



Phonics and Reading information session

Thursday 8th October 2026

Led by Mrs Baker and Miss Borbas

The aims of this information session

Phonics: what we will teach, how we teach it and how to support at home (not just for their year group but for the stage they are at with their learning)

Reading: what we teach and why, how we teach it and how you can support at home

Little Wandle Letters and Sounds Revised



At Oakfield we follow *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.

Little Wandle is progressive and each Phase builds on the previous.



“

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

”

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment



EYFS Phonics

Phase 2

These are the first group of letters and sounds your child will learn. This starts in EYFS: Autumn term



<https://www.littlewandle.org.uk/resources/or-parents/#tabnametabHowWeTeach>

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 ssssss	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 aaa	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 ttt	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 ppp	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 iii	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 nnnnn sound nnnnn	Down the stick, up and over the net.



The importance of saying the sounds correctly



 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				



Phase 2 so

Little Wandle has video clips to demonstrate correct pronunciation of all the sounds.

This then allows children to sound out words and blend the sounds together.

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



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1

We teach blending so your child learns to read



- Teacher-led blending is taught throughout our Phonics lessons.
- Our aim to is to teach every child to blend to read.

c a t



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

Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children start with learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



How we teach tricky words

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

Phase 3

This will start in EYFS Spring term



In Phase 3 children learn:

- the vowel digraphs and trigraphs e.g. ai, ee, igh
- to read words containing the Phase 3 digraphs and trigraphs e.g. chain
- to read longer words ('chunking') e.g. lightning



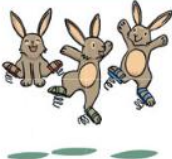
jeep

chain



Phase 3 sounds



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



Phase 3 sounds taught in Reception Spring 1

<https://www.littlewandle.org.uk/resources/for-parents/#tabnametabSupportForPhonics>

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
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

Developing independence: Reading words with vowel digraphs/trigraphs



- During Phase 2 we taught your child to blend using the teacher-led blending approach.
- Moving forward, we will start to encourage them to blend independently.
- Children are taught to spot the digraph/trigraph in words first.



Phase 3 tricky words

Spring 1 Phase 3 graphemes

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

- words with double letters
- longer words

New tricky words

was you they my by all are sure pure

Spring 2 Phase 3 graphemes

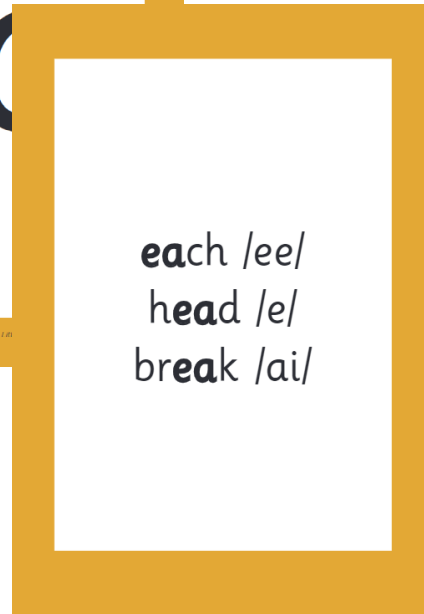
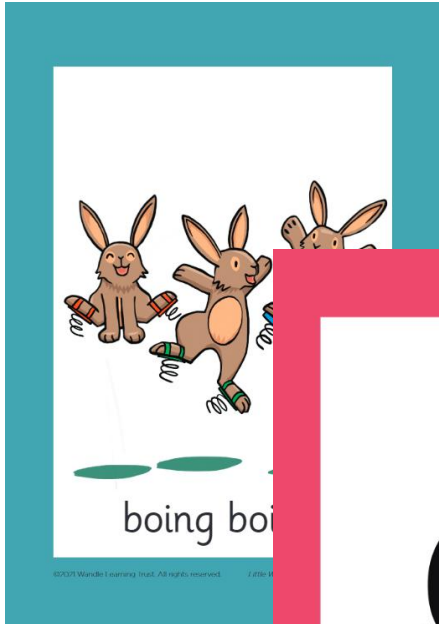
Review Phase 3

- 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

No new tricky words

Review all taught so far

Resources to help children remember what they have learnt





Year 1 Phonics

Phase 4 is consolidation with no new sounds or words.

Phase 5 sounds is the start of year 1



In Phase 5 children learn:

new graphemes for the sounds they already know that the same grapheme can have alternative pronunciations.

