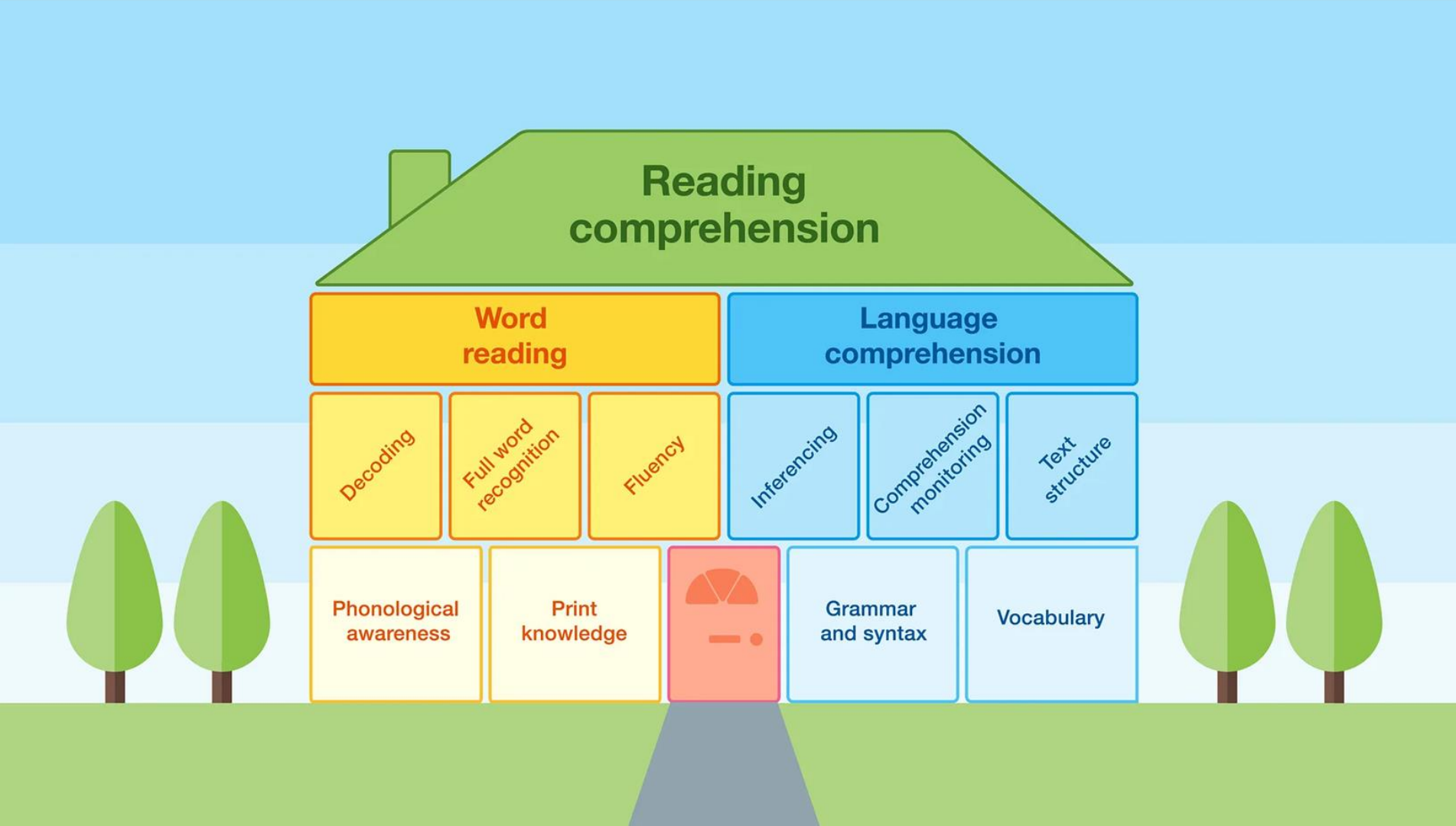
- Refer to the lesson templates, Prompt cards and 'How to' videos in the Rapid Catch-up area of the website for support with the different parts of the phonics lessons. The lesson templates and Prompt cards are also included in the Rapid Catch-up Teacher's guide.
- Reading practice sessions begin in Phase 2 week 3.
- You can find guidance on how to pronounce the Phase 2 sounds on page 63 of the Rapid Catch-up Teacher's guide, and in downloads and videos on the website.
- Start Reading practice sessions in week 3.

