

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














Many thanks for your support,













Miss Lovell (Phonics Lead)

Phase 2 grapheme information sheet

Autumn 1

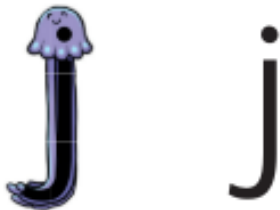











Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out sssss sssss	Down the snake from head to tail.
 	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	Down the tiger and across its neck.
 	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.
 	 iguana	Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana and dot the leaf.
 	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 	 mouse	Put your lips together and make the mmmmm sound mmmmm	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.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 <p data-bbox="659 450 730 472">umbrella</p>	<p data-bbox="802 271 1078 320">Open your mouth wide and say u u u</p>	<p data-bbox="1134 271 1414 320">Down and around the umbrella, and back to the ground.</p>
 r	 <p data-bbox="659 667 730 689">rainbow</p>	<p data-bbox="802 506 1078 555">Show me your teeth to make a rrrrr sound rrrrr rrrrr</p>	<p data-bbox="1134 506 1430 555">From the cloud to the ground and over the rainbow.</p>
 h	 <p data-bbox="651 925 738 947">helicopter</p>	<p data-bbox="802 741 1110 790">Open your mouth and breathe out sharply h h h</p>	<p data-bbox="1134 741 1430 763">Down, up and over the helicopter.</p>
 b	 <p data-bbox="675 1160 722 1182">bear</p>	<p data-bbox="802 976 1110 1025">Put your lips together and say b as you open them b b b</p>	<p data-bbox="1134 976 1398 1025">Down the bear's back, up and round its tummy.</p>
 f	 <p data-bbox="659 1440 738 1462">flamingo</p>	<p data-bbox="802 1211 1110 1317">Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff fffff</p>	<p data-bbox="1134 1211 1430 1261">Down the flamingo to its foot and across its wings.</p>
 l	 <p data-bbox="667 1664 730 1686">lollipop</p>	<p data-bbox="802 1480 1110 1585">Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll lllll</p>	<p data-bbox="1134 1480 1334 1503">Down the lollipop stick.</p>

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	Down the jellyfish and dot its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing v v v v v v v v v v	Down to the bottom of the volcano and back up to the top.
	 wave	Pucker your lips and keep them small as you say w w w w	Down and up and down and up the waves.
	 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.
	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl round the string.
	 zebra	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
	 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!
	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
	 shells	Pucker your lips and show your teeth; push the air out shshshshsh shshshshsh	sh Share the shells.
	 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.
	 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.
	 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.