



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Reception Parent workshop: Phonics and reading

November 2025





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

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



What this session aims to support parents/carers to know



1. What Phonics is and how it is taught at Broughton Community Schools
2. The vocabulary surrounding Phonics that the children are taught
3. How to pronounce the sounds or phonemes
4. How to support your child to blend sounds to read and segment words to write
5. What we would like you to do at home with your child to support them with Phonics and reading
6. The importance of a love of reading

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.

Little Wandle have a fantastic [parent webpage](#) which we suggest all parents/carers have a look at.





Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**





Terminology

Phoneme - The smallest unit of sound that can be identified in words.

We sometimes simply call this a 'sound',

Grapheme - A letter or group of letters used to represent a particular phoneme when writing.

Digraph - A grapheme using two letters to represent one phoneme.

Trigraph – A grapheme using three letters to represent one phoneme.

Blend - To combine individual phonemes into a whole word, working all the way through from left to right.

Segment - To identify each of the individual phonemes in a word, working all the way through from left to right, in order to write.

We teach all sounds in a set order
















Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss sssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

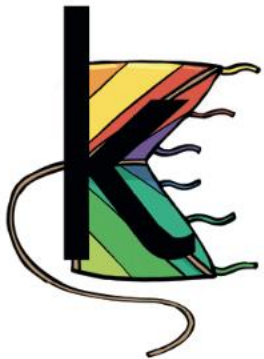
Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	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 y without	Down and round the yo-yo, then follow the string round

It is vital parents/carers use the letter sounds, not the letter names. We only teach the children lowercase letters initially. When writing their names the first letter should be a capital letter and the rest should be lowercase.

Some of the sounds parents/carers struggle to pronounce



The sounds become more complex



Quick! It's the queen!



Chew the cherries, children.

The sounds become more complex



Share the shells.



Thumbs up, we're having fun.

The sounds become more complex



Bling on a ring.



I think I am pink.

How to pronounce all of the sounds and alternatives the children are taught



Support for
phonics

How we teach

Books coming
home

Nursery rhymes
- videos

Nursery rhymes
- downloads

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

On the landing page of the Little Wandle parents' website, there are videos that show you how to pronounce all of the sounds. You can also play these videos to your children so they can join in and practise the sounds that way.

Our 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 organised 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
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 <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) 	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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> 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

This document can be found on the Phonics page of our school website or on the Little Wandle parent website.



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

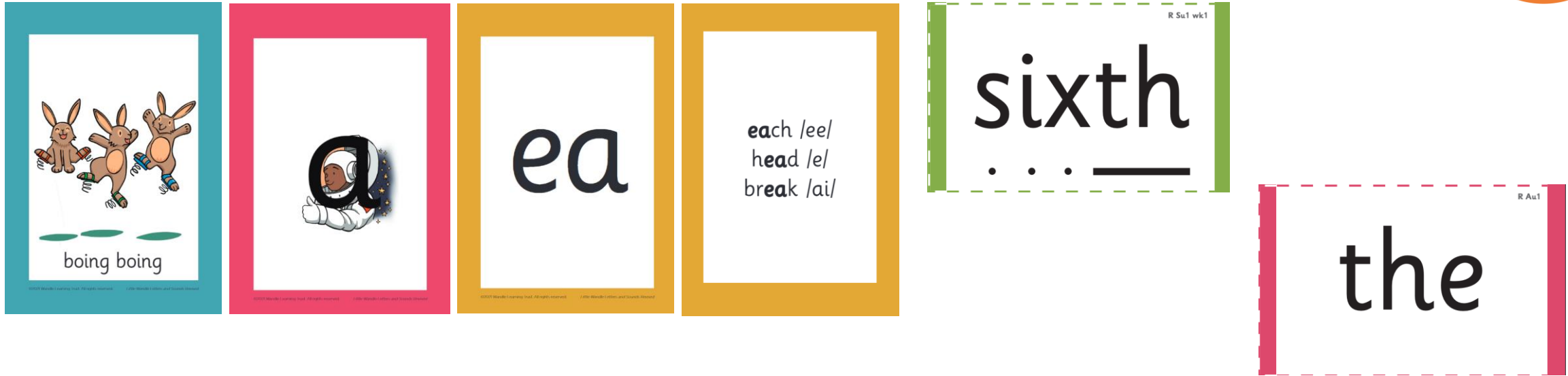
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ ow 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
/eel/ y funny /e/ ea head /w/ wh wheel /oal/ oe ou toe shoulder /igh/ y fly /oal/ ow snow	any many again who whole where two school call different thought through friend work

