

# Hassocks Infant School

## Phonics workshop 2025

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 ck cc ch	k kk wr	r rr	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	qu
ch tch ture	sh ch ti ssi ci	th	ng	nk	a	ea	i y	oa	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

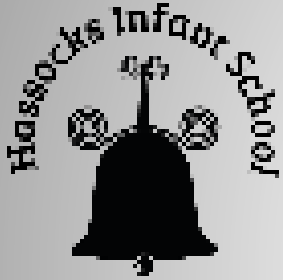
## Aims

- To understand what phonics is.
- To find out about our phonics programme – Little Wandle.
- To get a better understanding of how we teach phonics.

To understand how reading is taught .

- To be equipped with ways to support your child with phonics and reading at home.





# What is phonics?



## **Phonics is:**

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



# PARENT TASK!

Can you read this?

**rhombicosidodecahedron**

# Little Wandle Letters and Sounds Revised

Our school uses *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



# Progression

The programme immediately and quickly begins in Reception by teaching the 42 basic phonemes.

Children are taught to blend and segment with these.

They are then taught to read longer multisyllabic words and words with consonant clusters.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out <b>ssssss sssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say <b>p p p</b>	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.

# Progression

In Year 1 children revise all that they learned in Reception and begin to learn alternative spellings of the same sound.

They then continue to learn alternative pronunciations of the same digraph.

By year 2 children should have covered the whole alphabetic code! This is called completing the code.

Children are then introduced to spelling rules in readiness for KS2.

## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> <i>/ai/</i> ay play <i>/ow/</i> ou cloud <i>/oi/</i> oy toy <i>/ea/</i> 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
<i>/ur/</i> ir bird <i>/igh/</i> ie pie <i>/ool/</i> /yool/ ue blue rescue <i>/yool/</i> u unicorn <i>/oal/</i> o go <i>/igh/</i> i tiger <i>/ail/</i> a paper <i>/eel/</i> e he <i>/ail/</i> a-e shake <i>/igh/</i> i-e time <i>/oal/</i> o-e home <i>/ool/</i> /yool/ u-e rude cute <i>/eel/</i> e-e these <i>/ool/</i> /yool/ ew chew new <i>/eel/</i> ie shield <i>/or/</i> 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
<i>/ee/</i> y funny <i>/el/</i> ea head <i>/wl/</i> wh wheel <i>/oal/</i> oe ou toe shoulder <i>/igh/</i> y fly <i>/oal/</i> ow snow	any many again who whole where two school call different thought through friend work

# Reading and spelling in KS1.

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	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai	 ee	 igh	 oa	 oo	yoo	 ou	 ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y	ey	ow	ui			
ey							
ea							
 or	 ur	 ow	 oi	 ear	 air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

\*Depending on regional accent

## What a phonics session looks like...

**Sessions are practical, structured and fast paced, with everyone getting involved.**

The children are taught phonics daily for between 15 and 30 minutes depending on their age.

**Revisit-** practice previous sounds and words already taught.

**Teach-** a new sound and a new tricky word.

**Practise-** practise using the new sound by orally blending and reading in words.

**Apply** – reading sentences and writing words with the new focus sound in.

**Friday sessions** – review the weeks learn and children write a sentence with the focus sound/ s in.

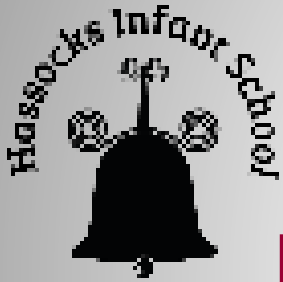
# Tricky words

These are words which you can't sound out using known GPCs

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is as has his	s	The 's' makes the sound <b>z</b> . <b>Learning so far:</b> For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound z later in the Autumn term.
I	i	The 'i' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'i', your child has learned the sound i as in 'pin'.
the	th e	Your child has not yet learned the digraph 'th' or the schwa sound made by the 'e'.
put* pull full push	u	The 'u' makes the sound <b>oo</b> (as in 'book'). <b>Learning so far:</b> For 'u', your child has learned the sound u as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'.
go no	o	The 'o' makes the sound <b>oa</b> . <b>Learning so far:</b> For 'o', your child has learned the sound o as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. <b>Learning so far:</b> For 'o', your child has learned the sound o as in 'dog'.
she he we me be	e	The 'e' makes the sound <b>ee</b> . <b>Learning so far:</b> For 'e', your child has learned the sound e as in 'egg'.
of	f	The 'f' makes the sound <b>v</b> . This is a rare spelling for this sound. <b>Learning so far:</b> Your child has learned the sound f as in 'fish'.

