


Parent Meeting



Phonics in Reception

Reception reading journey

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

The
Early
Learning
Goals



Phonics

The ultimate goal of teaching phonics is that children read fluently, recognising most words instantly and using phonics to decode any unknown words .



The school have invested in the Little Wandle Letters and Sounds scheme.

It is very rigid and structured to ensure:

- *Direct teaching in frequent, short bursts
- *Consistency of approach - delivery from all teachers/TAs
 - learning approaches experienced by the children
- *Secure, systematic progression in phonics learning
- *Maintain pace of learning - spacing out new learning to avoid overload, allowing time for repetition and consolidation, so learning fully embedded in the long-term memory
- *Repeated practice is provided - 'Practice makes permanent!'
- *Application of phonics using matched decodable books

Reception Programme Overview:

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

Short vowels with adjacent consonants

- CVCC CCVC CCVCC CCCVC CCCVCC
- longer words and compound words
- words ending in suffixes:
-ing, -ed /t/, -ed /id/ /ed/, -est

New tricky words

said so have like some come love do were here little
says there when what one out today

Summer 2 Phase 4 graphemes

Phase 3 long vowel graphemes with adjacent consonants

- CVCC CCVC CCCVC CCV CCVCC
- words ending in suffixes:
-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est
- longer words and compound words

No new tricky words

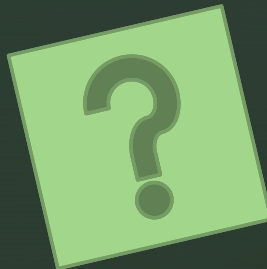
Review all taught so far

Cracking the code

There are:

- 26 letters in the alphabet.
- 44 speech sounds in the English Language.
- 144 different ways we put letters together to represent sounds.

E.g. The sound 'ee' can be made by putting a range of letters together: 'ee' 'ea' 'ey' 'y'



So how does all this fit together?

What do our actual lessons look like?



Terminology and Pronunciation

Grapheme - a letter or group of letters used to represent a sound. 'A sound written down'.

Phoneme - a single unit of sound

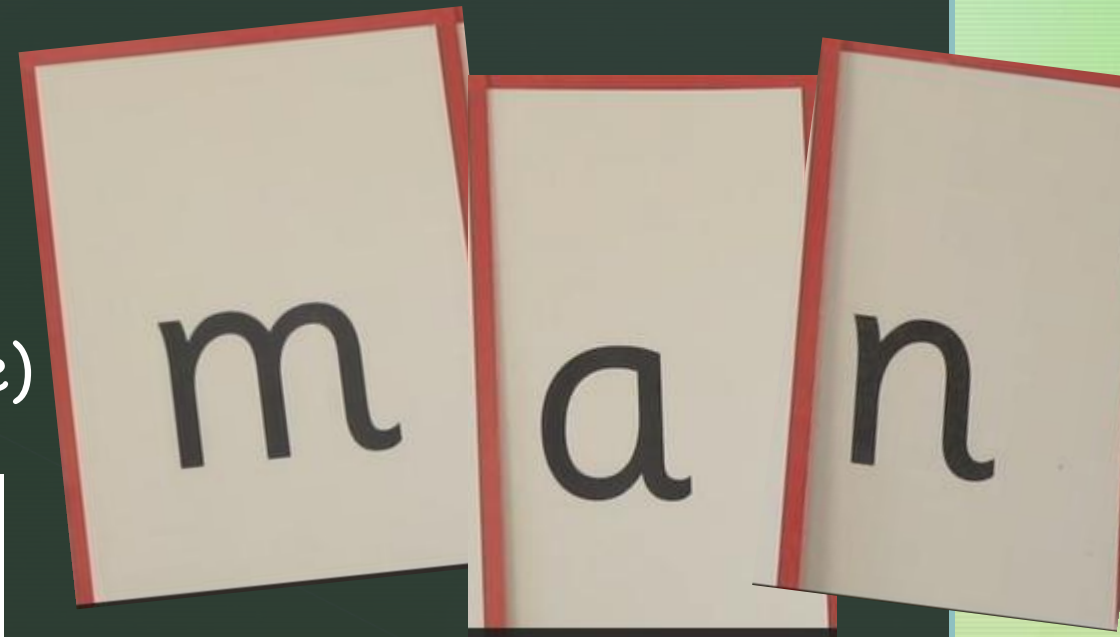
Digraph - 2 letters, 1 sound (phoneme)