How we make learning stick



- There are specific resources for the Little Wandle Programme which the children will be very familiar with.
- Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes.
- Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned.
- We then go on to reading a sentence containing some of those words.
- We have displays in the classroom and on the tables to support the children throughout the day.

Blending to read words

After teaching the children the first four phonemes/sounds (s a t p), your child's class teacher will have started teaching them to blend. This is practised in every Phonics lesson as well as during reading practice sessions.

The aim is for all of the children in Reception to be blending by Christmas.

Any children who are struggling to remember the sounds, or to say them, have additional support each day in school. The same applies to any children who are unable to blend independently.



Let's blend some words together



run

Let's blend some words together



mash

Does this word contain any digraphs, trigraphs or split digraphs? Can you identify them before reading the word?

phs, trigraphs or split digraphs? Can you identify them before reading the word?

Let's blend some words together



mash

Does this word contain any digraphs, trigraphs or split digraphs? Can you identify them before reading the word?

Let's blend some words together



chat

Does this word contain any digraphs, trigraphs or split digraphs? Can you identify them before reading the word?

Let's blend some words together



left

Does this word contain any digraphs, trigraphs or split digraphs? Can you identify them before reading the word?

Let's blend some words together



cheek

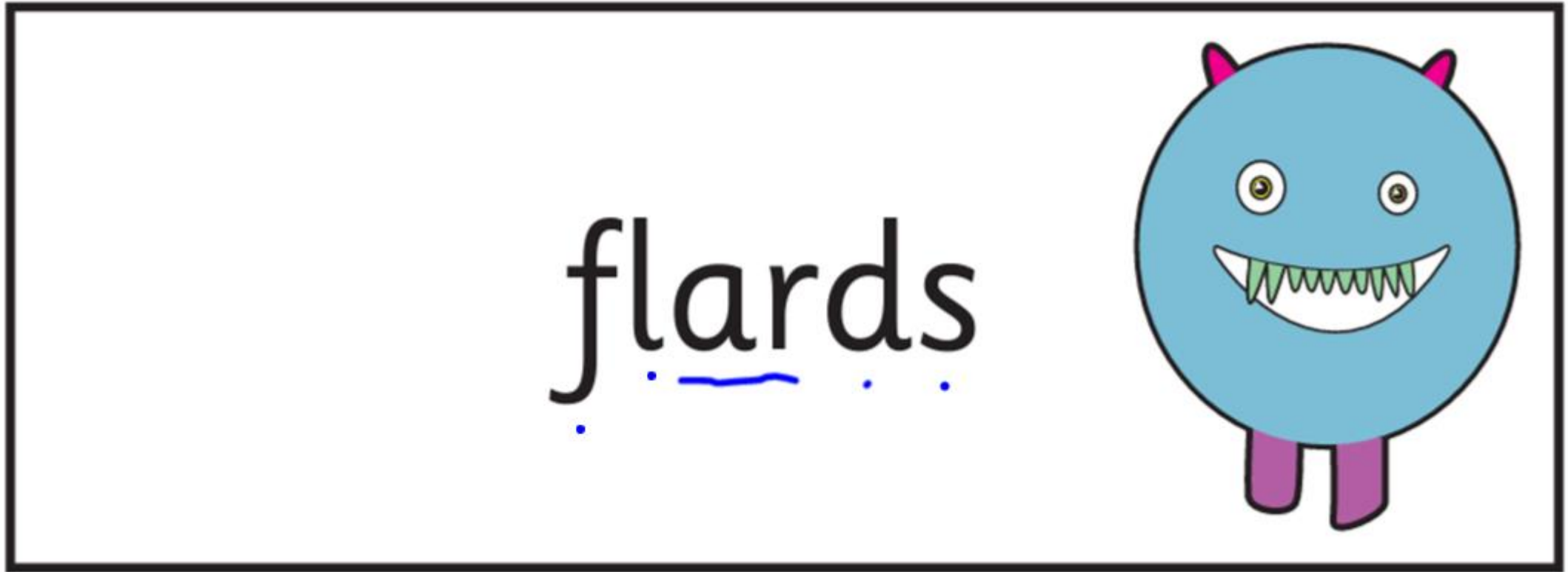
Does this word contain any digraphs, trigraphs or split digraphs? Can you identify them before reading the word?

