



Phonics at Ditton Infant School

Think about how much you have read today...



From the moment we wake up in the morning to the moment we go to sleep at night our day revolves around reading some form of text, whether it be social media posts, calendars, invitations, post or a book.

Reading is an essential part of daily life. Therefore, it is vital that children have the opportunity to develop their reading skills through phonics in Reception and KSI.

Little Wandle

Ditton Infant School has chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

We're teaching
every child to
read with



Little Wandle
**LETTERS AND
SOUNDS**
★ ★ ★
REVISED

TM

A complete SSP validated by
the Department for Education

What is Phonics?

‘Phonics is making connections between the sounds of our spoken words and the letter that are used to write them down’.

Every child in EYFS and KSI has daily phonics or spelling sessions pitched at their level and ability.

Reception

Phases 1, 2, 3 and 4

How to blend and segment

Read and write tricky words

Year 1

Revisit Phase 4

Learn new Phase 5 sounds

Begin to learn alternative spellings in Phase 6

Read real and nonsense words accurately in preparation for the Year 1 Phonics check.

Year 2

Revisit any phonics gaps

Spelling rules and patterns

Improving fluency in reading and spelling most words correctly in their writing

Terminology

Phoneme

A phoneme is the smallest unit of sound in a word

e.g. cat = 3 phonemes c-a-t, ship = 3 phonemes sh-i-p

Grapheme

Letters that represent the phoneme.

A grapheme with two letters is called a digraph e.g ee, sh, ck.

A grapheme with three letters is a trigraph e.g. igh, air.

A split digraph is two vowels making one sound with a consonant in between e.g. a-e as in cake

Blending

Sounding out the phonemes in a written word and blending them to pronounce a word.

e.g. c-a-t = cat.

Segmenting/ Sound talking

- ▶ Pulling apart a word to spell it.
- ▶ Recognising written graphemes to sound out the word to read.
- ▶ Identifying phonemes and recording graphemes for each sound to write.

Sound Buttons

We put one sound button under each sound to support segmenting and blending.

pat
• • •

fish
• • —

light
• — •

Cued Articulation

In school to support the teaching of phonics and support those children who need additional speech therapy we use 'Cued Articulation'. Cued Articulation is a set of hand cues for teaching the individual sounds in words. The hand cues represent if a phoneme is loud/quiet and where in the mouth it is produced, there is one hand cue for each phoneme.

Please see the links below where you can watch each hand cue for the Phase 2 and 3 phonemes

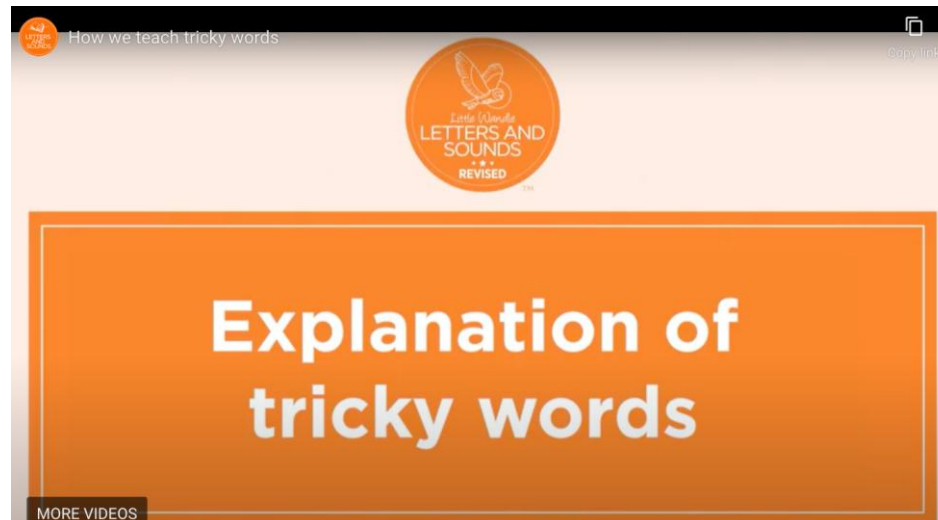
Phase 2 - <https://www.youtube.com/watch?v=w7ZKLoULmo4>

Phase 3 - <https://www.youtube.com/watch?v=z67aknOCNqU>

Tricky words

Tricky words are words that are not phonetically decodable e.g he, was, said, I, my.

There are many tricky words which are taught across the different phases in phonics. Please click the link below to find out more about tricky words and how they are taught.