Trigraph
3 letters,
1 sound
Eg.

F air





**Phase 2 sounds taught in
Reception Autumn 1**



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Weekly grid Reception phase 2

Autumn 1 week 4

Lesson focus	Revisit and review		Teach and practise						Practise and apply	
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase + catchphrase for digraphs	Oral blending	Teacher-led blending words Independent reading	Tricky words	Oral blending game	
ck sock	a p i n m d g o c k ●	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 c	neck lock tick sock	ck sock 	For c: Curl round the heel of the sock. For k: Down the sock, up and across, back and down to the corner. Catchphrase: ck Rock that sock!	Review: c-a-t k-i-t d-o-g New: s-o-ck p-i-ck p-a-ck	kit dog cat nod sock Independent: dig pat ●	New: I Review: is	Can you touch your ... ? l-e-g ch-ee-k b-a-ck h-ee-l	
e elephant	a p i n m d g o c k k ck	Open your mouth wide and say e e e e	egg elbow envelope elephant	e elephant 	Around the elephant's eye and down its trunk.	Review: s-o-ck c-a-p p-i-ck New: s-e-t p-e-ck p-e-t	sock cap pick top set Independent: dad man	New: I Review: is	What's that noise? What sound does: an ow-l make? a m-ou-s-e make? a b-ear make? a b-ee make?	

Reading practice sessions with decodabi

Blending – is the process of building words from phonemes

*Oral blending – listening to words spoken aloud in sound talk – blend the sounds together to make the words

*Teacher led blending / reading – see video.

Note – have two videos to watch speedy sounds (gpc video) Revisit + Review
- teacher led blending words (Matt)

Reading books - Maximum 3 books per week

- 1) Reading for practice (child to read)
- 2) Reading for fluency (child to read)
- 3) Reading for pleasure (adult to read to child)

Always
praise and
encourage



1) Reading for practice.

- * This book will be from the school library.
- * It will include fully decodable words with sounds that have been taught at school.
- * It will be at the child's appropriate level according to assessments made (see later slides re assessment).



2) Reading for fluency

- In groups, the children will read the same book in class 3 times per week. This book is also at the appropriate reading level.
- The ultimate purpose is to increase fluency in reading.
- This book should seem 'easy'. The children should be able to read 90% of it without needing to decode it.
- There is a different focus every time we look at the book
 - 1) Decoding
 - 2) Prosody - (developing expression)
 - 3) Comprehension

Watch example video – decoding is the shortest

At home:

*Please read the books regularly at home. If you don't practise, then your child won't keep up. We aim to be reading books in Phase 4 Set 2 by the end of the Reception School year. (see samples)

*Please sign the reading records to show the books have been read.

*Please return the books on the correct days.