Let's blend some words together



Does this word contain any digraphs, trigraphs or split digraphs? Can you identify them before reading the word?

Let's blend some words together



Does this word contain any digraphs, trigraphs or split digraphs? Can you identify them before reading the word?

Let's blend some words together



Does this word contain any digraphs, trigraphs or split digraphs? Can you identify them before reading the word?



How to support your child to blend fluently

- Ultimately, fluency comes from practice. When a child can blend, and therefore read fluently, they begin to be able to listen to and comprehend what they are reading, which is vital.
- Oral blending is an important first step, if your child can blend sounds you say, they will learn to blend sounds that they say as they're reading. For example, "Please tidy your t-oy-s.", "It's time for d-i-nn-er.", "What did you have for l-u-n-ch?", "What word am I saying? B-a-g."
- Get your child to read to you 5 times a week, read to your child every day and practise sound and word flashcards whenever possible.
- Get your child to re-read words and sentences.
- Get your child to read to different family members and friends.

Reading tricky words



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













Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.



How do we teach spelling?



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



How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception Child assessment

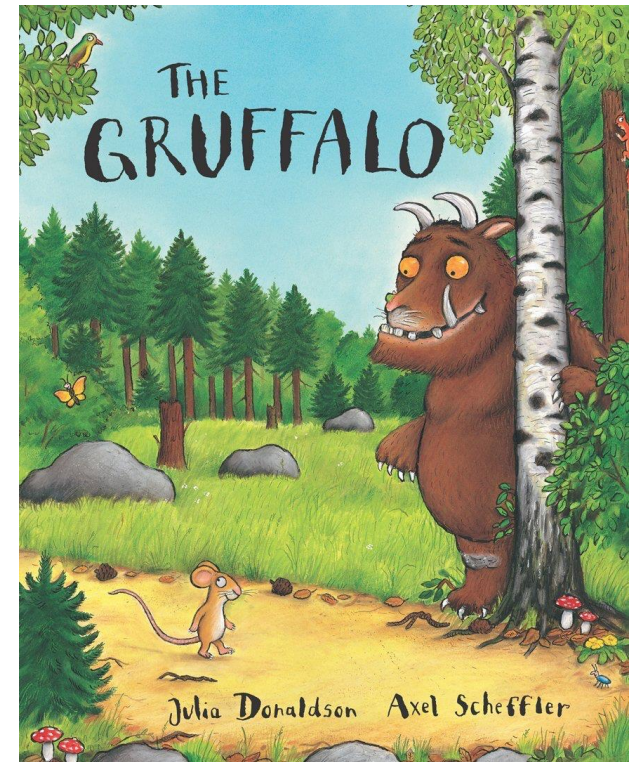
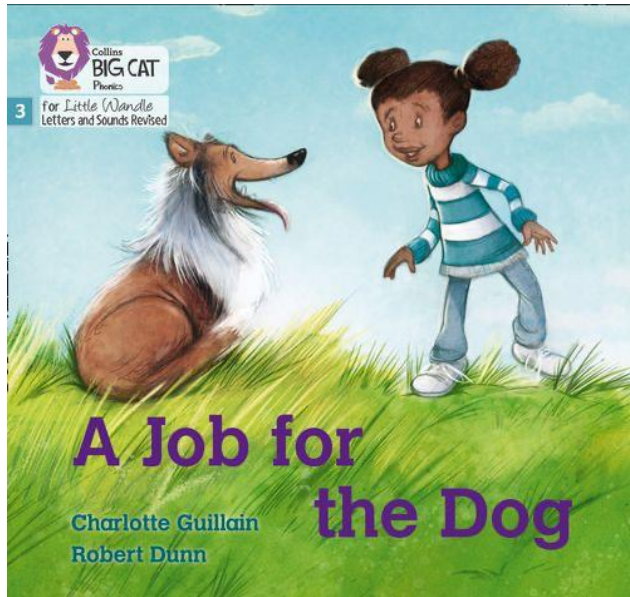
Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat	man	hug	red	pe <u>ck</u>
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Books going home