\*Depending on regional pronunciations, not all children will be taught the words 'put', 'pull', 'full' and 'push' as tricky words.





## How do we teach reading?

“

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

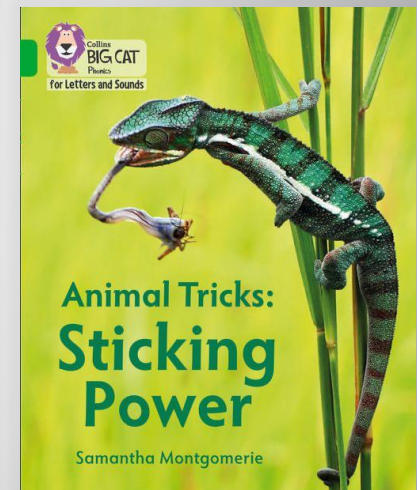
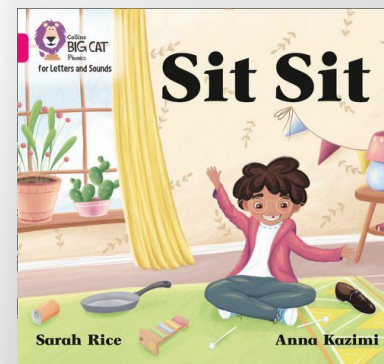
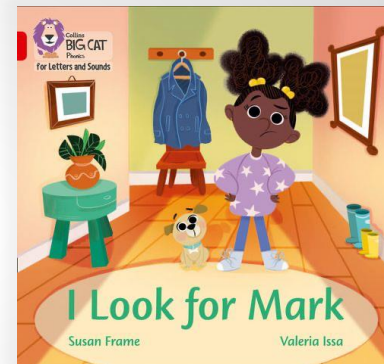
Carl Sagan

”

# How do we teach reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



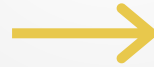
# We use assessment to match your child the right level of book

## 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 peck

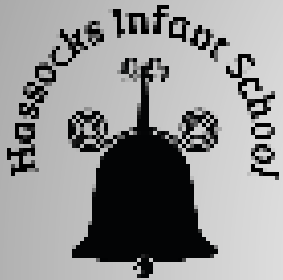


# Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





# How can you support your child at home?



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

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



# 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...

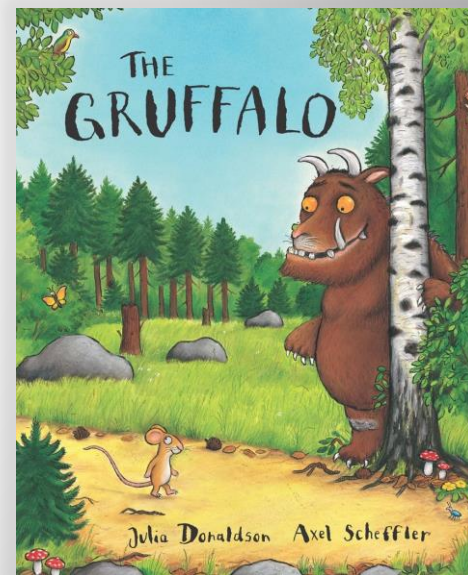
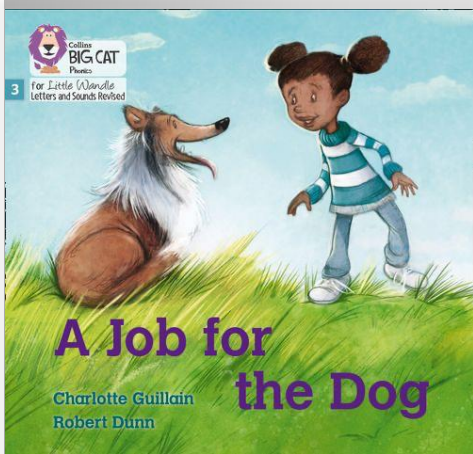
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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



*Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J*

# 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.



# Blending to read words

We add sound buttons to help recognise if a sound is made by a single letter, a digraph or a trigraph.

Change it

Mix it up

Win it!

# How the sounds are pronounced

Using 'pure sounds'

What do you get if you add /uh/?

- Hen                      Henna
- Din                      Dinner
- Mat                      Matter



# Supporting your child with phonics



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



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



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

# 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.
  - Spot digraphs together.



**Any questions?**

