



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Year 1 Phonics Screening Check





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

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





Phonics

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

Adjacent consonant

Split digraph

The progression



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 designed 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
c o t p i e m d g o c k c k e u r h b f l	u I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll m j v w x y z a o q r ch sh th s g nk - words with -s, -t added at the end (rats, bats) - words ending -i, -o (bed, cat) with -e, -l added at the end (bag)	put* pull* full* as and has his her go no no into the push* he of we me he
*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 ey igh oo oo oo oo oo or ur ow oi eer di er - words with double letters - longer words	was you they my by all are sure give
Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with -s, -t in the middle - words with -s, -t at the end - words with -i, -o and -l at the end	Review all taught so far
Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVC CCVC CCVC - longer words and compound words - words ending in suffixes -ing, -ed, -it, -ed (id), -ed, -er	had to have like some come love do were here little says there when what one six today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ou/ ou cloud /oi/ oi toy /ea/ ea each	Phases 2-4 the put* pull* full* push* to into I no go of he she we me he was you they all are my by sure pure said have like so do some come love were there little one when out what say 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 /oo/ /oo/ ue blue, tree, two /yo/ u unicorn /oi/ o go /igh/ i tiger /oi/ o paper /ee/ e he /ai/ ai shake /igh/ ie time /oi/ o home /oo/ /oo/ ue rude, two /ee/ e these /oi/ /oo/ ow show, now /ee/ ie shield /er/ er slow	their people oh your Mr Mrs Ms ask* could would should ear house mouse water went
*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/ ed head /ai/ ai wheel /oi/ oe ou too, shower /igh/ y fly /oi/ ow snow	any many again who whole where two school tall different thought through friend work



What your child been taught so far

Your child has been taught most of Phase 5, they know:

- new graphemes for the Phase 2 and 3 sounds
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence
- start to distinguish between different phonemes/graphemes.





Phonics Screening Check

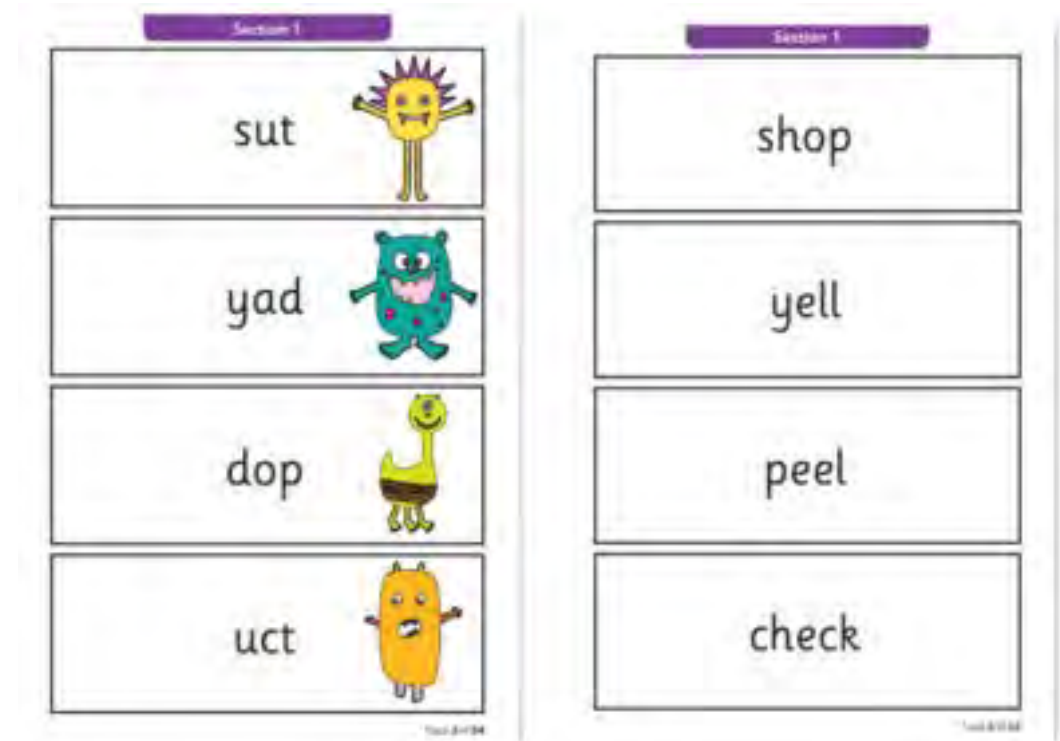
This term we are preparing for the Phonics Screening Check



What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.





How does the check work?

- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.



What are 'alien words'?



A quick guide to alien words



'Alien words' recap



- The check will contain 20 'alien words'.
- The children will be familiar with alien words and will start to read them this term.
- Alien words assess children's decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- The Phonics Screening Check will be administered in June.



Reading at home

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



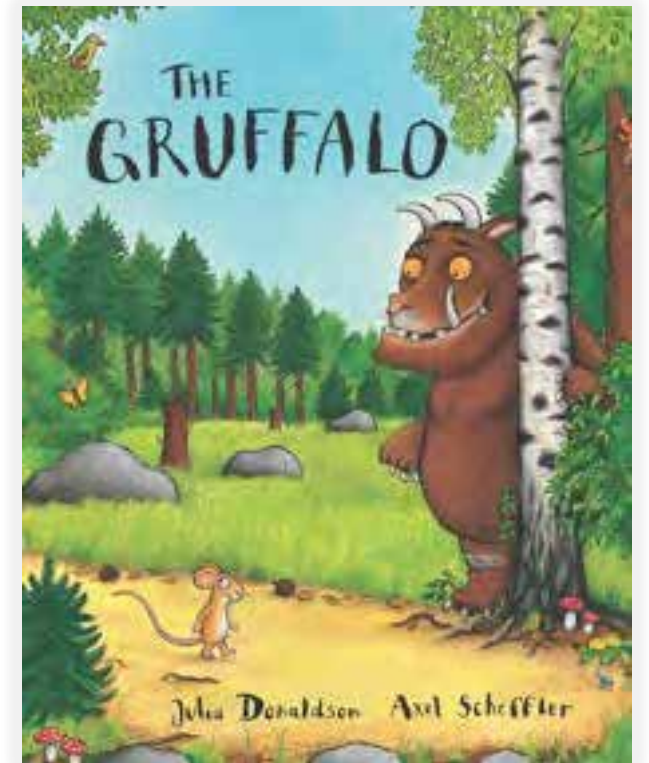
Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child



The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language.
 - Encourage your child to use new vocabulary.
 - Make up sentences together.
 - Find different words to use.
 - Describe things you see.



Supporting your child with phonics



Videos



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



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



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



How to say Phase 5 sounds



Supporting your child at home

- Phonics Bloom [Online Phonics Games \(Phase 5\) - PhonicsBloom.com](https://www.phonicsbloom.com)
- Phonics Play [PhonicsPlay – Resources](https://www.phonicsplay.com)
- Little Wandle Videos can be found [here](#)
(Apologies the videos were too big to share)



**Children are made readers
on the laps of their parents.**

— Emilie Buchwald