<https://youtu.be/NTCOPbtmeUA>

The phonemes

On the next couple of slides, you will see the phonemes for phases 2 and 3 and you can listen to how the phonemes are pronounced.

It is incredibly important when you practice these sounds with your child that you produce them clearly and purely. This is because if you elongate a sound it may then change the word.

Phase 2 Phonemes

Phase 2 Sound Mat

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 l	 j	 v	 w	 x
 y	 z	 qu	 th	 sh	 ch	 ng	 nk

Phase 3 Phonemes

Phase 3 Sound Mat

 ai	 ee	 igh	 oa	 oo	 oo	 ar	 or
 ur	 ow	 oi	 ear	 air	 er		

Tricky words

is I the put pull full as
and has his her go no to
into she push he of we me be

Tricky words

was you they my by all
are sure pure

Phase 5 Phonemes

Phase 5 Sound Mat

 ay	 ou	 oy	 ea	 ir	 le	 ue	 o
 i	 a	 e	 a-e	 i-e	 o-e	 u-e	 e-e
			 ew	 le	 aw		

Tricky

their people oh your Mr Mrs Ms ask could would
should our house mouse water want



Alternative Sounds

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	 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 accent

To hear the phonemes correctly pronounced
please visit the link provided:

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

Programme overview

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 - words with -s /s/ added at the end (hats sits) - words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	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 - 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 - words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words - words with s /z/ in the middle - words with -s /s/ /z/ at the end - words with -es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est - longer words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /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 /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 /ool/ /yool u-e rude cute /ee/ e-e these /ool/ /yool ew chew new /ee/ 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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /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 /d/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

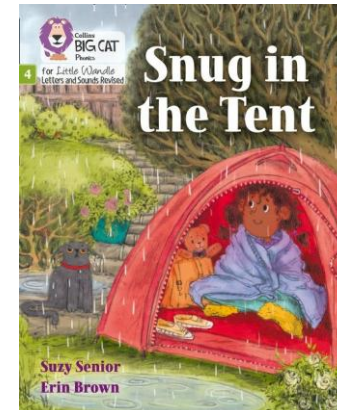
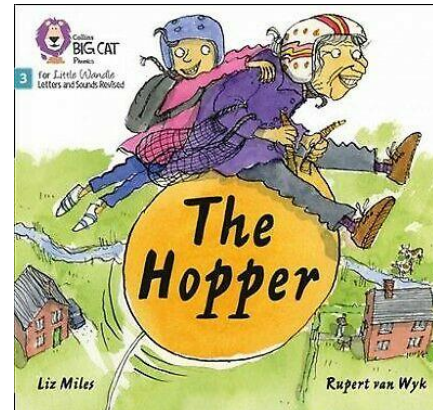
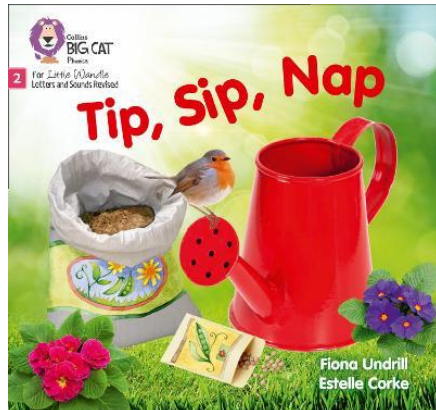
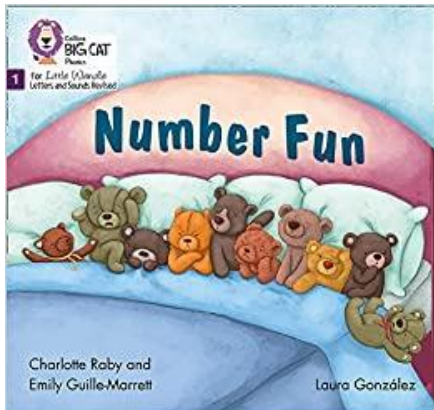
*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

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 /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

How do we teach Reading?

- ▶ In Reception reading begins with a wordless book.
- ▶ Across the school we have regular group reading sessions and/or 1:1 reading sessions.
- ▶ Children are heard by their teacher or a teaching assistant who has completed Little Wandle training.
- ▶ Taught in small groups.



A Schemed Reading Book

These books are for your child to read to you.

