

Phonics at St. Joseph's Primary School



Little Wandle Letters and Sounds

Revised

Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme and it is the programme that we use at St Joseph's.

This means the children are taught to read through sounding out and blending and that new sounds are introduced gradually in a clear order.

We prioritise the teaching of phonics. This is taught daily in Year R and Year 1. It is vitally important that children review and revisit Grapheme Phoneme Correspondences (GPCs) and words, daily, weekly and across terms and years, in order to move this knowledge into the children's long term memory. Our consistent approach to phonics ensures that children are given the best possible foundation for reading, writing and language skills.

- Phonics is taught through multi-sensory activities.
- Our expectations of progression are aspirational yet achievable.
- On-going assessment of children's progress takes place in each lesson (in addition to 6 weekly reviews) and the children who are not keeping up with their peers are given additional practice immediately through keep-up sessions.

Terminology: some definitions

Phoneme: The sound of a letter or letters.

Grapheme: The letter formation, the written sound.

Terminology: some definitions

- Oral blending: hearing the sounds and merging them together to make a spoken word.
- Blending: is recognising the letter sounds in a written word, for example c-u-p, and merging them to pronounce the word 'cup'. This is decoding when reading.

Terminology: some definitions

Segmenting is identifying the individual sounds in a spoken word (e.g. 'him' = h - i - m) and writing down letters for each sound to spell the word. This is *encoding*.

Terminology: some definitions

- **Digraph**- two letters that make one sound.

A consonant digraph contains two consonants.

sh ck th ll

A vowel digraph contains at least one vowel.

ai ee ar oy

Terminology: some definitions

Split digraph- A digraph in which the two letters making the sound are not adjacent.

a-e (make)

e-e (these)

i-e (like)

o-e (home)

u-e (huge)

Terminology: some definitions

- **Trigraph-** three letters that make one sound- igh, ear.

Reading

- Children need to learn to read as quickly and reasonably as possible, so that they can move from learning to read, to reading to learn, giving them the love of reading.
- Staff will listen to children read during the reading sessions. The books children read during their reading session are then taken home to read and are fully decodable, matched to the children's secure phonics knowledge.

Reading Sessions

- In Reception and Year One your child will have three reading sessions a week.
- To avoid confusing the children, each reading practice session focuses on a different reading skill.

1. Decoding the text
2. Prosody
3. Comprehension

The same book is used for the three sessions and then your child will take that book home after their third session.

Session 1 – Decoding

- Using flash cards the children revise the graphemes and tricky words. These graphemes are also used in the book.
- The adult will also introduce and explain new vocabulary that they may find in the book.

Session 2 – Prosody

- This means reading with fluency and expression.
- They will revisit the graphemes and tricky words from the last session.
- The adult will then model how to use expression when reading.
- The children will then have their turn.

Session 3 – Comprehension

- They will revisit the graphemes and tricky words from the last session.
- Then a short activity to practice fluency.
- The adult will then model and help the children to practise the 'Answer it - Prove it - Explain it' method.
- The adult will use a range of who/where/when/how questions for example "How does Bob feel when he sees the mess?"
- The child will need to reply, "I think Bob felt cross when he saw the mess because he shouted."
- With Year One, the adults will also focus on the children's knowledge of the vocabulary. For example, what does this word/sentence tell you about the setting/character?

Reading at home

- As well as fully decodable books, children take home a book for sharing, marked with an L_(for class library book) in their reading record books.
- In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. This means the book will not be fully decodable and will be a book that can either be read to or with them.
- Please remember that you shouldn't expect your child to read this alone. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Reception - Phonics

Phase One

Nursery

Activities within phase one are designed to help children:

- Listen attentively
- Enlarge their vocabulary
- Speak confidently to adults and other children
- Use sound-talk to segment words into phonemes

Overarching aim- children experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.

Phase Two

Purpose:

- To teach 36 sounds
- Move children on from oral blending and segmenting to using these skills with letters
- To teach children to read and spell some VC and CVC words
- To introduce reading of 2-syllable words and simple captions
- To teach reading of tricky words (example - the, I, is, put, was, has, his)

Year R Progression

Autumn

Phase 2 graphemes	New tricky words
s a t p	
i n m d	
g o c k	is
ck e u r	I
h b f l	the

Phase 2 graphemes	New tricky words
ff ll ss j	put* pull* full* as
v w x y	and has his her
z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
sh th ng nk	she push* he of
<ul style="list-style-type: none">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

Spring

Phase 3 graphemes	New tricky words
ai ee igh oa	
oo oo ar or	was you they
ur ow oi ear	my by all
air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
longer words	

