

Home School Learning - Phonics Handbook

Reception



The letters and sounds in this booklet will be taught in Reception. We will inform you over the year which of the letters and sounds to focus on with your child to support their learning in the classroom.

Thank you for your support!

The Teaching of Phonics

Little Wandle – Letters and Sounds Revised is used to support the teaching of letters (graphemes) and sounds (phonemes) in a systematic way to prepare children to be ready to read.

Foundations for Phonics – Tuning into Sounds (Nursery)

The most important aspects of Foundations for Phonics are sharing high-quality stories and poems. Learning a range of nursery rhymes and action rhymes. Activities that develop focused listening and attention, including oral blending.

Phase Two (Reception)

Learning letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple sentences.

Phase Three (Reception)

Learning words with double letters and longer words. Words with two or more digraphs and words ending in – ing.

Phase Four (Reception)

Children learn to blend and segment longer words with short vowels and adjacent consonants, *e.g. swim, clap, jump.*

Phase Five (Year 1)

This is when children learn a more ‘complex code’ such as there are different ways of pronouncing graphemes they already know, for example the ‘i’ grapheme can look the same in words but sound different, for example *fin* and *find*. They also learn that the sound /ur/ can be heard in words but be written differently, for example *fir* and *her*.

What do the Phonics terms mean?

Phoneme: The smallest unit of sound in a word, e.g. c/a/t, sh/o/p, t/ea/ch/er.

Grapheme: A letter or group of letters representing one sound, e.g. sh, igh, t.

Digraph: Two letters which together make one sound, e.g. sh, ch, ee, oa.

Trigraph: three letters which together make one sound but cannot be separated into smaller phonemes, e.g. igh as in light, ear as in heard.

Segment: means hearing the individual phonemes within a word – for instance the word ‘crash’ consists of four phonemes: ‘c – r – a – sh’. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.

Blending: means merging the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise (‘sound out’) each grapheme, not each letter (e.g. ‘th-i-n’ not ‘t-h-i-n’), and then merge the phonemes together to make the word.

Adjacent consonants: two or three letters with discrete sounds, which are blended together e.g. dr, str.

It is important to ‘Clip’ Phonemes: when teaching sounds e.g. ‘mmmm’ not ‘muh’, ‘ssssssss’ not ‘suh’.

Support Materials:

Little Wandle Letters and Sounds Revised - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Programme Progression Overview

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 • 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
<p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> • words with double letters • longer words 	<p>was you they my by all are sure pure</p>
Spring 2 Phase 3 graphemes	No new tricky words
<p>Review Phase 3</p> <ul style="list-style-type: none"> • 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 	<p>Review all taught so far</p>
Summer 1 Phase 4	New tricky words
<p>Short vowels with adjacent consonants</p> <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 	<p>said so have like some come love do were here little says there when what one out today</p>
Summer 2 Phase 4 graphemes	No new tricky words
<p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words 	<p>Review all taught so far</p>

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	Down the snake from head to tail.
 	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
 	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Around the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Around the goat's face and curl under its chin.
 o	 octopus	Make your mouth into a round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say e e e	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say e e e	e Curl around the heel of the sock. k Down the sock, up and back down to the toe. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and curl down its trunk.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 <p data-bbox="918 327 996 351">umbrella</p>	<p data-bbox="1057 175 1332 223">Open your mouth wide and say u u u</p>	<p data-bbox="1370 175 1668 223">Down and around the umbrella and back to the ground.</p>
 r	 <p data-bbox="918 510 996 534">rainbow</p>	<p data-bbox="1057 375 1332 422">Show me your teeth to make a rrrrr sound rrrrr rrrrr</p>	<p data-bbox="1370 375 1668 422">From the cloud to the ground and over the rainbow.</p>
 h	 <p data-bbox="918 718 1003 742">helicopter</p>	<p data-bbox="1057 571 1355 619">Open your mouth and breathe out sharply h h h</p>	<p data-bbox="1370 571 1668 595">Down, up and over the helicopter.</p>
 b	 <p data-bbox="929 917 992 941">bear</p>	<p data-bbox="1057 767 1355 815">Put your lips together and say b as you open them b b b</p>	<p data-bbox="1370 767 1668 815">Down the bear's back, up and around its tummy.</p>
 f	 <p data-bbox="918 1157 1008 1181">flamingo</p>	<p data-bbox="1057 963 1355 1053">Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff</p>	<p data-bbox="1370 963 1668 1011">Down the flamingo to its foot and across its wings.</p>
 l	 <p data-bbox="929 1340 996 1364">lollipop</p>	<p data-bbox="1057 1189 1355 1278">Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll</p>	<p data-bbox="1370 1189 1579 1212">Down the lollipop stick.</p>

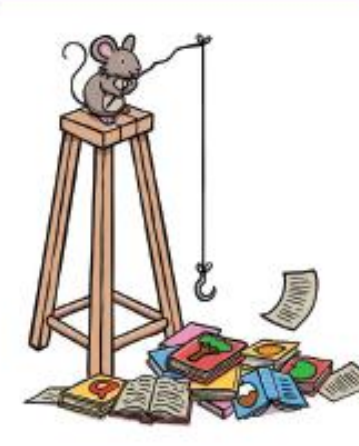

Phase 2 grapheme information sheet

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 j j j	Down the jellyfish and dot its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
	 wave	Pucker your lips and keep them small as you say w w w	Down and up and down and up the waves.
	 box	Mouth open, then push the es/x sound through as you close your mouth es es es (x x x)	From the top, across the box to the bottom. From the top again, across the box to the bottom.
	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl around the string.
	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase/ Catchphrase
	 queen	Pucker your mouth, then open it as you say qu qu qu	q Around the queen's face, down her robe and a flick at the end. u Down and around the umbrella and back to the ground. qu Quick, it's the queen!
	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
	 shells	Pucker your lips and show your teeth; push the air out shshshshsh shshshshsh	sh Share the shells.
	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

Grapheme	Catchphrase	Pronunciation phrase
ai	 <p>tail in the rain</p>	<p>Open your mouth wide and say ai ai ai</p>
ee	 <p>sheep in a jeep</p>	<p>Smile with your lips apart and say ee ee ee</p>

Grapheme	Catchphrase	Pronunciation phrase
oo	 <p>hook a book</p>	<p>Pucker your lips and keep them small as you say oo oo oo</p>
oo	 <p>zoom to the moon</p>	<p>Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo</p>

igh



a light in the night

Open your mouth in a relaxed way and say **igh igh igh**

ar



march in the dark

Open your mouth wide, push your tongue down and say **ar ar ar**

oa



soap that goat





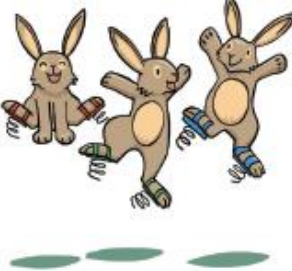

Make an 'o' with your mouth and say **oa oa oa**

or




























born with a horn






Make an 'o' with your mouth, push your tongue down and say **or or or**

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 <p>curl the fur</p>	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 <p>get near to hear</p>	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 <p>wow owl</p>	Open your mouth wide then move your lips together as you say ow ow ow	air	 <p>chair in the air</p>	Open your mouth wide, push your tongue down as you say air air air
oi	 <p>boing boing</p>	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 <p>a bigger digger</p>	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	---	--

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

How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.