



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading in Reception, Phase 2
(Autumn 1 - Wednesday 17th September 2025)

Miss A Goundry

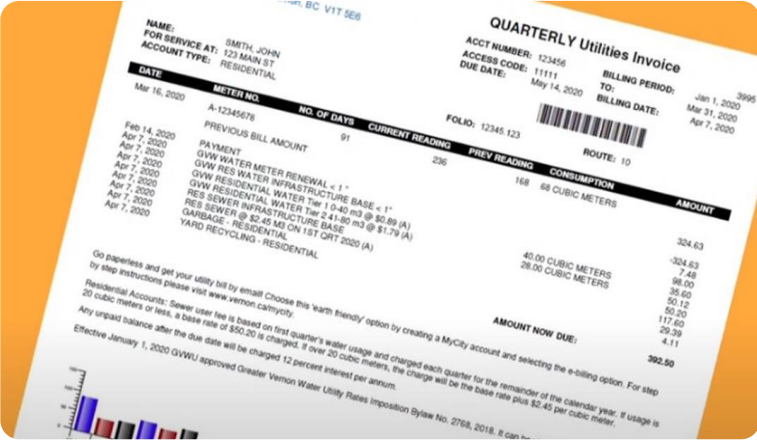
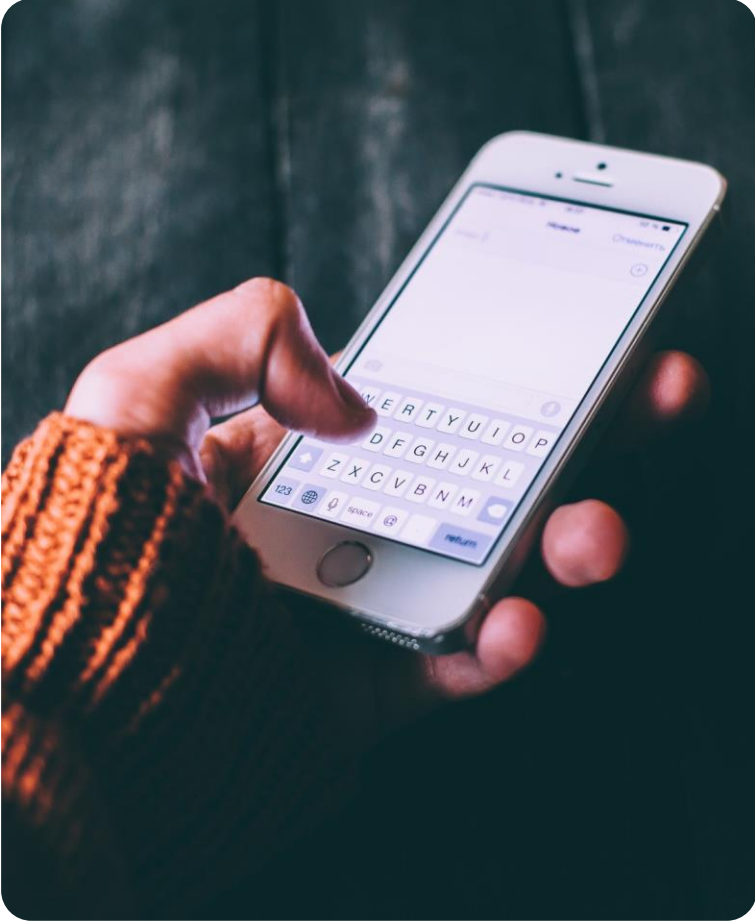


A love of reading is the
biggest indicator of future
academic success.

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



How many times have you already read today?





Phonics

Little Wandle Letters and Sounds Revised

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



“

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

This term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We start teaching from week 3 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order












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 and push them open and say p p p	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 i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n	 net	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.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

Let's say the Phase 2 sounds

 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 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

We teach blending so your child learns to read



- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now 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.