Phase 3 graphemes	No new tricky words
review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
review Phase 3: er air words with double letters longer words	
words with two or more digraphs	
longer words words ending in -ing compound words	
longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Summer

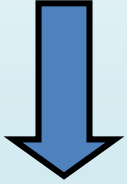
Phase 4	New tricky words
short vowels CVCC	said so have like
short vowels CVCC CCVC	some come love do
short vowels CCVCC CCCVC CCCVCC longer words	were here little says
longer words compound words	there when what one
root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Phase 4 graphemes	No new tricky words
long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
long vowel sounds CCVC CCCVC CCV CCVCC	
Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

Model for daily direct teaching

Revisit and Review

Revisit taught GPC's



Teach & Practise

Introduce new phoneme

Introduce GPC

Oral blending then blending taught GPC's

Introduce and review tricky words



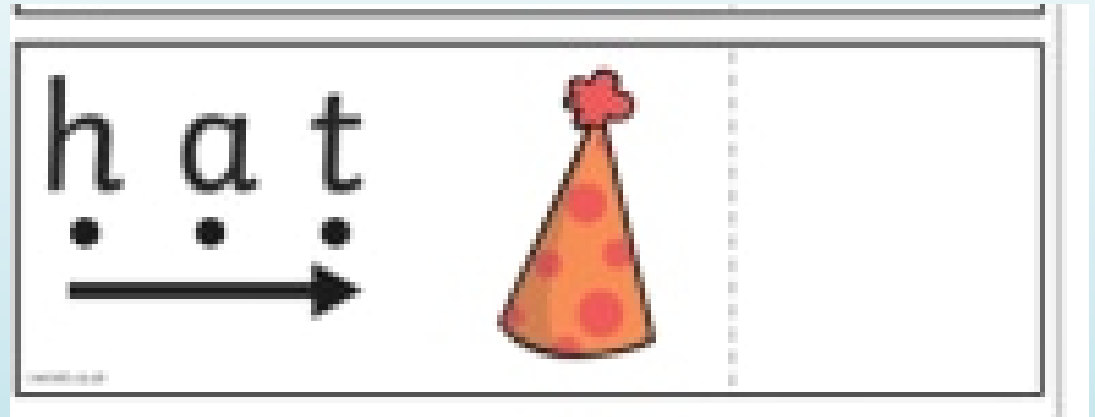
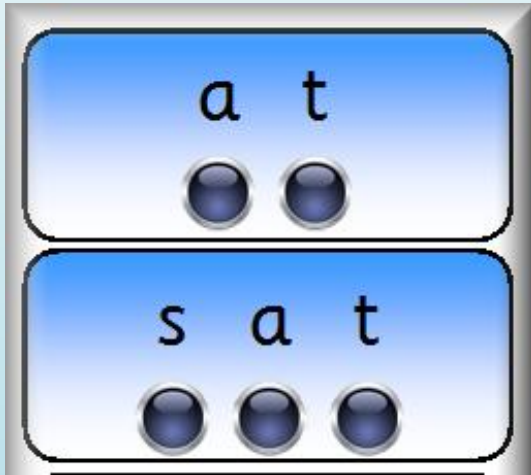
Practise & Apply

Read a phrase/sentence with the newly taught GPC and tricky word included

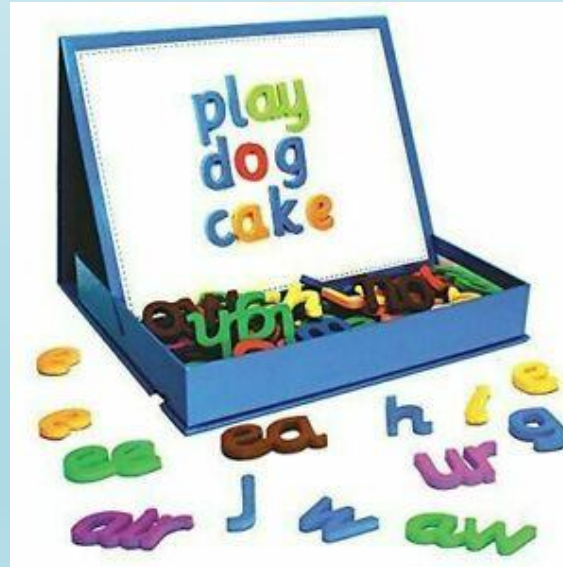
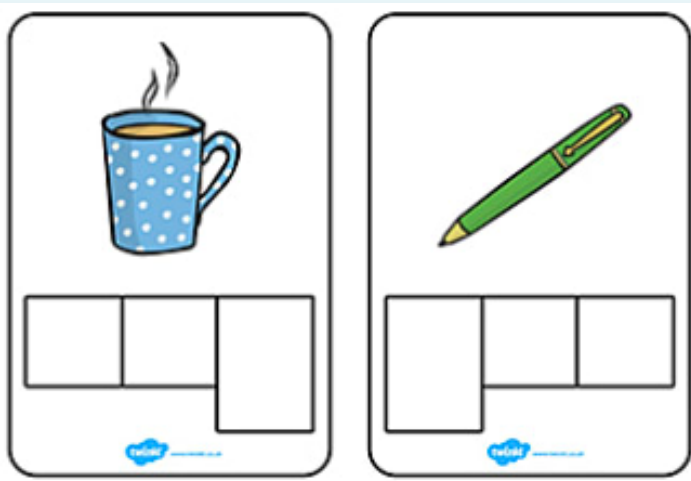
Segmenting