Reading a wordless books

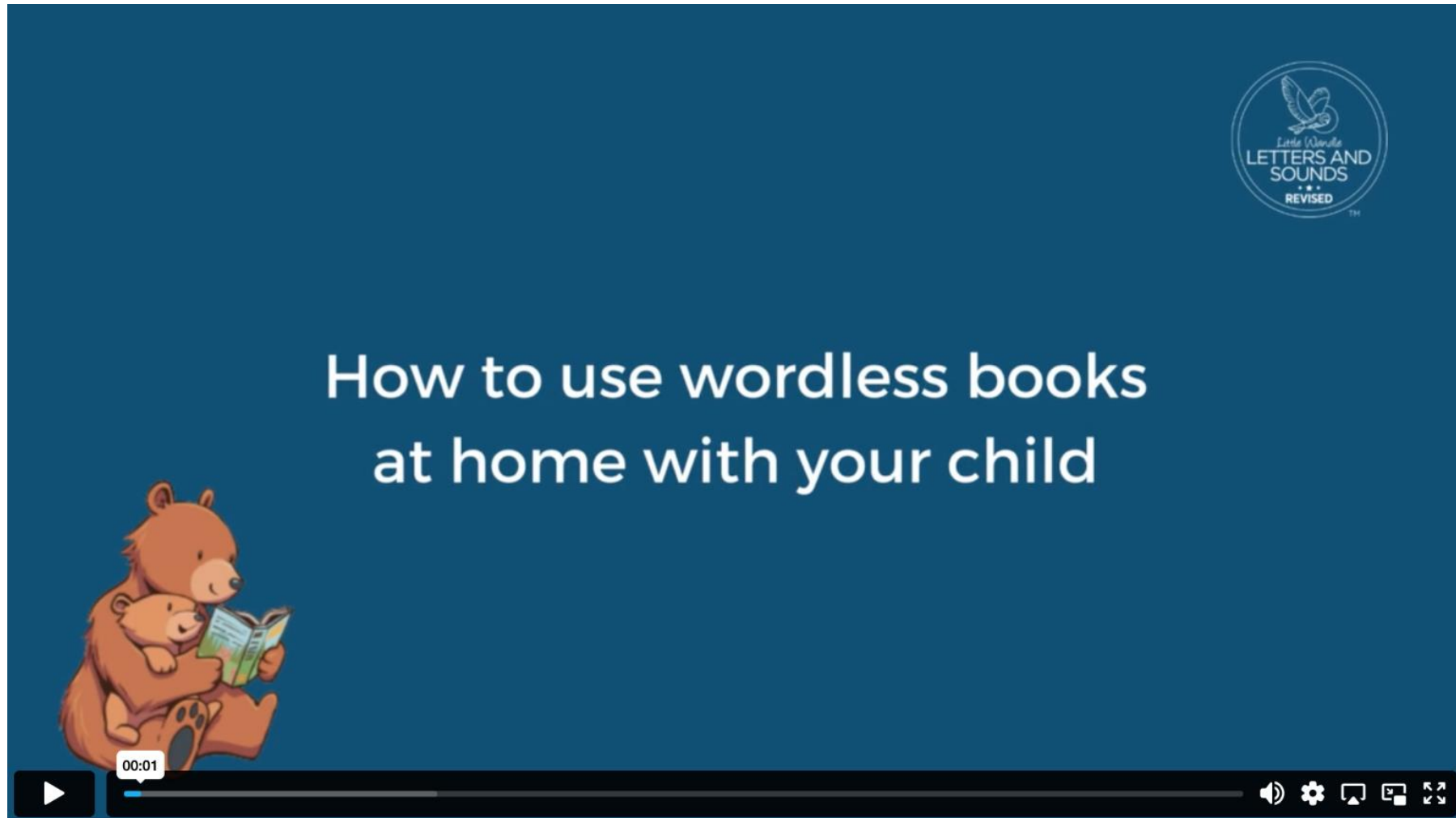
Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images and develop a story with them if possible.
- Encourage your child to make links from the book to their experiences.