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

A parents guide on pronunciation of the Phase 5 sounds

<https://www.littlewandle.org.uk/resources/for-parents/#tabnametabSupportForPhonics>

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 g 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	 e ea i y	 o a	 u o-e ou	



How we teach Phase 5



Reading words within Phase 5



Children will be encouraged to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.





DfE Statutory Assessment: Phonics Screening Check (June)

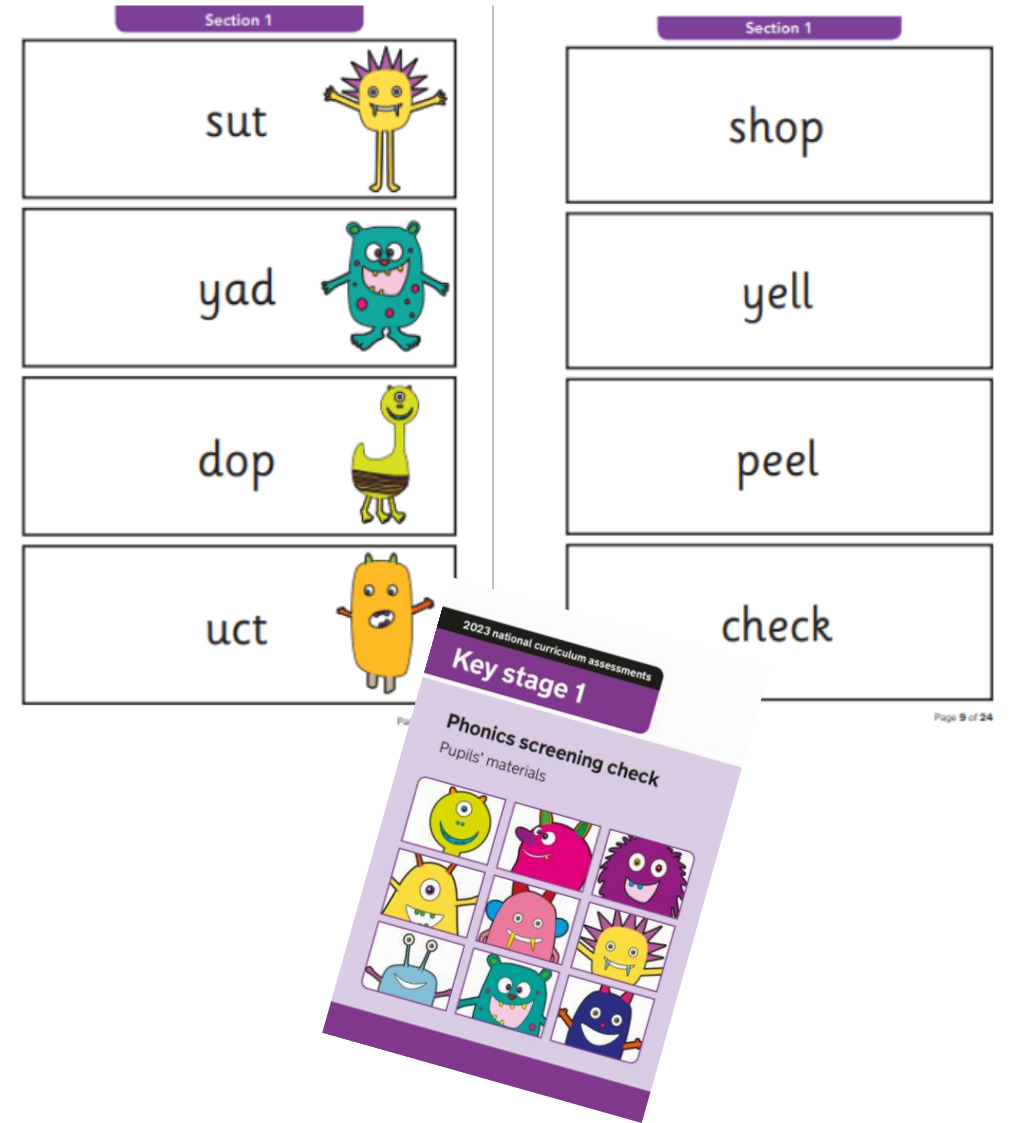
Throughout the year, the children will see practice words for the Phonics Screening Check.



What is the Phonics Screening Check? - DfE statutory assessment

- It is a quick check of your child's phonics knowledge. (1:1)
- 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. Scores are included in our end of year reports to parents.



'Alien words'



- The Phonics Screening Check will contain 20 'alien words'.
- The children will be familiar with alien words.
- 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.



