

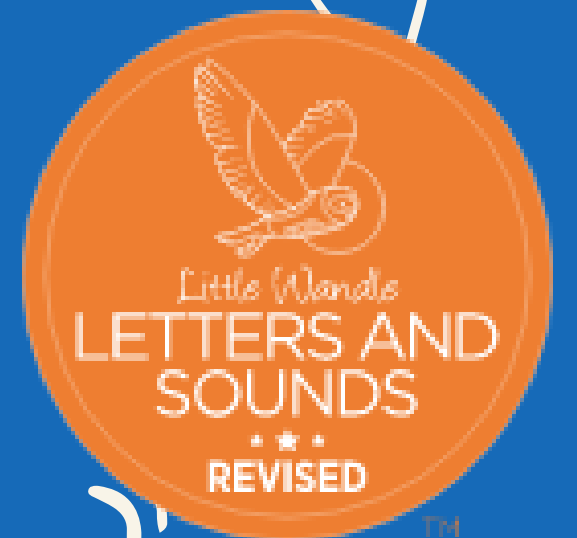


***St Mark and
All Saints***

*"Together we care, learn and achieve"
In the name of Jesus, The Good Shepherd
C of E Primary School*

PHONICS AND READING

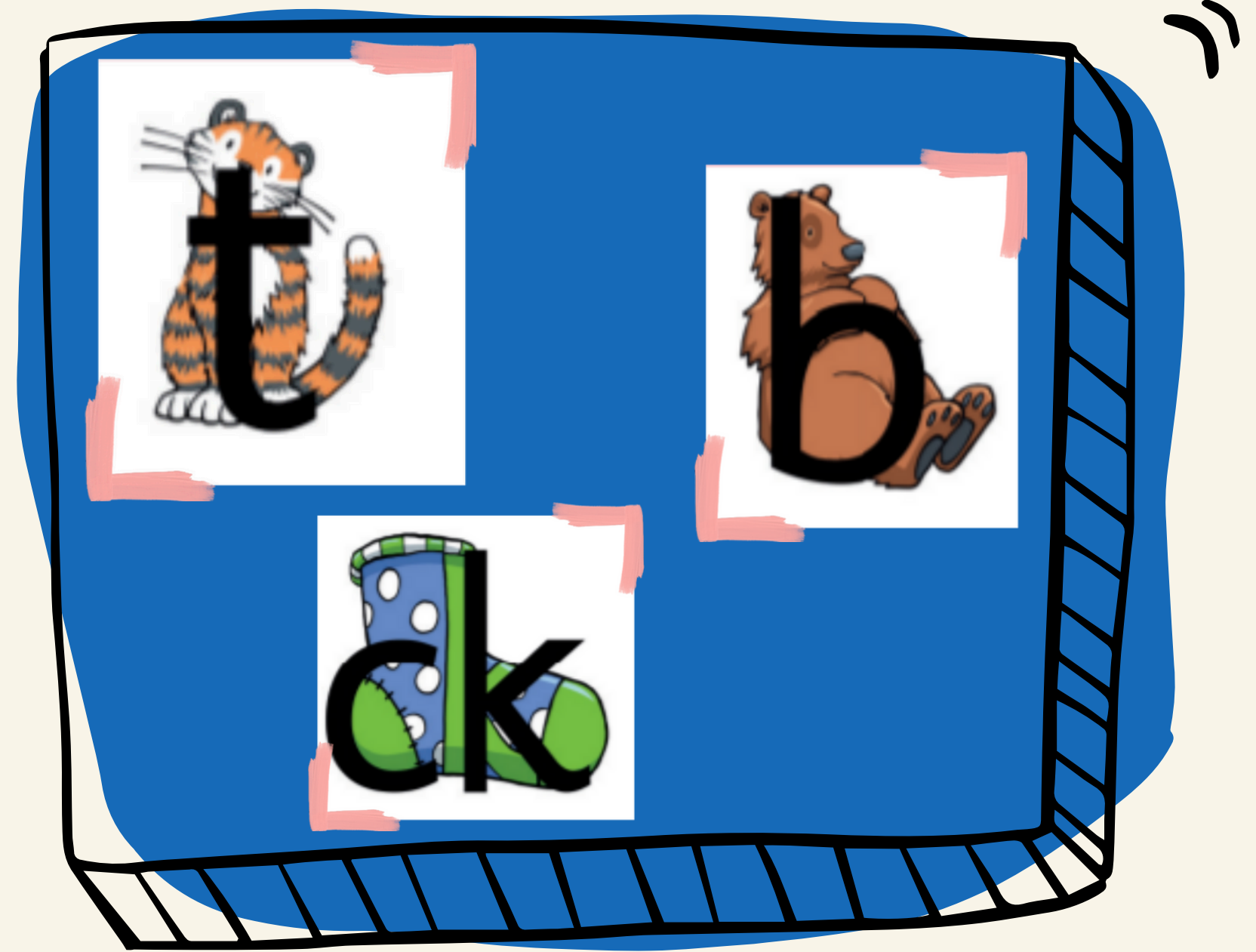
17th September 2025



PHONICS

Phonics is the process of teaching the letters (graphemes) and sounds (phonemes) that make up words. We have always taught Phonics in Reception and Year One as the building blocks for reading and writing. Through our Little Wandle programme, phonics and reading are even more interwoven.