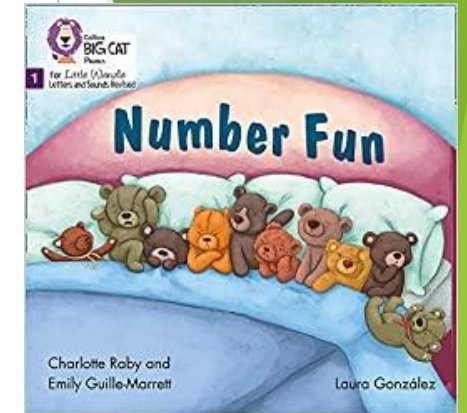
We ask that each book is read three times before being changed.

Reading a book that
is at the right level
for your child
means they will:

Know all the sounds
and tricky words in
the book well

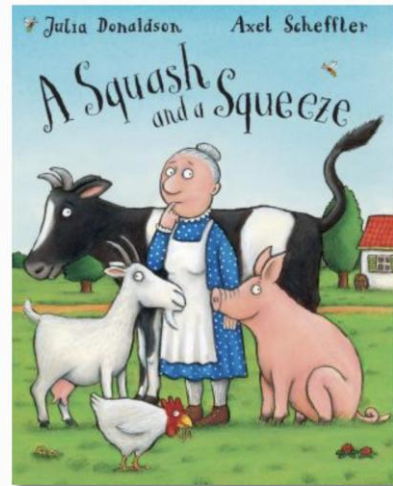
Read many words by
silently blending (in
their heads)

Need little or no
support to read the
words in their book.



Accelerated Reader books (Turquoise and above)

- ▶ These books are for your child to read to you.
- ▶ They only need to read the book once.
- ▶ Once they have read the book they complete a quiz about the book on the iPad.
- ▶ When they have passed 5 quizzes they will move to the next book colour number e.g. Navy 1 to Navy 2.



A Squash and a Squeeze
by Julia Donaldson

Stop Quiz

Reading Practice Quiz: A Squash and a Squeeze

Question 1 of 5

The wise old man first told the little old lady to ---.

- ☐ A. plant a garden
- ☐ B. take in her hen
- ☐ C. make a wish
- ☐ D. feed her cow

A book corner book

These books are for you to read to your child.

Some children may be able to read these books however the book may not be fully decodable.

Reading a book with your child gives them a range of opportunities:

- Develop language skills - it's an opportunity for you introduce new and exciting language to them.
- Encourages children to use their newly learnt vocabulary in play
- Discover new words and their meaning
- An opportunity to have a shared discussion
- An opportunity to describe



What is the Phonics Screening Check?

- ▶ Children in Year 1 throughout the country will all be taking part in a phonics screening check during the week commencing 14th June 2027.
- ▶ Children in Year 2 will also retake the check if they did not meet the threshold in Year 1 or they have not taken the check before.
- ▶ It is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate level.

What happens during the check?

- ▶ The test contains 40 words. There are 20 real words and 20 nonsense words.
- ▶ The nonsense words are included because they will be new to all children and therefore do not favour children with good vocabulary or visual memory of words.
- ▶ Each child will sit 1-1 with a teacher and read each word aloud.
- ▶ They are allowed to add the sound buttons to each word before reading it.
- ▶ The test will take about 10 minutes per child. Every child is different though and so will complete the check at their own pace. Children can have several breaks throughout the test but must complete it in one day.
- ▶ The children will have completed the check with a teacher every other term. It is part of our normal assessments and they are very familiar with it. It is nothing for them or you to worry about.

What does the check look like?

Practice sheet: Real Words

beg

twinkl.co.uk

at

twinkl.co.uk

sum

twinkl.co.uk

in

twinkl.co.uk

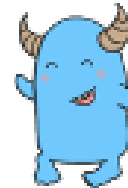
Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk

Reporting to parents

- ▶ By the end of the Summer term all schools will report the children's results to parents.
- ▶ They will also confirm if each child has passed.
- ▶ Children in Year 1 who do not meet the threshold will then retake the check when they are in Year 2.
- ▶ They will continue with their phonics learning and have extra support in this area throughout Year 2.

What can parents do to help?

READ!

The most important thing you can do is read with your child.

Reading a book and talking has a positive impact on children and their language and reading ability.

Reading with your child helps them to:

- Understand words and sentences
- It develop listening, concentration and comprehension skills.

There are two ways to read with your child, listen to them read a phonetically decodable book or read a book corner book with them.

As we get closer to the Phonics Check we will also send home some real and alien words for you to practice adding the sound buttons to and reading.