





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



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



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



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



Phase 5 sounds taught in Y1

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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 ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg 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

Phonics lessons

Daily 20 minute phonics lesson.

Whole class together unless a child has a significant cognitive barrier (SEND).

Daily 'catch up' sessions for children who are struggling.

Reading sessions in groups

Three 20 minute reading sessions per week.

First session: Blending and segmenting words from the book. First attempt at reading.

Second session: Reading for expression and fluency.

Third session: Reading for understanding. Comprehending the book.
Children then take the book home to read.

Use the website guide to see how to read words by blending sounds together. You'll need to click on the 'How we teach' tab for the video below.

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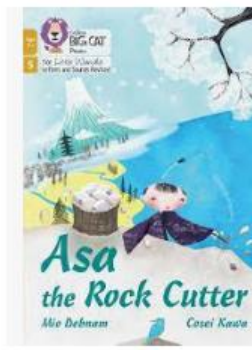
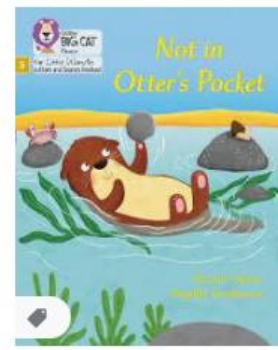
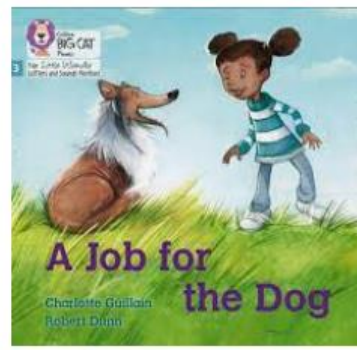


How we teach blending

There are two types of reading book that your child may bring home:

1) A reading practice book. This will be published by Collins 'Big Cat'. This is the book they have read during their reading sessions. This will be at the correct phonics phase for your child. They should be able to read this fluently and independently.

2) A sharing book. This will be a picture book from our library. Your child is unlikely to be able to read this on their own. This book is for you both to read and enjoy together.



Reading practice book

From assessments, this is carefully matched to your child's current reading level.

Please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. They've already had three reads of the book!

We aim for 80% fluency in school and then 90% fluency at home. 80% fluency would mean out of 10 words they could read 8 and sound out 2.

Lots of praise – celebrate their success! It's a time to show you how well they're doing in school.

If they can't read a word, read it to them. After they have finished, talk about the book together.

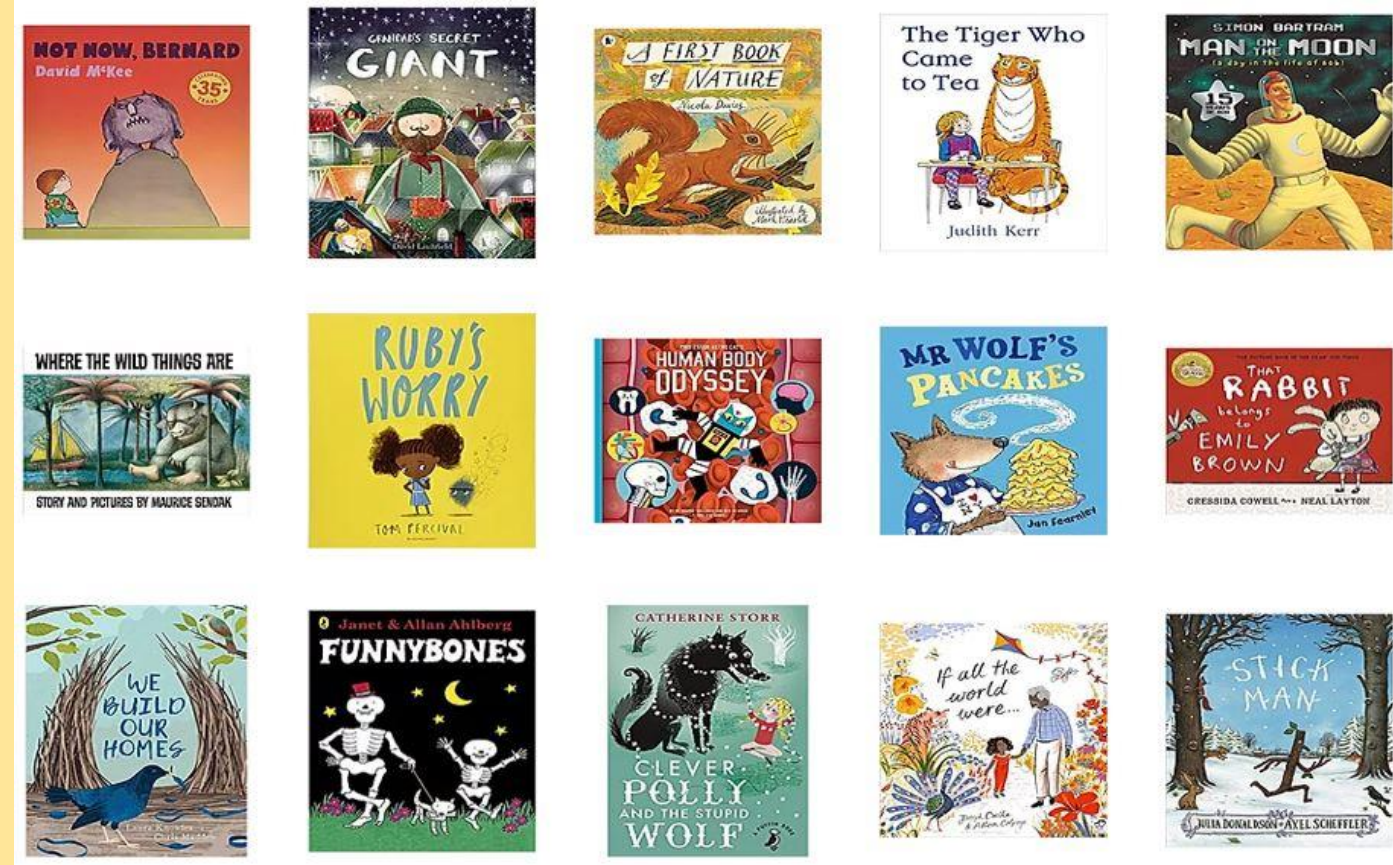
Purpose of the new approach:

Reading for fluency which will lead to understanding

Reading for pleasure...reading shouldn't be perceived as a battle!

Sharing book

- A book they have chosen for you to enjoy together.
- Reading for pleasure results in life-long readers.
- We don't expect your child to read this alone. Read it to or with them.
- 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!



Frequently Asked Questions and Comments

1. Why did you need to change the scheme?

Three things led to the change. Firstly, all phonics scheme providers were required by the government to be 'revalidated' and had to meet a series of criteria; our previous scheme wasn't revalidated. Secondly, Ofsted strongly suggests that children's reading books closely match the stage of phonics teaching they are at; our previous books did not meet this requirement. Thirdly, we saw that the children were passing the phonics screening check in Year One with flying colours but we still felt that we could provide more.

2. My child's book seems too easy.

The book level that your child is on is based on their most recent phonics assessment, which happens regularly throughout the year. Informal assessment is part of the day-to-day nature of schools and the adults will be looking out for any children who are struggling or alternatively are finding the book too easy upon the first read. By the time the children take their books home, they would have received support with the book three times. Our aim is to improve fluency and celebrate their success. Many parents and children have experienced reading at home as a struggle, one that causes upset. This experience can form a negative image of reading for those children, one that can remain with them throughout school. If you still feel certain that your child's book is too easy, please don't hesitate to speak to their class teacher.

Frequently Asked Questions and Comments

3. My child can read most of the words in the book already.

There is a national shift towards reading fluency from EYFS to Year Six. If a child needs to blend (sound out) many words, this will take up brain power (cognitive load). Once a child's cognitive load is too great, it is unlikely they will be able to comprehend what is happening in the story. We aim for the children to be reading with expression, awareness of punctuation and be able to read 90% of the words on sight.

4. How do I know if my child can really read the book instead of just memorising it.

There will be an element of them knowing the book really well. If you're curious, you might want to point to a word at random in the book and see if they can read it.

5. Reading is still a battle despite all your help.

Try something called 'Echo Reading'. You read the sentence and your child reads it back in *exactly* the same way. Build up the page in this way and then they can have a go at reading the whole page. You might not want to read the whole book in this way, but reading small sections of a book will be a positive start.

Frequently Asked Questions and Comments

6. I used to know about colour levels and so could tell if my child is on track. Now these have gone I don't know.

One way to find this out would be to speak to your child's teacher. The Collins Big Cat Phonics book they bring home will have a phase level on the cover. The phases are explained in the following slides, detailing when they are taught and their content. Please note that there will be smaller 'sets' within each phase, in order to manage the sheer volume of knowledge we impart!

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/ /yoo/ 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/ /yoo/ u-e rude cute /ee/ e-e these /ool/ /yoo/ 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 /ool/ 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 /c/ 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