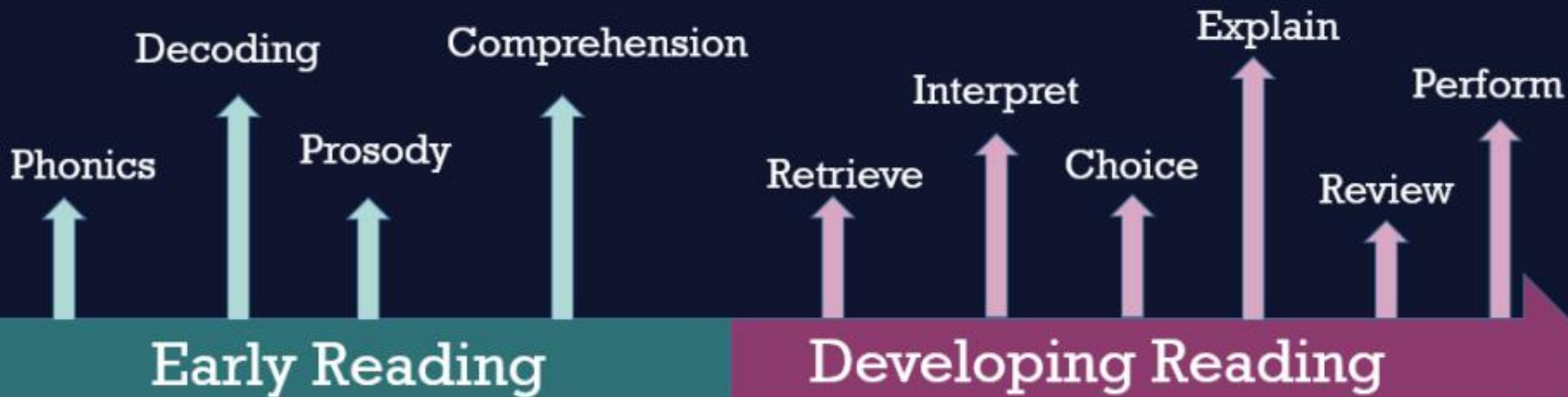
## Exiting the programme

- Completed Phase 5
- Reading accuracy speed: 90+ wpm



**Figure 2: Reading comprehension—the sum of many parts**  
*Adapted from Hogan, Bridges, Justice, and Cain (2011)*





Learn to Read

We're teaching every child to read with Little Wandle Letters and Sounds Revised. A complete SSP validated by the Department for Education.



Read to Learn

- Children analyse extracts taken from read and respond books.
- Decoding and exploring new vocabulary.
  - Practising prosody, expression and emphasis.
- Using the key skills 'monsters' to tackle comprehension questions.

Togs in a Tangle 7/10/22

1. Do the words by key words of a story

1. Read chapter 3.
2. How does Antonia describe the mummy?
3. Why were the children asking where the jewellery was?
4. How did Livia know where the office was?
5. What were the two men trying to do to the casket?

2. The text says that Antonia described the mummy as an Egyptian who has had a career with sloping lines ✓

3. The text says that they wanted the precious jewellery was because they were interested ✓

4. The text says that Livia knew where the office is because she'd seen a tall closed door where she did business with Felix outside the office ✓

5. The text says that the two men were trying to open the casket ✓

The Iron Man 7/11/22

1. Do the words by key words of a story

Then, as Hogarth watched, a huge dark figure climbed up over the cliff-top. The two lights rose into the sky. They were the giant figure's eyes. A giant black figure, taller than a house, black and towering in the twilight, with green headlamp eyes.

The word figure means a thing that is shaped like a body. ✓

The word rose is a past tense word for rises. ✓

The word twilight means it is between evening and night time. ✓

The word headlamps means the lights on a car. ✓

1. Why did the author use the word rose instead of shot?
2. Why did the author use the word twilight?
3. What words does the author use to tell the reader how big the figure is?

1. I think this because the word shot means quickly but rose means slowly ✓

2. I think this because it was between evening and night time ✓

3. The words the author used are giant, taller than a house and as big as a bedroom ✓

# Question time.



Please take a look at the phonics books, resources and grab a drink.

Staff will be available for questions around the room.