Teaching reading of VC, CVC words and captions

Sound buttons



Teaching spelling of VC and CVC words



Important skill- reading and writing from left to right

Tricky words

The national curriculum refers to these as 'common exception words' (sometimes referred to as 'tricky words'), because they contain GPCs that are unusual or have not yet been taught. Children are taught to read and spell these by noting the part that is an exception to what they have been taught so far. For example, in the word 'said', 's' and 'd' correspond to the phonemes /s/ and /d/ as usual, but 'ai' corresponds to the phoneme /e/, which is unusual.

Phase Three

Purpose:

- To teach another 14 graphemes, most of them digraphs
- Continue to practise CVC blending and segmenting
- To apply knowledge of blending and segmenting to read and spell simple captions
- To learn letter names and recognise capital letters
- To learn some more common exception words
 - was you they my by all are sure pure

Phase Four

Purpose:

- To consolidate reading words containing the graphemes taught so far, but have more consonants next to each other.
- Words with short vowels *CVCC*, *CCVC* (e.g. sand, flip) *CCVCC* *CCVCV* *CCCVCC* (e.g. twist, strum, scrubs)
- Polysyllabic words (e.g. windmill, splashing, chimpanzee)
- Words with long vowel sounds (e.g. starlight, driftwood)
- To learn some more common exception words:
said so have like some come love do were here little says
there when what one out today

Year 1 - Phonics

Year 1 - Phonics

- At the beginning of Year 1 in the first half term, the children have the opportunity to recap and consolidate what they have learnt from phase 3 and 4.
- After this the children move onto Phase 5, which they work on for the rest of Year 1.
- The phonic lessons follow the same format as in Reception and half termly assessments will continue.

Phase Five

Purpose:

- To read more common exception words:
their people oh your Mr Mrs Ms ask could would
should our house mouse water want any many again
who whole where two school call different thought
through friend work once laugh because eye because
eye
- To spell: said, so, have, like, some, come, were,
there, little, one, do, when, what, out, oh, their,
people, Mr, Mrs, called, asked

- To learn that there is more than one way to spell a sound (phoneme) and that different graphemes can be used, sometimes more than one.

E.g. **ou** makes the same sound as **ow** etc

ie, **i_e**, **i**, **y** can all make the same sound as **igh**

- To learn that there are different pronunciations of already known graphemes (sometimes more than one).





























E.g. cow, snow

pie, thief














chin, Christ, chef

By the end of Year 1 the children should be able to recognise all of these graphemes when reading and begin to use them appropriately when spelling words.

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 g 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 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 accent

Year 1 Programme Progression

Autumn 1

Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	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
air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
review longer words	

Autumn 2

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

Spring 1

Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
/l/ le al apple metal /s/ c ice /v/ ve give	school call different
/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Spring 2

Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

Summer 1

Review Phase 5 GPCs for phonics screening check	No new tricky words
ay play a-e shake ea each e he	
ie pie i-e time o go o-e home	
ue blue rescue ew chew new u-e rude cute aw claw	
ea head ir bird ou cloud oy toy	
i tiger a paper ow snow u unicorn	
ph phone wh wheel ie shield g giant	

Summer 2

Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
/sh/ ti ssi si ci potion mission mansion delicious	
/or/ augh our oar ore daughter pour oar more review	
review	

YEAR 1 PHONICS TEST

FOCUSES ON YOUR CHILD IDENTIFYING REAL AND RUBBISH / ALIEN
WORDS BY SOUNDING OUT AND BLENDING.

grit

start

best

hooks

blan



steck



hild



quemp



Q&A

