

## Information for parents / carers

# Your child's reading journey

## Reception Autumn term



Welcome to the beginning of the most wonderful journey in which your child, whatever their starting point, will become a fluent, confident reader who loves books! For many children at the start of Reception, letters look like squiggles on the page and have no connection to sounds. Learning that letters and sounds are linked – phonics – is the key to reading. In Reception this term, we will teach children the sounds of the first set of letters in the Little Wandle Letters and Sounds Revised programme (Phase 2) so they can begin to use phonics to read.

### All for the love of reading

Reading enables children to function successfully in our increasingly text-filled world. But research also tells us that:

- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success!

Little Wandle Letters and Sounds Revised teaches children to read and to love reading.

### What will my child be taught in school this term?

- This term, your child will be taught phonics for 20 minutes every day.
- They will learn to say and read all the single letter sounds (for example, s and m) and some consonant digraphs. A digraph is where two letters make one sound (for example qu and sh). Please see pronunciation guides at the end of this letter.
- We will work really hard to teach your child to blend sounds together to read words.
- They will start reading wordless books and, when they can blend sounds into words, will read Phase 2 books.
- We will provide your child with daily additional practice if they need it.

### How can I read a wordless book?!

- Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not yet blending.
- Talk to your child about what they can see in 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 own experiences.

### What about words that can't be read easily with phonics?

- Some common words are unusual and do not make sense with phonics until much later in your child's reading journey, for example, 'was' and 'the'.
- We call these words 'tricky words' and we teach these words differently. We help children to identify the bit that does make sense and the part that is tricky.
- The 'Phase 2 tricky words' document provides more information. You will find this in the 'For parents' area of the Little Wandle website.

### **What can I do to support my child at home?**

- Ask them what sounds they have learned each day and point out objects in the environment or in books that start with that sound.
- Read to your child daily – choose books that you can enjoy together. The love of reading books we send home are a great place to start!
- Listen to them practise reading their phonics book to develop their fluency.
- Ask your child's teacher if you need extra help with supporting your child – that's what we're here for!
- Attend our Phonics and Early Reading parent workshop in the Autumn term- you will receive a letter containing more information in due course.

## **Grown-up homework!**

Here are some quick activities and links to give you the confidence to support your child with phonics.

### **1. Watch the videos for parents**

Go to the 'For parents' area of the Little Wandle website (see link below) and watch the following videos:

- Phase 3 sounds taught in Reception Spring 1
- How we teach tricky words

### **2. Help your child develop a love of reading**

Try to do one or more of the following with your child this term.

- Visit your local library
- Find a book to buy in your local charity shop
- Learn a Nursery Rhyme together
- Make a special time every day for sharing books.

**Find further resources and information for parents and carers at:**  
[www.littlewandlelettersandsounds.org.uk/resources/for-parents](http://www.littlewandlelettersandsounds.org.uk/resources/for-parents)

Many thanks for your support,

Miss Lovell (Phonics Lead)

## Phase 2 grapheme information sheet

Autumn 1

| Grapheme and mnemonic                                                                        | Picture card                                                                                   | Pronunciation phrase                                                                                 | Formation phrase                                   |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------|
|  <b>s</b>   | <br>snake     | Show your teeth and let the <b>s</b> hiss out <b>ssssss</b>                                          | Down the snake from head to tail.                  |
|  <b>a</b>   | <br>astronaut | Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>                | Around the astronaut's helmet and down into space. |
|  <b>t</b>   | <br>tiger     | Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>                    | Down the tiger and across its neck.                |
|  <b>p</b> | <br>penguin | Bring your lips together, push them open and say <b>ppp</b>                                          | Down the penguin's back, up and around its head.   |
|  <b>i</b> | <br>iguana  | Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>iii</b>                 | Down the iguana and dot the leaf.                  |
|  <b>n</b> | <br>net     | Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b> | Down, up and over the net.                         |
|  <b>m</b> | <br>mouse   | Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>                                  | Down, up and over the mouse's ears.                |

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

| Grapheme and mnemonic                                                                 | Picture card                                                                                    | Pronunciation phrase                                                                                                                   | Formation phrase                                         |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|  u   | <br>umbrella   | Open your mouth wide and say<br>u u u                                                                                                  | Down and around the umbrella,<br>and back to the ground. |
|  r   | <br>rainbow    | Show me your teeth to make a<br>rrrrr sound rrrrr rrrrr                                                                                | From the cloud to the ground and<br>over the rainbow.    |
|  h   | <br>helicopter | Open your mouth and breathe out<br>sharply h h h                                                                                       | Down, up and over the helicopter.                        |
|  b | <br>bear     | Put your lips together and say <b>b</b> as<br>you open them <b>b b b</b>                                                               | Down the bear's back, up and<br>round its tummy.         |
|  f | <br>flamingo | Open your lips a little; put your<br>teeth on your bottom lip and push<br>the air out to make the sound <b>fffff</b><br><b>fffff</b>   | Down the flamingo to its foot and<br>across its wings.   |
|  l | <br>lollipop | Open your mouth a little; put<br>your tongue up to the top of your<br>mouth, behind your teeth, and<br>press <b>lllll</b> <b>lllll</b> | Down the lollipop stick.                                 |

## Phase 2 grapheme information sheet

Autumn 2

| Grapheme and mnemonic                                                                                                                                                   | Picture card                                                                                       | Pronunciation phrase                                                                  | Formation phrase                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|       |  <p>jellyfish</p> | Pucker your lips and show your teeth use your tongue as you say j j j                 | Down the jellyfish and dot its head.                                                         |
|       |  <p>volcano</p>   | 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.                                    |
|      |  <p>wave</p>     | Pucker your lips and keep them small as you say w w w                                 | Down and up and down and up the waves.                                                       |
|   |  <p>box</p>     | Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x) | From the top, across the box to the bottom. From the top again across the box to the bottom. |
|   |  <p>yoyo</p>    | Smile, tongue to the top of your mouth, say y without opening your mouth yyy          | Down, around the ya-yo and curl round the string.                                            |
|   |  <p>zebra</p>   | 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                                                                   |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|  <b>qu qu</b>   | <br>queen        | Pucker your mouth, then open it as you say<br><b>qu qu qu</b>                                                                                                           | q Round the queen's face, down her robe and a flick at the end.<br><br>qu Quick, it's the queen! |
|  <b>ch ch</b>   | <br>cherries     | Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>                                                                                        | ch Chew the cherries, children.                                                                  |
|  <b>sh sh</b>  | <br>shells      | Pucker your lips and show your teeth; push the air out<br><b>shshshshsh shshshshsh</b>                                                                                  | sh Share the shells.                                                                             |
|  <b>th th</b> | <br>thumb      | <b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' <b>th th th</b><br><b>Unvoiced:</b> Tongue on your teeth; push the air out <b>th th th</b> | th Thumbs up, we're having fun.                                                                  |
|  <b>ng ng</b> | <br>ring       | Open your mouth a bit and then use your tongue at the back of your mouth to say<br><b>ng ng ng</b>                                                                      | ng Bling on a ring.                                                                              |
|  <b>nk nk</b> | <br>pink panda | Open your mouth a bit and then use your tongue at the back of your mouth to say<br><b>ngk ngk ngk</b>                                                                   | nk I think I am pink.                                                                            |