A quick guide to alien words

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





Year 2 Phonics

Year 2 – Phonics



Year 2 includes a Phase 5 review for the Autumn term.

During this, the children will recap previously learnt sounds and tricky words to consolidate their learning.

Children who did not pass the Phonics screening check will be supported to develop their Phonics skills including sound recognition, blending and segmenting.

Year 2 includes the transition into reading lessons





Reading and Spelling

“

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

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

”

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
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	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 a a a	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 t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.



How do we teach spelling?

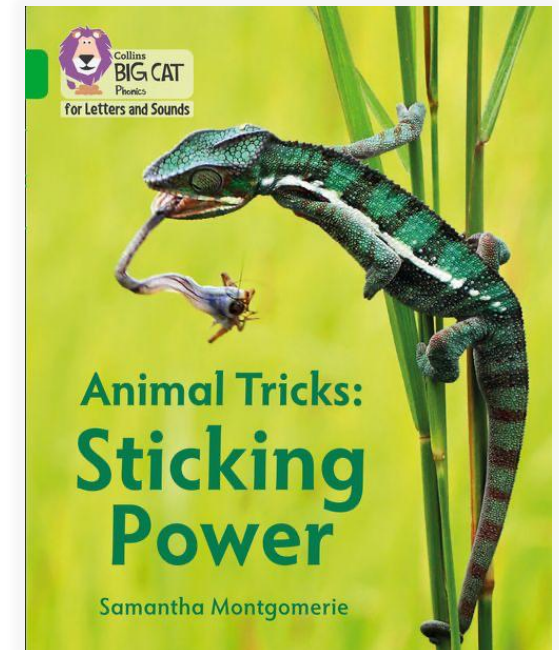
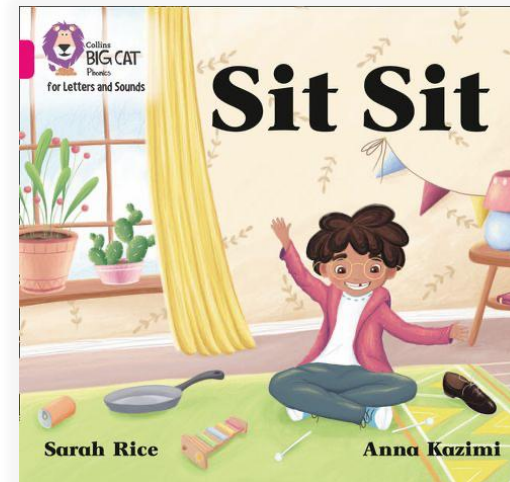
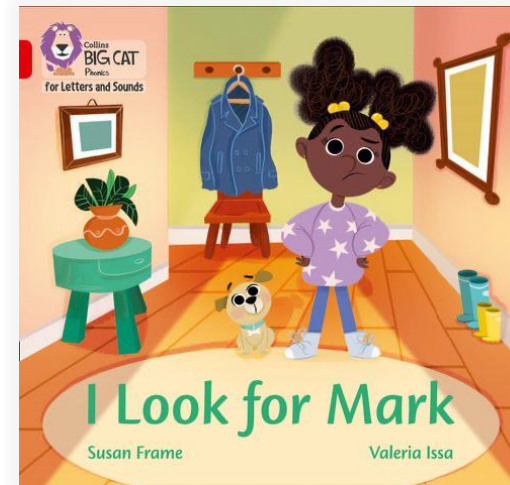
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we practise reading in books?

Reading practice sessions are:

- Timetabled three times a week
- Taught by a trained teacher/teaching assistant
- Taught in small groups