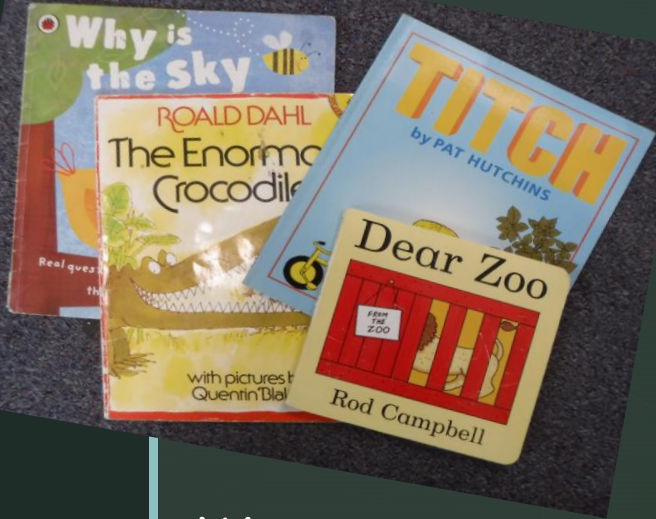
Lost Books

*Please look after our books. If books are lost or damaged you will be charged for it. Books cost between £4.50 and £6.50 per book

*Also impacts on the group readers. If books are lost, there will a child without a book when his/her group read it next.

3) Reading for pleasure. (Sharing book)

- *Share these books together to develop a love for reading.
- *These books are for you to read to your child.



We try to ensure our classroom environment encourages a love for reading too!

We have an enriched reading area for the children to select from a wide range of reading materials which include:

- fiction
- non fiction
- fairy tales
- magazines
- maps
- cookbooks
- pamphlets



Photo Request for
Class Library

Birthday Book - Wish List 2025

Reception Birthday Book Wish List



POETRY

- Big, Green Crocodile by Jane Newberry
- Caterpillar Cake by Matt Goodfellow
- Out and About by Shirley Hughes
- Wriggle and Roar by Julia Donaldson / Nick Sharratt
- Zim Zam Zoom by James Carter
- Poems Out Loud by Laurie Stansfield
- A Great Big Cuddle by Michael Rosen



My family in books

Recommendations to inspire and delight the youngest readers by showing them they are seen and included, their life is part of books and so are they!

FAMILY FICTION

- Love Makes a Family by Sophie Beer
- Where's Lenny by Ken Wilson-Max
- All Kinds of Families by Sophie Henn
- My Grandma and Me by Mina Javaherbin

In other words

Educator Matthew Courtney recommends wordless books full of awe and wonder for all ages.



WORDLESS BOOKS

- Before After by Anne-Margot Ramstein
- Owl Bat Bat Owl by Marie Louise Fitzpatrick
- Professional Crocodile by Giovanna Zoboli

Other

BOOKS LINKED TO MATHS

- Me on a map by Joan Sweeney
- Square by Mac Barnett and Pete Klassen
- Pattern Bugs by Trudy Harris
- Pattern Fish by Trudy Harris
- One Moose, 20 Mice by Stella Blackstone
- This is the story of Alison Hubble - Allan Ahlberg
- Two of Everything by Lily Hong
- The Doorbell Rang by Pat Hutchins

Autumn book list

These books are within the White Rose Maths Reception schemes of learning. They are not an exclusive but support the learning in each step.

Block 1 - Match, sort and compare

- A Pair of Socks by Stuart J. Murphy
- Seaweed Soup by Stuart J. Murphy
- The Button Box by Margarette S. Reid
- Beep Beep, Vroom Vroom! by Stuart J. Murphy

Block 2 - Talk about measure and pattern

- Where's My Teddy? by Jez Alborough
- It's the Bear! by Jez Alborough
- The Blue Balloon by Mick Inkpen
- Dear Zoo by Rod Campbell
- My First Book of Patterns by Bobby and June George
- We're Going on a Bear Hunt by Michael Rosen
- A-B-A-B-A - A Book of Pattern Play by Brian P. Cleary

Block 3 - It's me 1, 2, 3

- Anno's Counting Book by Mitsumasa Anno
- How to Count to One by Casper Salmon
- Goldilocks and the Three Bears
- The Gingerbread Man
- A Squash and a Squeeze by Julia Donaldson
- The Three Billy Goats Gruff

