



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 10-15 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).
- 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!

Grown-up homework!

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

1. Match the words to the definitions

- | | |
|-------------|--|
| 1. phoneme | a. putting sounds together to read a word |
| 2. grapheme | b. another word for a sound |
| 3. blend | c. another word for a letter or group of letters |

2. Watch the videos for parents

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

- Phase 2 sounds taught in Reception Autumn 1
- Phase 2 sounds taught in Reception Autumn 2
- How we teach blending
- Books coming home

3. Help your child to 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

All for the love of reading

- Phonics is the way we unlock reading for your child. Our goal is for your child to master phonics, so they become a confident reader who loves books.
- Remember that when children choose to read, they increase their vocabulary, knowledge of the world around them and they develop their empathy. We will share books with your child every day and would love it if you did the same. Reading with your child really is the best possible way to inspire a love of books in them.

What can I do to support my child at home?

- Read to your child daily – books 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.



- If you can, get a set of 'Little Wandle at Home' phonics flashcards (from collins.co.uk/pages/little-wandle-at-home) and play the suggested games.
- Ask your child's teacher if you need extra help with supporting your child – that's what we're here for!

Grown-up homework!

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

1. Match the words to the definitions

- | | |
|-------------|--|
| 1. segment | a. two letters that make one sound |
| 2. digraph | b. three letters that make one sound |
| 3. trigraph | c. breaking apart the sounds in a word |

2. 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

3. Help your child to 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



Your child's reading journey Reception Spring term

We are now over halfway through your child's first year at school! We hope you have seen the huge progress that your child has made in reading. The children have learned the Phase 2 sounds and are at various stages of learning to blend sounds to read words.

It is really important to remember that learning to read comes more quickly to some children than others. We are here to help *all* children learn to read and will provide your child with extra help if they need it.

In Reception this term, we will be teaching Phase 3 sounds. These are common vowel digraphs (two letters making one sound, for example 'oa') and trigraphs (three letters making one sound, for example 'igh'). Spotting these digraphs and trigraphs is key to cracking this next stage in the reading journey.

What will my child be taught in school this term?

- This term, phonics lessons run for 20–30 minutes daily.
- Your child will learn the Phase 3 vowel digraphs and trigraphs on their own and in words.
- They will continue to be taught the tricky words that they will read in their books.
- They will be reading either Phase 2 or Phase 3 decodable books, depending on where they are most secure. Some children will use the blending practice books for additional practice with blending sounds into words. Your child will only read books containing sounds they are confident with.

My child is reading the books fluently at home. Do they need a more challenging book?

- No! We want children to be able to read fluently and not find reading to be a chore.
- Once they can read fluently, they can focus on adding expression when reading aloud and showing their understanding of the book. Use the prompts on the back page of the books to check your child's understanding.
- Remember that phonics supports your child's reading and their spelling!



Phase 2 grapheme information sheet

Autumn 1

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



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

Phase 4 tricky word	Tricky part(s)	Why is it tricky?
said	ai	The 'ai' makes the sound e . <i>This is a rare spelling for this sound.</i>
so	o	The 'o' makes the sound oa . <i>Learning so far:</i> For 'o', your child has learned the sound o as in 'top'.
have	ve	Your child has not yet learned the digraph 've', which makes the sound v .
like	i-e	Your child has not yet learned the split digraph 'i-e', which makes the sound igh .
some come love	o-e	Your child has not yet learned the digraph 'o-e'. Here, it makes the sound u .
do	o	The 'o' makes the sound oo (as in 'food'). <i>This is a rare spelling for this sound.</i>
were	ere	The trigraph 'ere' makes the sound ur . <i>This is a rare spelling for this sound.</i>
here	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound ear .
little	le	Your child has not yet learned the digraph 'le', which makes the sound l .
says	ay	The digraph 'ay' makes the sound e . <i>This is a rare spelling for this sound.</i>
there	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound air .
when	wh	Your child has not yet learned the digraph 'wh'. Here, it makes the sound w .
what	wh a	Your child has not yet learned the digraph 'wh'. Here, it makes the sound w . The grapheme 'a' makes the sound o . <i>Learning so far:</i> For 'a', your child has learned the sound a as in 'cat'.
one	whole word	The grapheme 'o' makes the sounds w-u* . The digraph 'ne' makes the sound n . <i>*This is a rare spelling.</i>
out	ou	Your child has not yet learned the different sounds made by the digraph 'ou'.
today	today	The word 'today' has two tricky parts: the 'o' is an unstressed oo (as in 'food') that makes the schwa sound*; the digraph 'ay' is not yet decodable. <i>*This is a rare spelling for this sound.</i>

Terminology

Phoneme: The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

Grapheme: A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.

Decode: To break down ('sound out') a written word into sounds then blend the sounds together to read the word.

Digraph: A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'. Your child may use the mantra 'two letters, one sound' when they spot a digraph.

Schwa: This is the name for the most common sound in English. It is the unstressed sound that we find in many words and can be spelled in many ways. It makes an 'uh' sound, which varies according to accent. Examples include: the, better, carry, balloon.

Trigraph: A grapheme made of three letters to represent one sound. An example is the 'igh' in 'sight'. Your child may use the mantra 'three letters, one sound' when they spot a trigraph.



Phase 2 tricky words: Reception Autumn term

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table below shows the tricky words that your child will learn in Phase 2 in the Autumn term of Reception and explains why each word is tricky. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is as has his	s	The 's' makes the sound z . <i>Learning so far:</i> 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 igh . <i>Learning so far:</i> 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 oo (as in 'book'). <i>Learning so far:</i> 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 oa . <i>Learning so far:</i> 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. <i>Learning so far:</i> For 'o', your child has learned the sound o as in 'dog'.
she he we me be	e	The 'e' makes the sound ee . <i>Learning so far:</i> For 'e', your child has learned the sound e as in 'egg'.
of	f	The 'f' makes the sound v . <i>This is a rare spelling for this sound.</i> <i>Learning so far:</i> Your child has learned the sound f as in 'fah'.

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

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound o . <i>Learning so far:</i> For 'a', your child has learned the sound a as in 'cat'.
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound ai .
my by	y	The 'y' makes the sound igh . <i>Learning so far:</i> For 'y', child has learned the sound y as in 'yap'.
all	a	The 'a' makes the sound or . <i>Learning so far:</i> For 'a', your child has learned the sound a as in 'cat'.
are	whole word	This is a rare spelling of the sound ar .
sure	whole word	The 's' makes the sound sh . The 'ure' makes two sounds (yoo plus the schwa sound). <i>These are rare spellings for these sounds.</i>
pure	ure	The 'ure' makes two sounds (yoo plus the schwa sound). <i>This is a rare spelling for these sounds.</i>

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

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	Down the jellyfish and dot its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing v v v v v	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	Down and up and down and up the waves.
 x	 box	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.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth y y y	Down, around the yo-yo and curl round the string.
 z	 zebra	Show me your teeth and buzz the z sound z z z z z	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
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	q Round the queen's face, down her robe and a flick at the end. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Pucker your lips and show your teeth; push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.