



Upper Beeding Primary School

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Dear Parents / Carers

Phonics in Reception, Year 1 and Year 2



I thought I would write and explain the changes in phonics teaching this academic year for those that were unable to attend the phonics workshops for parents. Our school has 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.

Phonics is taught in phases:

Phase 2 children are taught to read and blend words containing the initial sounds of the letters of the alphabet and the first set of consonant digraphs (2 letters that make 1 sound) e.g. ch, sh, ng.

Phase 3 children learn the vowel digraphs and trigraphs, to read words containing the Phase 3 digraphs and trigraphs and to read longer words ('chunking').

Phase 5 children learn new graphemes for the sounds they already know, that the same grapheme can have alternative pronunciations (e.g. ow in snow and owl) and the 'Grow the code' lessons support children with reading and spelling words with alternative spellings.

Children will be able to blend independently and blend in their heads with increasing fluency and confidence. They will also begin to distinguish between different phonemes/graphemes.

Children are taught in their year group.

Alongside this, children are taught to read tricky words, words that have unusual spellings e.g. 'all' and 'people'. These are taught in a systematic way. The children identify the part of the word that is tricky.

Reading and Spelling

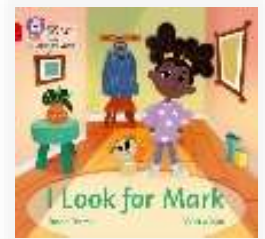
This term, your child will be taught how to spell words every day using the graphemes they have been taught so far. They will practise writing a dictated sentence. Handwriting is referred to but is taught separately in handwriting lessons.

When spelling children are taught to:

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Reading is timetabled three times a week and is taught by a trained teacher/teaching assistant and taught in small groups. The children will then be able to access an e-book of the book which they have been reading in class. We will share how you can access the e-books in due course.



A child reading a book at the right level 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



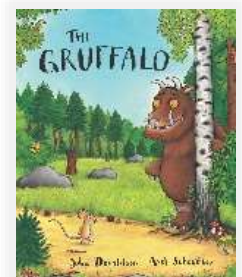
The most important thing that you can do with your child is to read regularly. Reading a book and chatting has a positive impact later on children’s ability to understand words and sentences, use a wide range of vocabulary and develop listening comprehension skills.

The number of books children are exposed to by age 6 is a positive predictor of their reading ability two years later.

When listening to your child read their phonics book at home, they should be able to read their book without your help. If they can’t read a word, read it to them. Please remember to talk about the book and celebrate their success.

Your child will also bring home a shared book to read, this shared book is for you to read to them. Please make the story sound as exciting as you can by changing your voice, and 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.



Little Wandle, Letters and Sounds revised has an excellent parent’s section and this can be accessed at <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Please take some time to access this site and discover how you can further support your child in their phonics journey.

If you have any questions or need any further clarification, please speak to your class teacher.

With best wishes

Mrs D Gilpin
English Leader