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

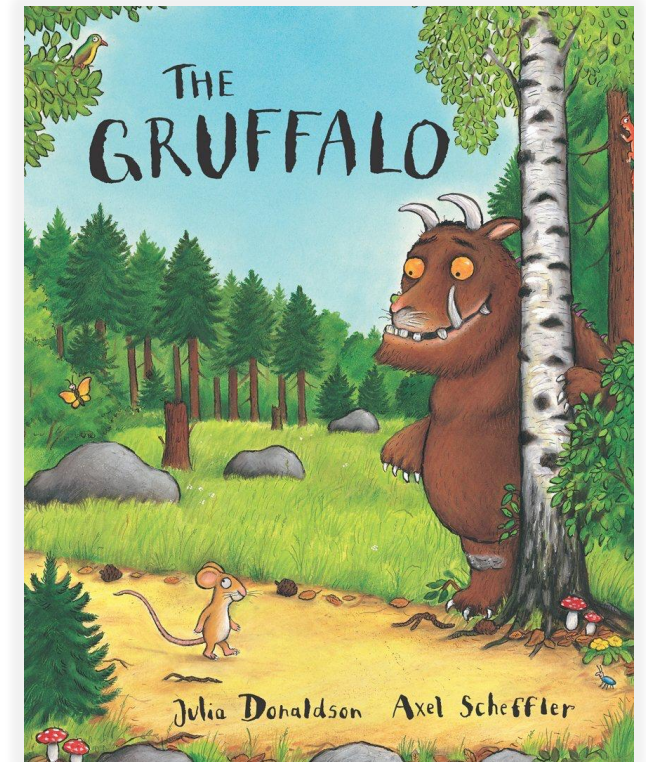
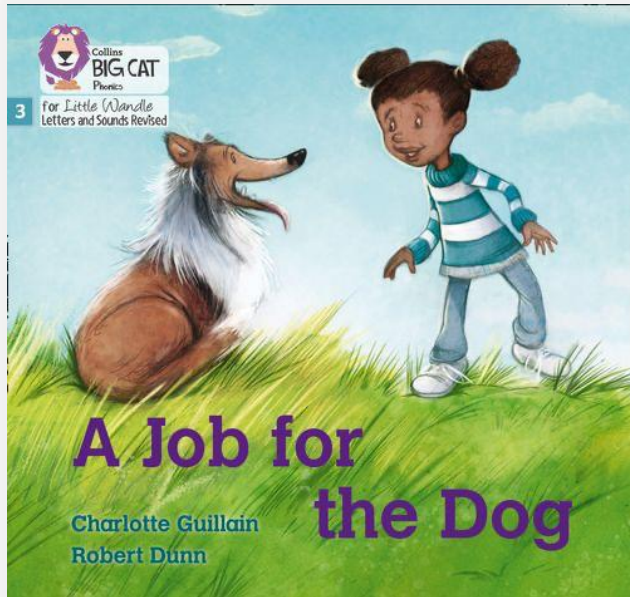
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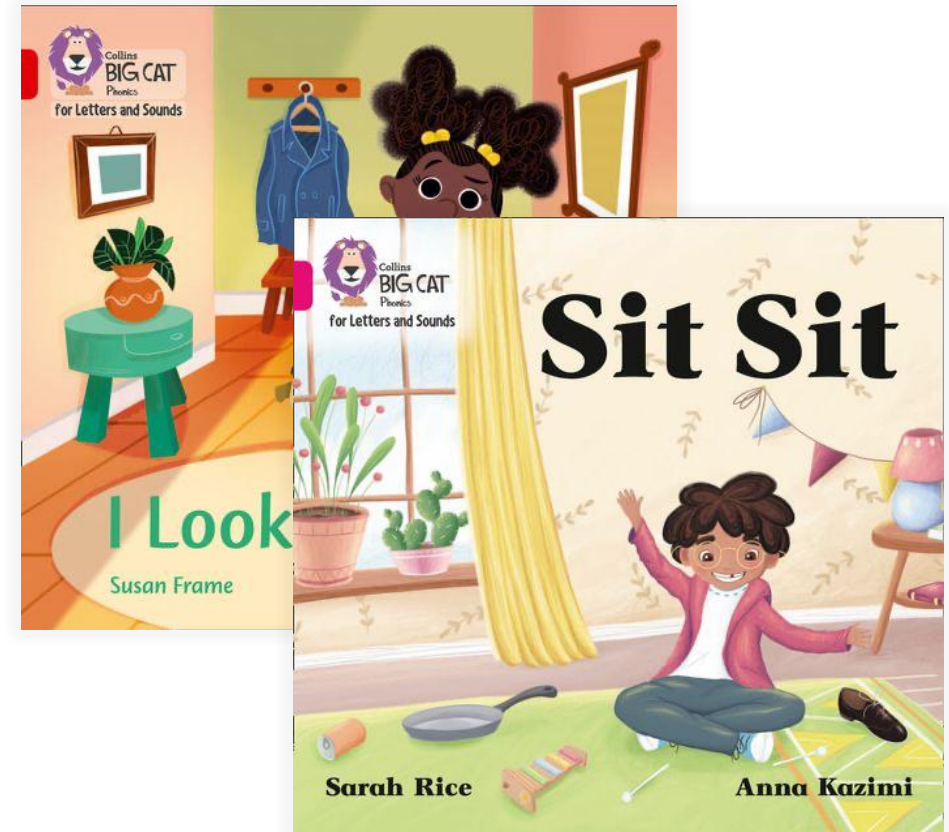
Reading at home

Books coming home – Phonics books and library books



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.



