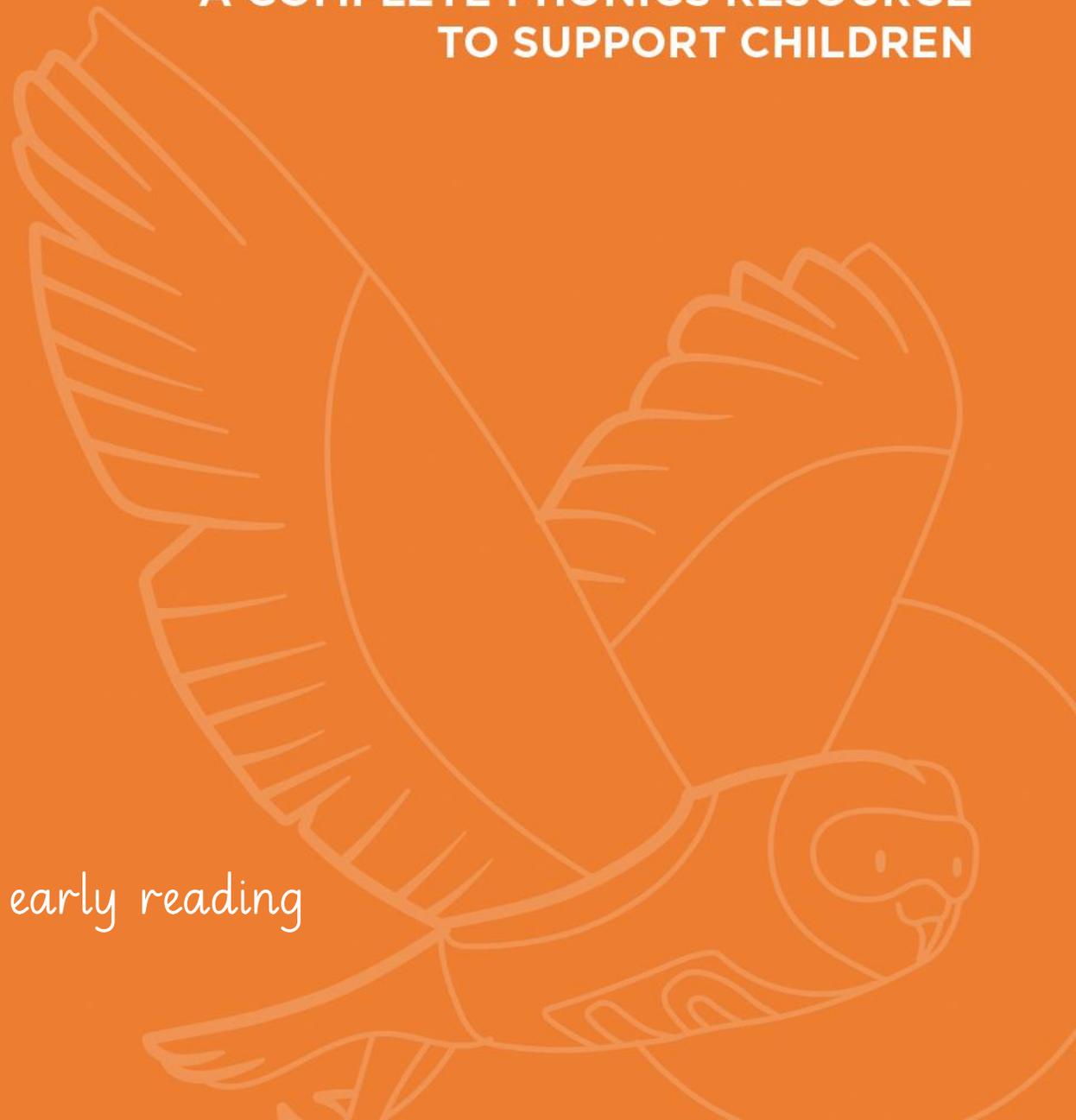




A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

Teach reading:  
change lives

Rapid Catch Up Parent Meeting: Phonics and early reading





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

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



# Phonics



In 2022 the Department for Education produced a document called, The Reading Strategy. This document identifies the links between being able to read fluently and future academic success. Since the Rose Review in 2007, we have known that the key route to decoding words and reading was phonics and a guidance document called, Letters and Sounds was published and the Phonics Screening check introduced in 2012.