Reading wordless books



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

Reading wordless books

Ideas for reading

Written by Clare Dowdall, PhD
Lecturer and Primary Literacy Consultant

Reading objectives:

- read and understand simple sentences
- demonstrate understanding when talking with others about what they have read

Communication and language objectives:

- listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions

- answer "how" and "why" questions about their experiences and in response to stories or events
- express themselves effectively, showing awareness of listeners' needs
- develop their own narratives and explanations by connecting ideas or events

Curriculum links: Creative development;
Knowledge and understanding of the world

Build a context for reading

- Introduce the book, using the terms cover, title, author and illustrator. Show how you read the title, pointing to each word. Ask the children to 'have a go'.
- Looking at the cover, say that you can see Granny is in a hurry. Can the children say how you know? Do the children know about watches? Ask children to say what might happen in the story.
- Turn to the title page and ask the children why Granny is in a hurry. If necessary, tell them that someone's birthday party tea is at 3 o'clock. Discuss why it is important to be on time for a birthday party and ask the children whose party they think it is.

Understand and apply reading strategies

- Ask the children to go through the pages in order from p2 to p13, and describe what is happening. As the children talk about the story, introduce words that extend their vocabulary, e.g. persuade, skateboard, mimic.
- Ask children to investigate the illustrations and prompt children to comment on the clock faces. Check that they follow the story from left to right before looking in more detail.

- Before turning pages, encourage children to make predictions based on their own experiences, e.g. What would your Grandma do if she were late?
- When the children have read the story, ask them to look at pp14-15 and imagine they are listening to Granny as she tells her story. Ask one or two children to 'hot-seat', pretending they are Granny. Others could give their opinion of Granny. Can they say what kind of person she is?

Develop reading and language comprehension

- Encourage children to look back through the book and remember the sequence of events. Then ask them to retell the story.
- Discuss how children know the order of events on a double-page spread. Can they explain that the story moves from left to right?
- Ask children to share any new words they have learned.

Support a creative response

- Think about how you would like to travel to school. Use construction materials, e.g. legs, cereal boxes, etc. to make a model of your chosen form.
- Draw and label large clock faces to indicate key times in the school day, e.g. 9 o'clock, 12 o'clock, 3 o'clock. Pretending to be Granny, tell your story to the rest of the class.
- Design and draw a new watch for Granny. It will need to be big and bright so she can't forget the time!



Read more

Party Lilac Bird is a wordless non-fiction text about having a party

Reading wordless books

What's happened on this page?
How do you think the lady is feeling?

You learnt the 'w' sound today, can you see anything with the 'w' sound in?



Why do you think the person with the dog is running? What sound does 'running' start with?

What's this? (point) Why do you think there are two clocks?



Can you segment the sounds in the word bus?

Why do you think the lady is changing her shoes? Where did she get the new shoes from? Do you carry spare shoes around with you?