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 in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



Read to your child



The library 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.



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.



The importance of reading

- If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.
- If a child is read to 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.
- If a child is read to 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.
- If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old.
- If a child is read 5 books a day, they will have heard approximately 1,483,300 words by the time they are 5 years old.

Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

[PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices p. 32-4\]](#)

“

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

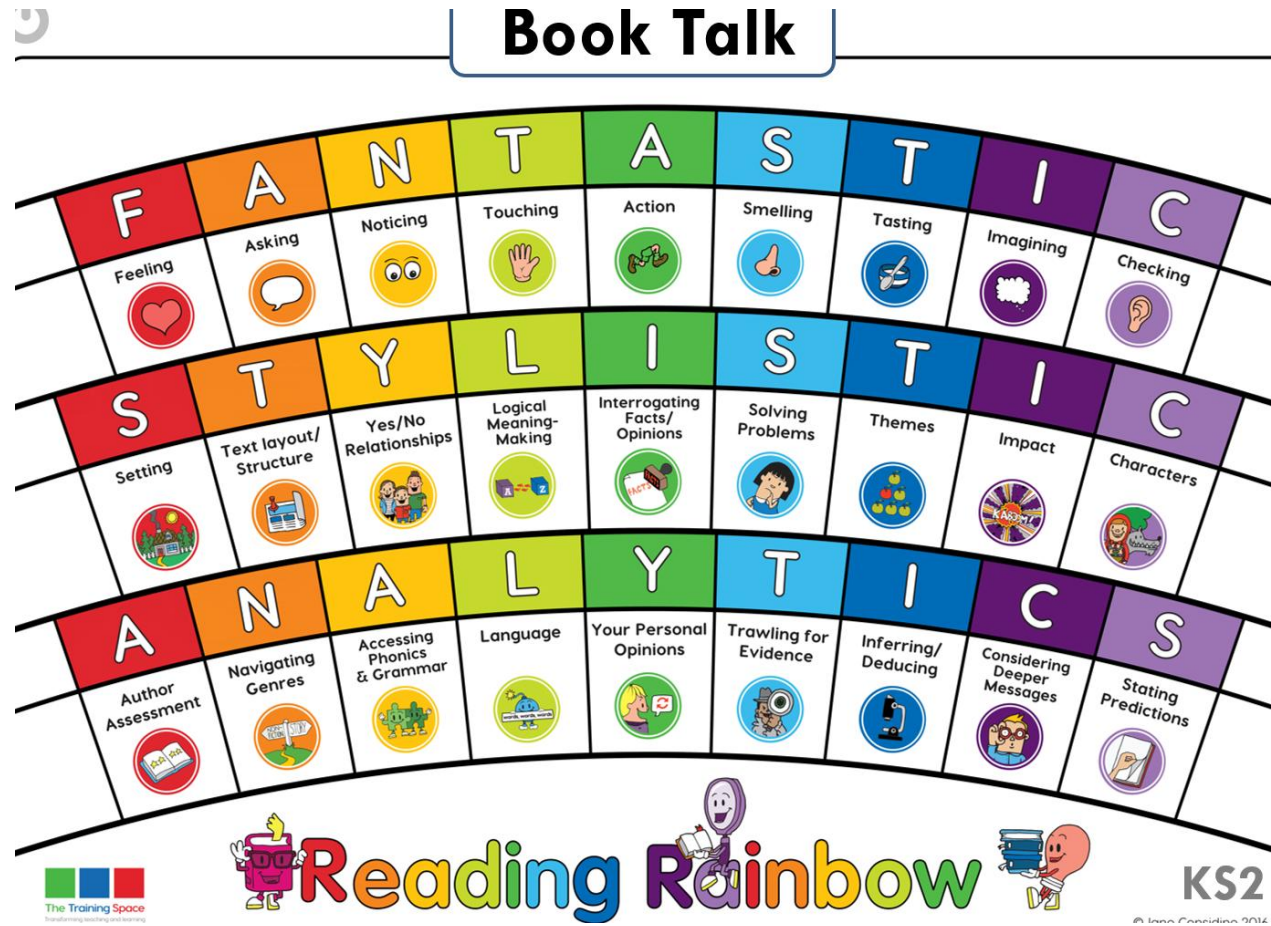
Carl Sagan

”

What does reading look like in KS2?