Since then a great deal of research has taken place into the teaching of phonics in schools and there has been an overhaul of current practices. Phonics programmes across the country have been validated by the DfE to ensure all schools are delivering a robust and high-quality phonics programme.

# Little Wandle Letters and Sounds Revised



What is fluency and why is it important? To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. Phonic decoding skills must be practised until children become automatic and fluent reading is established. Additionally, research identifies the key factors of fluency to be accuracy, rate/automaticity and prosody/expression (pauses, intonation).

Our school has chosen

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

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		ow	ui			
ey	ey						
ea							
						zh	
or	ur	ow	oi	ear	air		
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**

**Blend**

**Segment**

# Teaching order

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"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</li> </ul>	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"> <li>words with double letters</li> <li>longer words</li> </ul>	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"> <li>words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words</li> <li>words with s /z/ in the middle</li> <li>words with -s /s/ /z/ at the end</li> <li>words with -es /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -est</li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVC CCV CCVCC</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -ed /d/ -er, -est</li> <li>longer words</li> </ul>	Review all taught so far

Gradually your child learns the entire alphabetic code:

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /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/ /yoof/ ue blue rescue /yoof/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yoof/ u-e rude cute /ee/ e-e these /ool/ /yoof/ ew chew new /ee/ ie shield /or/ aw 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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /ool/ ui ou fruit soup	any many again who whole where two school call different thought through friend work





# Reading and spelling

# Reading and spelling



ea

**each** /ee/  
**head** /e/  
**break** /ai/

Take a look at all the different ways to write the phoneme sh:



shell

chef

special

caption

mansion

passion



## What is Rapid Catch Up?

Rapid Catch Up is a programme specific to children aged 7+.

We also have a separate programme for some children with special educational needs.

It is designed to do exactly what it says - for children to catch up rapidly.

In the summer term, all Year 2 and a number of children in KS2, were screened using a fluency check. The Little Wandle fluency check enabled us to identify if there were any gaps at all in children's phonic knowledge.

**What is fluency and why is it important?** To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. Phonic decoding skills must be practised until children become automatic and fluent reading is established. Additionally, research identifies the key factors of fluency to be accuracy, rate/automaticity and prosody/expression (pauses, intonation).

As children progress through their understanding of letters and sounds, they begin to learn the many different spellings we use for the same sound.

This is an example of the sound mats children use in school.

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k 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	 e 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	 oo	 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		ow	ui			
ey	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							



As you can see, there are many different ways to spell the same sound. It is vital children learn to recognise all of these different spellings in the words they read as this will help them to become fluent and confident readers.

**Rapid Catch Up** is a programme that will rapidly teach these different grapheme-phoneme correspondences, (GPCs). Children are assessed every four weeks to ensure they are on track and securing these different GPCs.

**The Little Wandle 7+** reading books are matched exactly to the different phonic phases, but have been written with the older child in mind. Topics are related to the National Curriculum and designed to engage our young readers.

Once children are assessed 'secure' in their phonic knowledge and can read 90 words of the fluency check in one minute, they are ready to exit the programme.

# Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.
- Your child will continue to be given weekly spellings comprised of words linked to the GPCs they have been learning in school and National Curriculum spellings lists.



# 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.





# Reading at home

# Supporting your child with reading



- Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.
- There are two types of reading book that your child will bring home:
- A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently. This means they can read 95% of the book without any help or other contextual cues.

# Reading practice book



- This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.
- Please ensure you take great care of the books we send home. These new books are high-quality, but we cannot afford to replace them. If they become lost or damaged you may be asked to reimburse the school so that we can replace it.

# 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.





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

Carl Sagan