Block 4 - Circles and triangles

- Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi
- Triangle by Mac Barnett and Jon Klassen
- Shapes, Shapes, Shapes by Tana Hoban
- We're Going on a Bear Hunt by Michael Rosen
- Rosie's Walk by Pat Hutchins

Block 5 - 1, 2, 3, 4, 5

- Witches Four by Marc Brown
- Five Little Fiends by Sarah Dyer
- Pete the Cat and his Four Groovy Buttons by Eric Litwin
- Kipper's Birthday by Mick Inkpen
- The Very Hungry Caterpillar by Eric Carle
- Stella to Earth! by Simon Pegg and Philip Hopman
- Anno's Counting Book by Mitsumasa Anno

Block 6 - Shapes with 4 sides

- Bear in a Square by Stella Blackstone
- Square by Mac Barnett and Jon Klassen
- Shapes, Shapes, Shapes by Tana Hoban
- Night Monkey, Day Monkey by Julia Donaldson
- The Fox in the Dark by Alison Green

Book return and changed

Thursdays to return books. If you realise you have left them at home please bring them at pick up on the Thursday.

There is no guarantee we will be able to change the book if handed in on the Friday due to staffing.

Your child's book may not be changed if not handed in on time or if the reading record has not got a comment or signed.

New books are sent out on a Friday.

Assessment

When can we move your child up to the next reading level?

The Little Wandle scheme follows a strict assessment process.

If your child recognises the phonemes and can read/blend the words, he/she is ready for the next level.

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

Reception writing journey

Literacy

Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Anticipate (where appropriate) key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.

The
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Pencil Grip



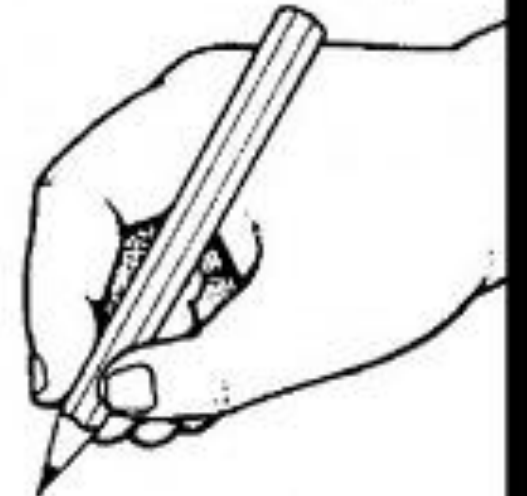
1—1 1/2 years
Cylindrical Grasp



2—3 years
Digital Grasp









3 1/2—4 years
Modified Tripod Grasp



4 1/2—7 years
Tripod Grasp








Writing abilities often develop at a later stage than reading however we are already practising letter formation within our phonics lessons

Each letter has a phrase to go with it

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 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.

Phase 2 grapheme information sheet Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out sssss	Under the snake's chin, slide down and round its tail.
a a		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		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 p		Bring your lips together and push them open and say ppp	Down the penguin's back, up round its head.
i i		pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body a dot (on the leaf) at the top
n n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up net.
m m		Put your lips together and make the mmmmm sound mmmmm	Down, up an ear, then a

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d d		Put your tongue to the top and front of your mouth and make a quick d sound ddd	Round the duck's body, up to its head and down to its feet.
g g		Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound ggg	Round the goat's face, up to his ear, down and curl under his chin.
o o		Make your mouth into round shape and say ooo	All around the octopus.
c c		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say ccc	Curl around the cat.
k k		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say kkk	Down the kite, up and across and down to the corner.
ck ck		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say ccc	<p>c Curl round the h k Down the sock, back and down a</p> <p>Catchphrase: f</p>
e e		Open your mouth wide and say eee	Around the elephant's trunk

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
u u		Open your mouth wide and say uuu	Down and around the umbrella, stop at the top and down to the bottom and flick.
r r		Show me your teeth to make a rrrr sound rrrrr	From the cloud to the ground, up the arch and over the rainbow.
h h		Open your mouth and breathe out sharply hhh	Down, up and over the helicopter
b b		Put your lips together and say b as you open them bbb	Down bear's back, up and round his big tummy.
f f		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's neck, all the way to its foot, then across its wings.
l l		Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press lllll	All the way down the lollipop.