Reading rainbow

Children are taught to be 'reading detectives'.



There are three zones of reading.

Ideas of reading

Tools to understand the text

Techniques applied when reading

Weekly overview

Book Talk
Book Talk
Main Idea
Reading like a Detective
Demonstration Comprehension

Differentiated texts

This is a weekly overview of how reading is taught in KS2.

Differentiated texts

Children participate in two book talk sessions a week and three sessions of reading teaching.

Story / Non-Fiction

These are 30 minutes long.

Story / Non-Fiction

Story / Non-Fiction

Book talk – 2 x weekly

Book Talk- Yes/No Relationships



Sentence starter (1 point):



- Positive relationships in the story are...

Evidence (1 point or more):

“Direct quotes”

Links elsewhere

Illustrations and pictures



Bonus word:

typical

Y3

Y4

Y5

Y6

- Approach where we read deeply through a lens
- Construct comprehension answers through talk
- Answers are formal with high utility words
- Introduces children to a range of high-quality texts
- Increases reading for pleasure
- A chance to hear individual children read aloud

Return to  Reading Rainbow

Reading Unit Plans - Big picture

Narrative Text Annotated

The Wolf Wilder

Once upon a time, a hundred years ago, there was a dark and stormy girl. The girl was Russian, and although her hair and eyes and fingernails were dark all of the time, she was stormy only when she thought it absolutely necessary. Which was fairly often. Her name was Feodora. She lived in a wooden house made of timber taken from the surrounding forest. The walls were layered with sheep's wool to keep out the **Russian winter**, and the inside was lit with **hurricane lamps**. Feo had painted the lamps every colour in her box of paints, so the house **cast out** light into the forest in reds and greens and yellows. Her mother had cut and **sanded** the door herself, and the wood was eight inches thick. Feo had painted it snow blue. The wolves had added claw marks over the years, which helped **dissuade** unwelcome visitors. It all began - all of it - with someone knocking on the snow-blue door. Although 'knocking' was not the right word for this particular noise, Feo thought. It sounded as though someone was trying to dig a hole in the wood with his knuckles. ►►► (continued.)

 **Vocabulary**

dissuade:
To persuade someone not to do something. N.B. Dis- is a prefix that has negative intent.

sanded:
To make wood smooth with tools.

cast out:
Throw out light in this context.

 **Contextual Clarification**

hurricane lamps:
An oil lamp with a glass chimney, designed to protect the flame even in high winds.

Russian winter:
Because of the vast size of the territory, Russia consists of several continental zones. For example, in the north, winters are long and harsh. In some places there is lots of snow fall and temperatures fall below -40 degrees celsius.

Key:

 **Contextual Clarification –**
Background knowledge required

 **Vocabulary –**
Challenging vocabulary explained

- A 30-minute session with the purpose to bring metacognition into action
- Children can see inside the reader's brain, and we make the reader's brain highly visible for the children
- Children and teacher read a challenging text
- Through echo reading we model expressive reading and good prosody
- Vocabulary is explained in context
- Contextual clarification is highlighted throughout

Reading Unit Plans - Big picture

The Big Picture Session 1. Main Idea

Feodora (Feo) lives with her mother in a wooden hut in a forest in Russia. They have a comfortable relationship with wolves who enter and leave their home by the windows. On this particular day, there is a knock at the door and Feo lets in an angry stranger.



- Why are they living in the forest?
- Why were visitors unwelcome?
- Why is Feo's mother more reluctant to answer the door than Feo?
- Is Feo's mother's name Marina?



Route thinking into two sections:

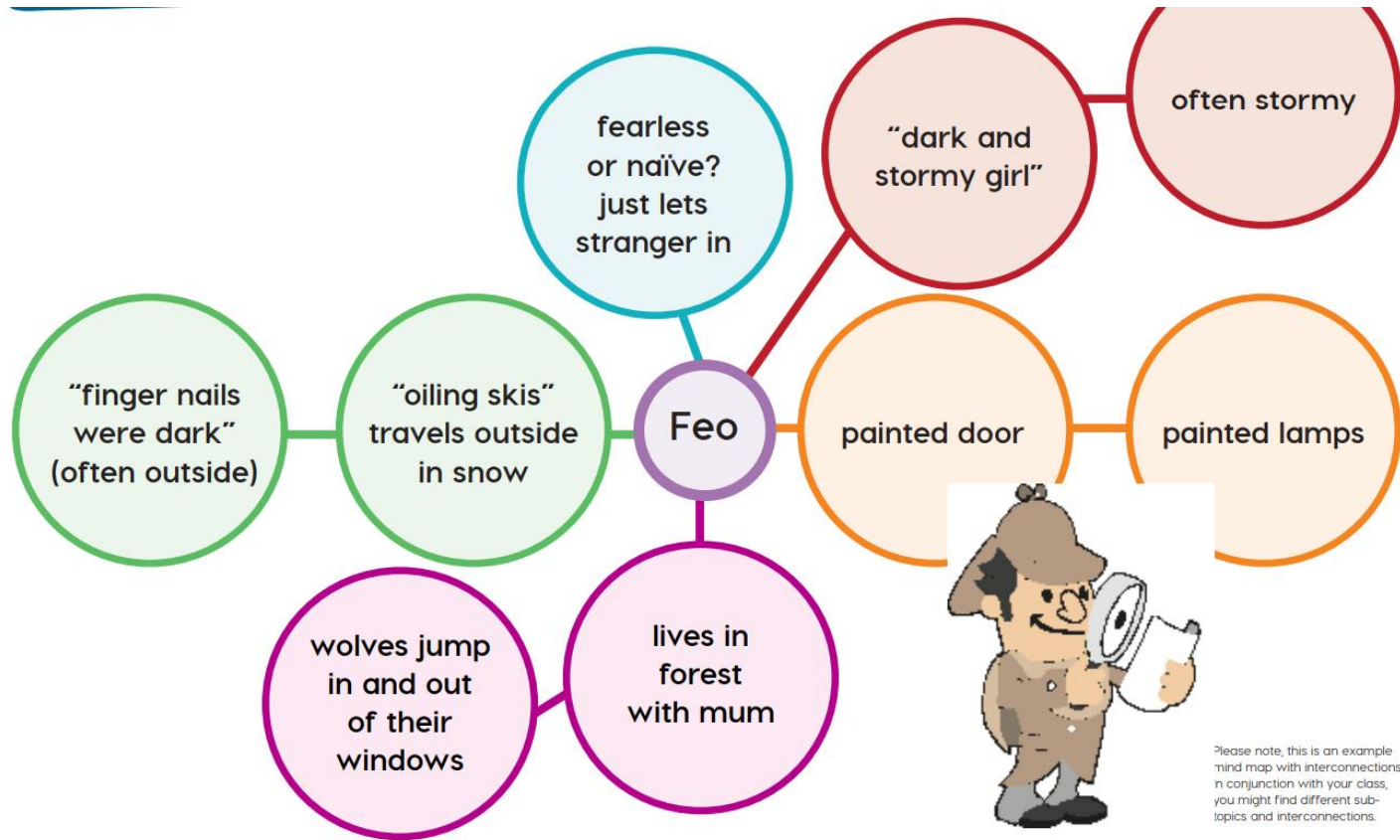
1. Summarise

- Sift and sort crucial information
- Identify the main idea of the text

2. Gather and discuss questions

- We want children to understand that when they read, they are not left knowing all the answer.
- We want children to consider where their reading brain is at
- Questions also help promote a love of reading

Reading Unit Plans -Meaning making



- Reading like a detective
- Children are re-engaged with the text
- Want children to understand comprehension is a moment-by-moment process
- What is important? What can I disregard? What bits connect?
- Work together to model what the reading brain is doing
- Our brain is making a map and connecting key information
- Children can make correlations, group information and see the connections

Reading Unit Plans - Meaning making

Feo is wild and has an impulsive personality. She spends a lot of time outdoors and is at one with the wolves. She is very practical, e.g. oils her skis, paints around the house.



› Drawing a conclusion-
what is your reading brain
thinking now?

Reading Unit Plans- Comprehension

Session 3. Demonstration Comprehension

Co-created with the pupils - **We do.**



Question 2: How is tension created by 'the knock' and the uninvited guest?

Thinking Side

Point:

no guests.

Evidence:

"Nobody knocked."

"But any knocking at all was unusual."

image of a fist is created:
aggressive and urgent

"as though someone was trying
to dig a hole in the wood with
their knuckles"

guest is intrusive

"pushing his way past her"

guest is bad tempered

"wrinkles in angry places"
"deep enough to cast shadows in
the dark"

stranger is bringing the danger of
the outside in

"leaving a trail of snow"

High
Utility
Words

ultimately

Sentence Stem:

Tension is created in the first
instance by...