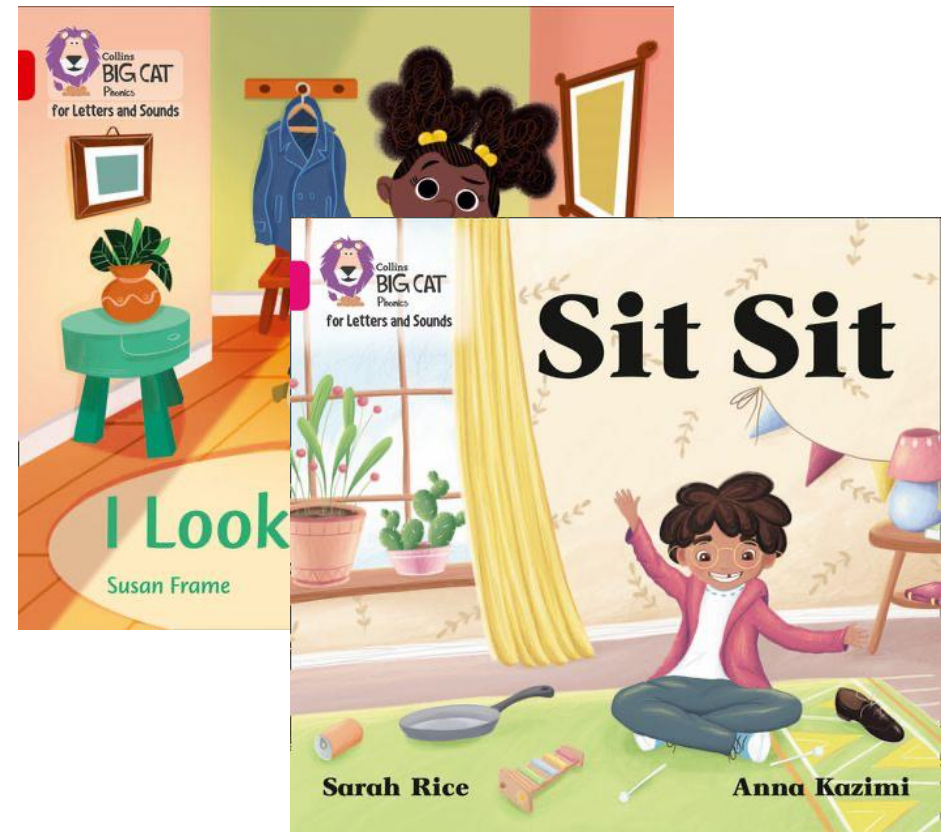
Why do you think the man reading the newspaper is looking at the lady changing her shoes?

What do you think will happen next?

Why do you think the lady was running to catch the bus? What happens if you miss a bus?

Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.
- We aim for 95% accuracy at least.
- Read the book more than once, they should be able to read their book without needing to blend the words.



Listening to your child read their phonics book

Before reading

Practising phonics: Phase 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandle&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs and words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

s t p n
a i

Read the words

sit pat pan

Vocabulary

Ask the children to read these words. Check understanding.

sip tin tap
tip

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Before reading

Practising phonics: Phase 3

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandle&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the words

rain weeds
might coat look
boots for

Read the tricky words

of and are full
you

Vocabulary

Ask the children to read these words. Check understanding.

shells gutweed
limpets mussels
hermit

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Listening to your child read their phonics book

Where is the pan?
What do we use
pans for? What is
this person using it
for?

Who do you think
the child is
performing for?
What makes you
think they're family
members?

Which room in the
house do you think
they're in and why?

Is the child patting the pan
enjoying themselves? How do you
know?



What do you think the zig-zags
next to the pan show?

There's a cat in the picture. Can you
segment the word cat? c - a - t

Why does it say pat pat? Who is patting?
What are they patting?

The little girl on
the sofa is
covering her
ears. Why do
you think that
is?

What do you think
will happen on the
next page of the
story?

Do you remember the
drum you had when you
were younger? What
about the time you made
a drumkit out of our
saucepans?