Our progression



Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

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 <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	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"> words with double letters longer words 	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"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

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

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /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

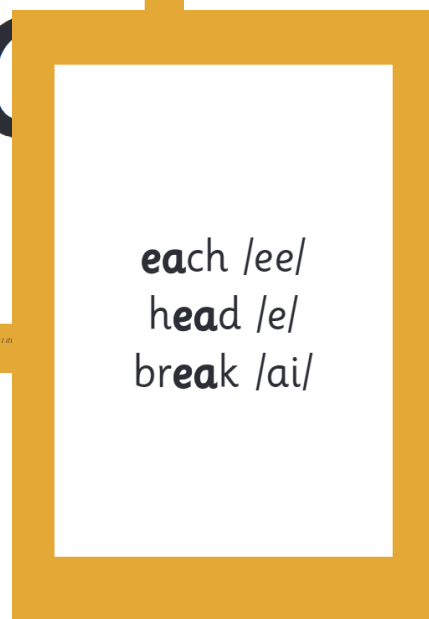
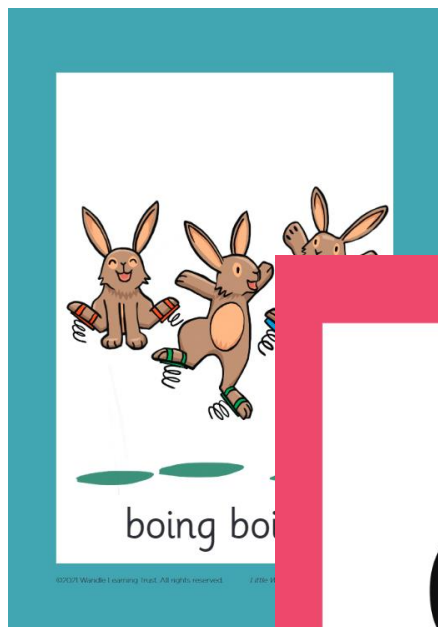
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/url/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /orl/ 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
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

How we make learning stick





Reading and spelling









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

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 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, push them open and say ppp	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.

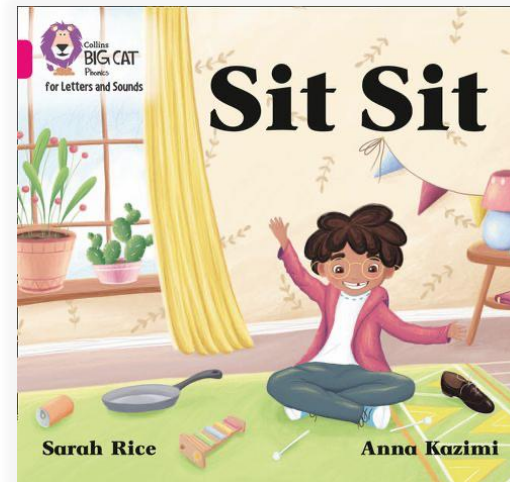


How do we practise reading in books?



Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.



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

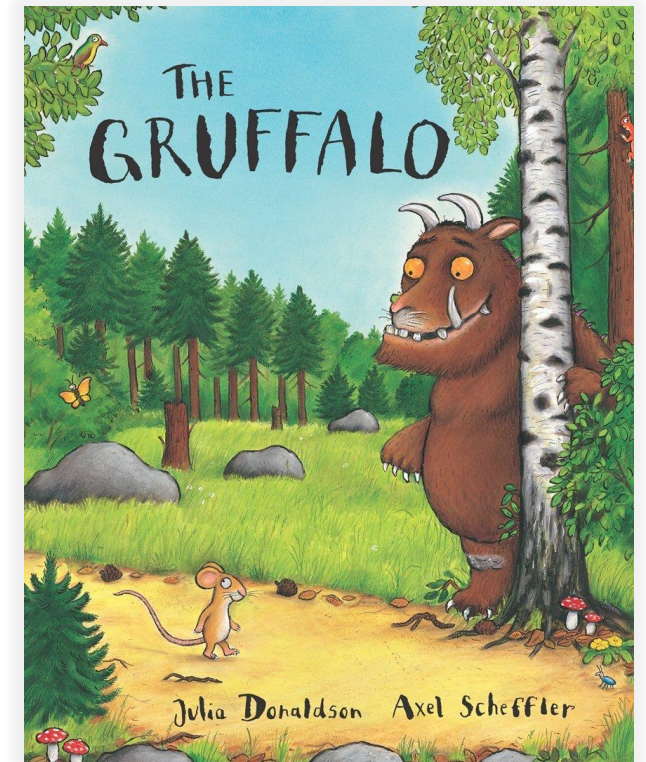
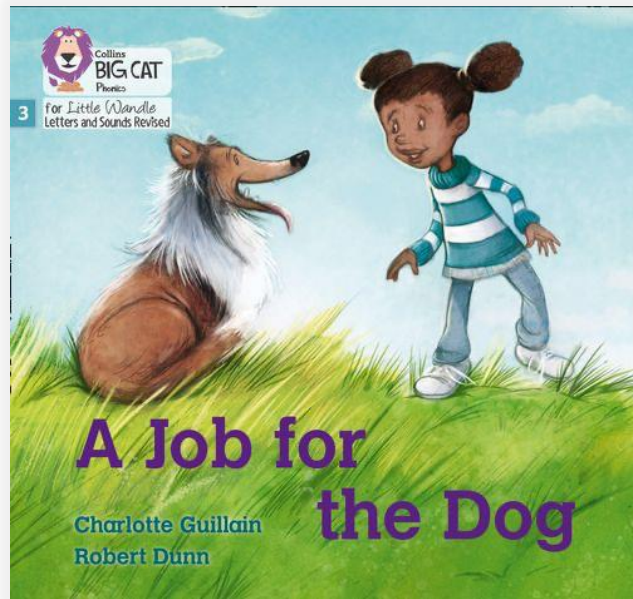
sat man hug red peck