Writing Side

Tension is created in the first instance by the sound being described "as though someone was trying to dig a hole in the wood with his knuckles." This makes the sound very negative and urgent and creates an image of a fist. The way the stranger enters their home, "pushing his way past her ..." is highly intrusive and aggressive. As a reader we are on a high alert from this entrance. His appearance also builds conflict, and he has a sharp looking face with wrinkles in "angry places" with descriptive imagery referencing shadows. **Ultimately**, following his abrupt entrance tension is very high.

- Modelling an 'I do'
- Collaboratively compose an answer- 'we do'
- Points we want to include
- Evidence from the text
- Sentence stem
- High utility word

Reading Unit Plans - Comprehension

Session 3. Demonstration Comprehension

Pupils complete independently - **You do.**



Question 3: What do you think will happen next?

Thinking Side

Point:

the next thing will be dangerous/dramatic.

the stranger brings a negative atmosphere

Mum is particularly anxious

will discover more about Marina Petrovna

High
Utility
Words

occurrence

Evidence:

"pushing his way past"
"catching the side of her head"

"deep enough to cast shadows in the dark"

"Wait! Feo!"
"Her mother grabbed at her"

"Where is Marina Petrovna?"

Sentence Stem:

The most likely thing to happen next is...

Writing Side

The most likely thing to happen next is something quite dramatic and negative. As the stranger asks for a particular person and we know for sure Feo's name it seems reasonable that Marina is the mother's name. This stranger seems determined to find her and we already know they live very remotely in a forest. I predict there will be a kidnapping of the mother, and this links back to the line, "It all began – all of it – with someone knocking on the snow-blue door." The words "– all of it–" signals that after this event, a life changing **occurrence** happens for Feo and this is just the beginning of it.

- Independently complete a 'you do' – insight into how our children draw meaning
- Questions link to a lens encouraging children to always act as reading detectives

How we support children make positive progress (Little Wandle Fluency)

- We want all children to have the secure phonic knowledge needed to be able to read. But being a fluent reader is so much more. We need to make teaching reading our priority so that every child can unlock all aspects of reading.
- Little Wandle Fluency teaches all aspects of reading using vibrant, diverse and engaging chapter books created by contemporary authors and illustrators. Each book has been carefully devised to support children as they progress in reading fluency through Years 2, 3 and beyond; making sure every child can become a confident, fluent and motivated reader.
- After initial assessments, if your child requires more support they are then added into our fluency programme. They read 4 times a week in a group focusing on fluency, prosody and comprehension. Similar to that of the Little Wandles Phonics scheme.

Fluency lessons

-Each Fluency lesson includes repeated reading and engaging activities to encourage your children to understand what they are reading and to be more fluent in applying their reading skills.

We use activities such as:

- echo reading
- rehearsed reading
- emotion reading
- marking up texts for reading with prosody

Little Wandle Fluency promotes comprehension through:

- pre-read activities which support vocabulary
- bonus materials throughout each book that give children more information about the world of the book to help them connect to it more
- teaching prosody so that the way the text is spoken creates meaning
- chatting about the book in a dialogic way that gives children time to think and connect to what they have read
- clarifying any misconceptions



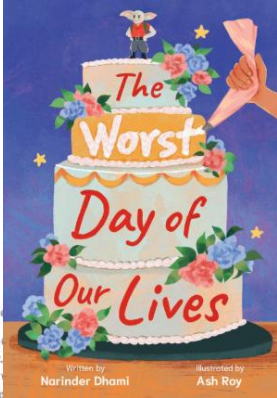
There was a sound of shuffling footsteps. Blaise shrank back behind a bush and pulled Flint with her.

An elderly guard appeared. He shook his head. "Oh, that storm!" he mumbled to himself, shaking his fist at the sky. "It's done so much damage! Now nobody can get across the moat into the castle. How will they visit the fair?"

Flint nudged Blaise forward with his head. "Stop pushing me, Flint," said Blaise. "I can't just start talking to that guard. I don't even know him."

The guard headed back into the castle.

16



Flint puffed an image. "I WILL speak to him I promise," said Blaise. She looked down. She was talking to Flint, and to people were scary.

"Come on," she said. "It's getting late. Let's find a place to put up our tent."

17

How can adults support at home?

- Please read with your children- this can include you reading to them!

“If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old.”

“Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.”

- Golden ticket prizes

- Ask your child what book they have been reading for the week in class.

Can they summarise what they have read to you? Can they tell you about the meaning they have made?

- Visit 100 books.

This is a great way to encourage your children to read for pleasure and explore different genres.

- Subtitles on the screen



Thank you for coming

Any questions?