Information on capital letters will be sent out when all Phase 2 sounds are complete.

Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across the middle.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

Segmenting

Segmenting is the process of breaking down words into their phonemes in order to read or write.

cat → c - a - t

shut → sh - u - t

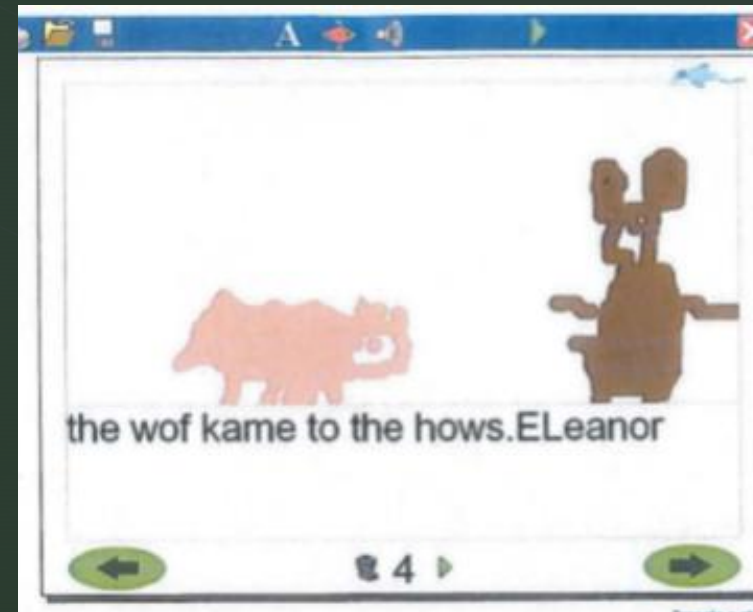
- Children will write phonetically and that is fine.