Reading at home

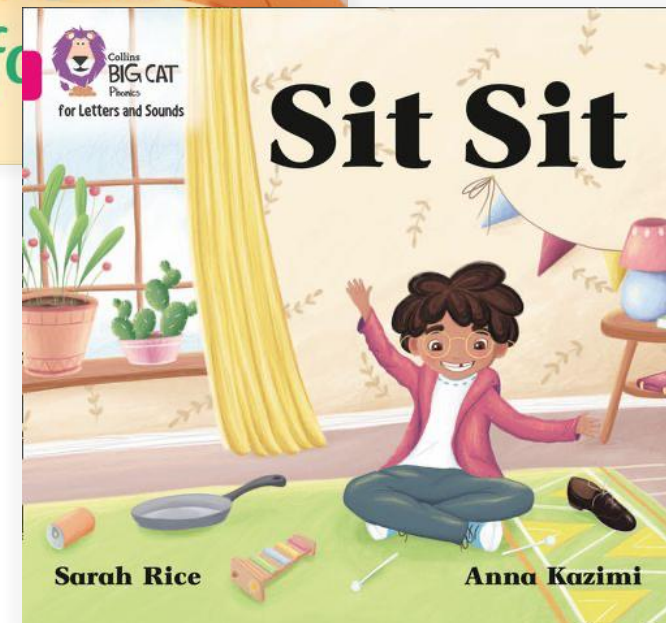
Books going home



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

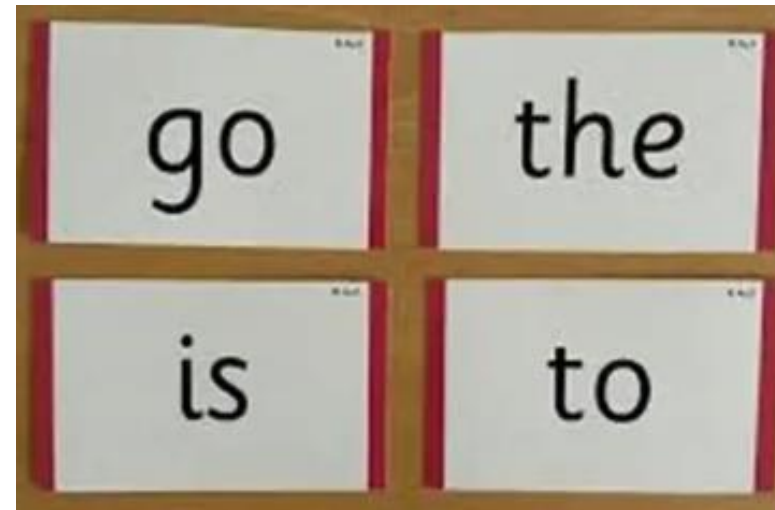
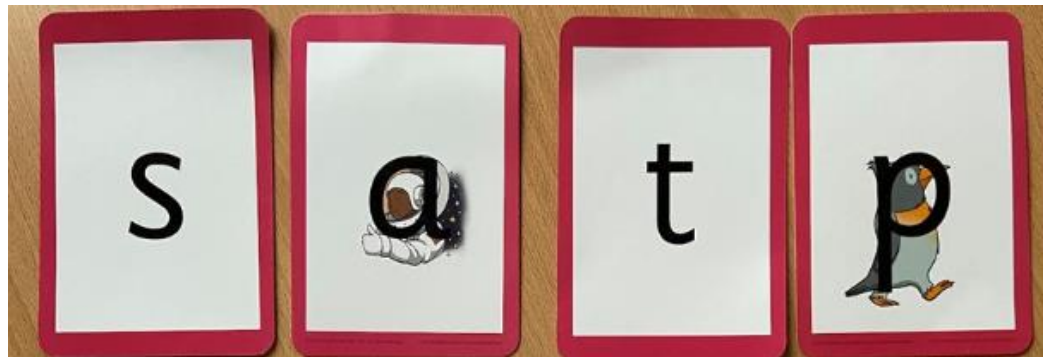


Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending - yet!

- 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.




Phonics Home Learning Packs




Our reading logs






F2 Tricky Words




Tricky words will be added to your child's phonics pack on individual cards as they learn them. We will check these words weekly. Once your child can confidently read a word, we will highlight it to show they know it. We will only add new tricky words when your child is secure with the ones they already have ☺


Autumn 1 Phase 2	is, I, the
Autumn 2 Phase 2	as, and, has, his, her, go, no, to, into, she, he, of, we, me, be
Spring Phase 3	was, you, they, my, by, all, are, sure, pure
Summer Phase 4	said, so, have, like, some come, love, do, were, here, little, says, there, when, what, one, out, today



Reading Chart



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100!!



The more you read, the more things you will know.
The more that you learn, the more places you'll go.

-Dr. Seuss

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.



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.



Supporting your child to read their phonics book

You child is reading a phase 1, foundations for phonics book

This is a wordless book and the focus is on learning the book behaviours.

Children need to learn to:

- Find the title and turn the pages in order
- Talk about what might happen in the book by looking at the pictures
- Develop their vocabulary and sentence structure

It is helpful if you:

- ✓ Let them hold the book and turn the pages
- ✓ Talk together about the front cover, title and pages in the book
- ✓ Model telling a story
- ✓ Ask them look for certain pictures eg. 'where is the brown dog?'
- ✓ Ask questions to support with their own ideas
- ✓ Make noises for the different objects or animals. Eg. 'sshhhh' for water coming out of the tap or 'oink oink' for a pig.

You child is reading a phase 2 Book

Children need to learn to:

- Find the title, turn the pages and start reading left to right
- Talk about what might happen in the book by looking at the pictures
- Read each word as they point to them

It is helpful if you:

- ✓ Let them hold the book and turn the pages
- ✓ Talk together about the front cover-ask them to talk about what might happen in the story. Share your thoughts too so that they hear an example
- ✓ Ask 'where do we start reading?'
- ✓ Sound out the word together if they get stuck

It is unhelpful if you:

- X point to all of the words and turn the pages for your child

You child is reading a phase 3 book

Children need to learn to:

- Make sure what they read makes sense and sounds correct in English
- Make their reading sound like talking - not slow or robotic
- Read the words they know with increasing speed

It is helpful if you:

- ✓ Ask the child to check what they have read- does it make sense?
- ✓ Say 'go back and try that again' or 'sound it out' when they get stuck or it doesn't make sense
- ✓ Re read sentences to build fluency and speed

It is unhelpful if you:

- X interrupt whilst the child is reading or tell them about every mistake - they need to start to notice their own errors

Others ways to support your child with their reading and phonics development



- Go on a sound hunt in the house or outside! Can you find packaging or a sign with a 's' sound?
- Sound object hunt- can you find something that begins with a 'p'? Pants, pot, pencil, pirate!
- Writing large letters with chinks, water, paint! Children mostly love anything messy 😊
- Make words with the sounds.
- Remembering game- put all the sound cards out on a surface cover them with a tea towel. Can they children guess which is missing?
- Blending game- sound out words and see if the children can touch, do the action or find the object. For example touch your l-i-p, find a s-o-ck.

“

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

Carl Sagan

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A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Thank you so much for coming along to our workshop.
We hope you have found it useful and will away some
ideas to support your child at home 😊
Any questions please ask!