Listening to your child read their phonics book

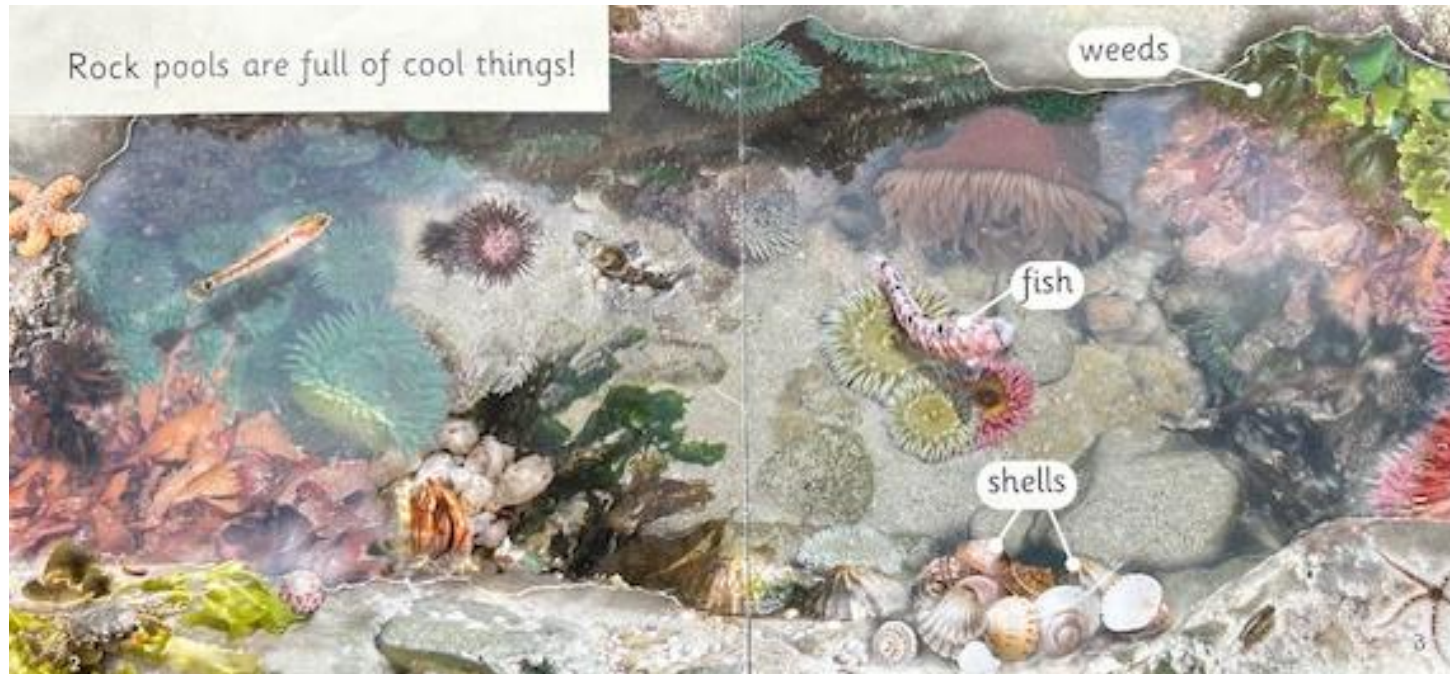
If your child has to blend any words, get them to re-read the sentence and explain it's so they can read it fluently.

Discuss any punctuation.

Refer to the page numbers so your child is aware of them.

Do you think this is a story/fiction book or an information/non-fiction book? Why?

Can you read the labels?
What's a label?



What else can you see in the rock pool?



Do you remember when we went to the beach and saw a rockpool?
What was in it?

How many sounds are in the word 'weeds'? (4 – w-ee-d-s)
Which digraph is in the word fish? (sh) Can you see any other digraphs on this page?

Do you think these things are always in rockpools?

Listening to your child read their phonics book



 **Review: After reading** 

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

Read 1: Decoding

- Remind the children that "oo" can make two different sounds. Ask the children to sound out, then blend these words, choosing the correct sound:
p/oo/l/s c/oo/l l/oo/k b/oo/t/s
- Challenge the children to sound out and blend words that contain long vowel sounds. Can they point to the two- or three-letter graphemes in each word?
r/ai/n c/oa/t m/igh/t g/u/t/w/ee/d h/er/m/i/t

Read 2: Prosody

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.
- On pages 5 and 9, show the children how to invent a girl's voice for the speech bubbles.

Read 3: Comprehension

- Turn to pages 14 and 15. Use the picture to recap on what you can find in a rock pool. Encourage the children to identify and describe as many things as possible.
- For every question ask the children how they know the answer. Ask:
 - What does the book say we should we do if we think it might rain? (*get a coat*)
 - What things can you find in a rock pool? (*e.g. weeds, fish, limpets, mussels, shells*)
 - What did the girl find that was long and thin? (*a fish*)
 - What sort of shells might you find in a rock pool? (*mussels, limpets, a shell with a hermit in it*)
 - Why does the shell run on page 13? (*a hermit is in it*)
- Ask the children what their favourite part of the book was, and to explain why.