Pleze doant
BRAK the
casle

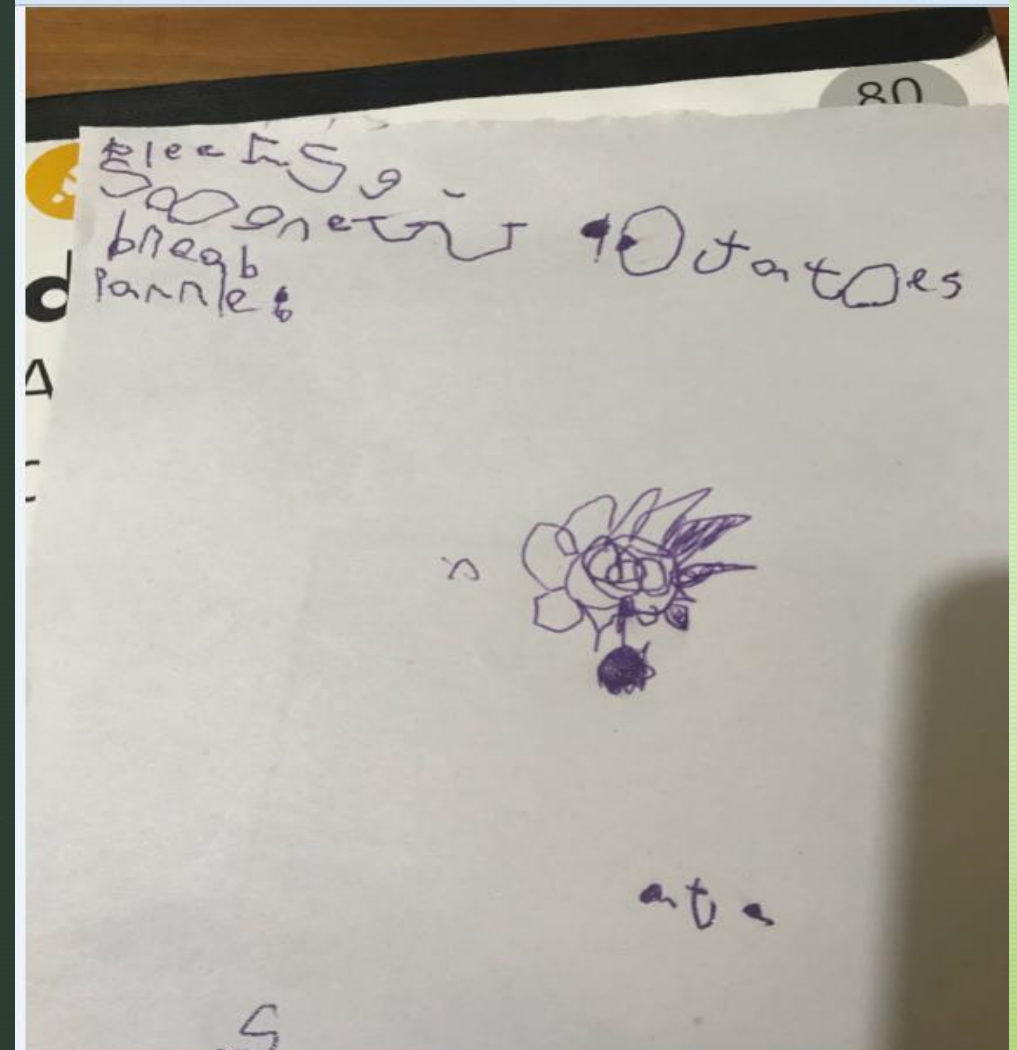
'Pleze doant brak
the casle'

'the wof kame to
the hows.'



Things you can you do at home!

- Purposeful writing
can you write me a shopping list?
- Model writing as much as you can.
- Make it fun.
- Fine motor activities
- Plus read, read, read for enjoyment.



For EYFS children at home, focus on playful activities that involve squeezing, pinching, cutting, threading, and drawing. Simple games like playing with playdough, using tweezers to pick up small objects, threading beads, cutting with child-safe scissors, and using stickers all help develop fine motor skills. Everyday tasks like cooking, dressing, and opening containers also provide opportunities to build hand and finger strength and coordination.

Creative and manipulative activities

- **Playdough:** Pinching, rolling, and squashing playdough or clay helps build hand strength.
- **Drawing and mark-making:** Use crayons, chalk, or paintbrushes. You can also draw in sand or glitter for a different texture.
- **Stickers:** Peeling and placing stickers is an excellent way to develop a pincer grasp for .
- **Cutting:** Practice cutting along lines with child-safe scissors. Creating collages by tearing paper is another good option.
- **Junk modelling:** Use glue and tape to build models from recycled materials.

Puzzles and construction

- **Puzzles:** Simple puzzles with knobs or interlocking pieces help with hand-eye coordination and problem-solving.
- **Building blocks:** Use blocks like Lego, Duplo, or simple wooden blocks to build towers and other structures, which requires precise placement.
- **Threading:** Thread large beads onto a string or shoelace, or try threading pasta onto yarn.

Everyday and sensory play

- **Cooking:** Activities like mixing, stirring, pouring, and spreading are beneficial, note [GOV.UK](#) and [Twinkl](#).
- **Water play:** Squeeze water from sponges or use spray bottles to water plants or create targets, suggests [Teach Early Years](#) and [YouTube](#).
- **Dressing up:** Practice doing up and undoing buttons, zips, and laces.
- **Open and close:** Open and close small containers, feed counters into a piggy bank, or use a slit tennis ball to "feed" small items to a "buddy".

Little Wandle Letters and Sounds Revised.

Information for parents

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>