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.



Flashcards

We recommend you practice reading phoneme flashcards with your child every day.

- Use them to make short words
- Put them up around the house or your child's bedroom
- Only practice them for a short amount of time
- Your child's class teacher may let you know if they need to practice certain phonemes
- Let your child play the role of the teacher!
- Little Wandle sell 'At home' flashcard packs. There are 2 packs for the sounds taught in Reception and 1 pack for the sounds taught in Year 1. They're around £7 a pack – Christmas is just around the corner!



https://www.amazon.co.uk/Little-Wandle-Phonics-Flashcards-Reception/dp/000856373X/ref=sr_1_1_sspa?crld=179BXO2PUT07&keywords=little+wandle+at+home&qid=1700667648&sprefix=little+wandle+at%2Caps%2C181&sr=8-1-spons&sp_csd=d2lkZ2V0TmFtZT1zcF9hdGY&pssc=1



https://www.amazon.co.uk/Little-Wandle-Phonics-Flashcards-Reception/dp/000858754X/ref=sr_1_2_sspa?crld=179BXO2PUT07&keywords=little+wandle+at+home&qid=1700667648&sprefix=little+wandle+at%2Caps%2C181&sr=8-2-spons&sp_csd=d2lkZ2V0TmFtZT1zcF9hdGY&pssc=1



https://www.amazon.co.uk/Little-Wandle-Home-Phonics-Flashcards/dp/0008563748/ref=sr_1_3?crld=179BXO2PUT07&keywords=little+wandle+at+home&qid=1700667648&sprefix=little+wandle+at%2Caps%2C181&sr=8-3

Our recommendation for supporting your child with their Phonics and reading at home



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<p>Practice reading a small selection of flashcards (make sure you include the sound your child learnt that day) and tricky words</p> <p>Read your child's reading book for 5-10 minutes (don't forget the before and after reading pages)</p>	<p>Practice reading a small selection of flashcards (make sure you include the sounds your child learnt that week) and tricky words</p> <p>Read your child's library/reading for pleasure book to them</p>	<p>Practice reading a small selection of flashcards (make sure you include the sounds your child learnt that week) and tricky words</p> <p>Read your child's reading book for 5-10 minutes (don't forget the before and after reading pages)</p>	<p>Practice reading a small selection of flashcards (make sure you include the sounds your child learnt that week) and tricky words</p> <p>Your child's reading book may have been collected in so why not read their library/reading for pleasure book together?</p>	<p>Practice reading a small selection of flashcards (make sure you include the sounds your child learnt that week) and tricky words</p> <p>Read your child's reading book for 5-10 minutes (don't forget the before and after reading pages)</p>		<p>Read a book you have at home together</p>

Make sure your child (and you) are having fun, and if you're not, try again the next day!

Activities you can do with your child

- Segment instructions e.g. “Go and put on your c-oa-t please.” and “Please can you tidy away your t-oy-s.”
- Ask them to segment (and write possibly) a word or sentence each day.
- Spot sounds and small words when you’re out and about and get your child to read them.
- Use different media to practice writing e.g. chalk on the patio, a cup of water and a paintbrush for ‘writing’ on the patio, shed or fence, ‘write’ letters using your finger in a sand tray, make letters out of playdough.
- Make a set of flashcards with your child.
- Pin your flashcards to the fences in your garden or at the park. Call out the sounds for your child to run/hop/skip/jump/march/crawl to.
- In the supermarket get your child to find items that begin with or have a certain sound in.

Activity

This week the children in Reception have been taught the following sounds and tricky words:

ff ll ss j put pull full as

1. Ask your child to read the new sounds they've learnt this week.
2. Draw the sound buttons on the blending words together (dots and dashes) and practise blending them.
3. Read the tricky words and discuss what makes them tricky (the bits in bold).
4. Ask your child to write the words.

This week's new sounds

ff	ll
ss	j

Words to blend

huff	off
puff	bell
hill	tell
mess	hiss
fuss	jug
jam	jet

Tricky words

put	pull
full	as





**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