decoding



PHONICS



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1



How to say Phase 5 sounds



Reception Autumn 1 sounds

Download a guide to how children are taught to say their
sounds in Reception Autumn 1

Download

www.littlewandlelettersandsounds.org.uk/resources/for-parents



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

PHONICS

Children need to quickly recall the sounds (phonemes) when they see the letter (grapheme)

Children need to be able to blend the sounds together to read a word



Children need to be able to break a word down (segment) into the sounds in order to spell.



Teaching order


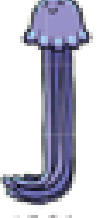






Phase 2 grapheme information sheet

Autumn 1

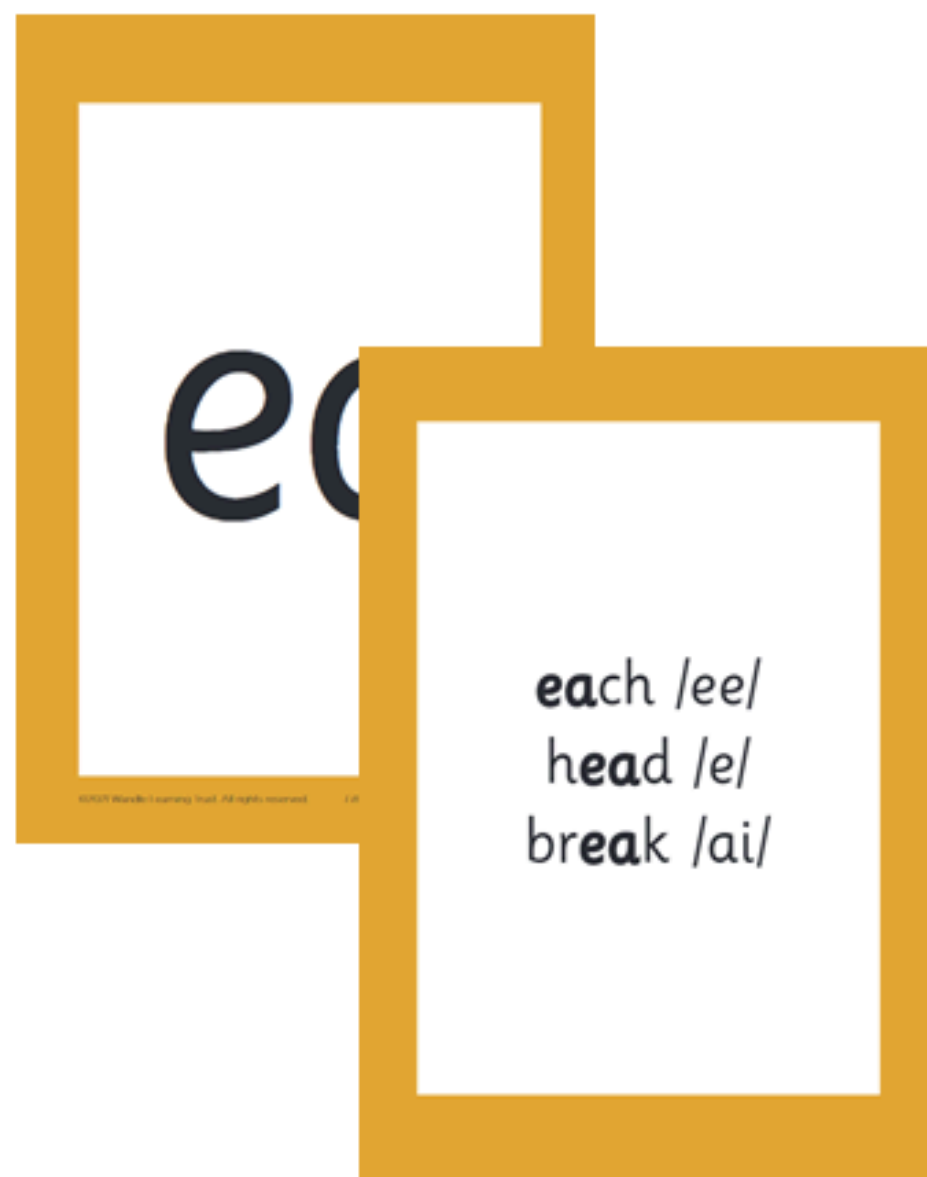
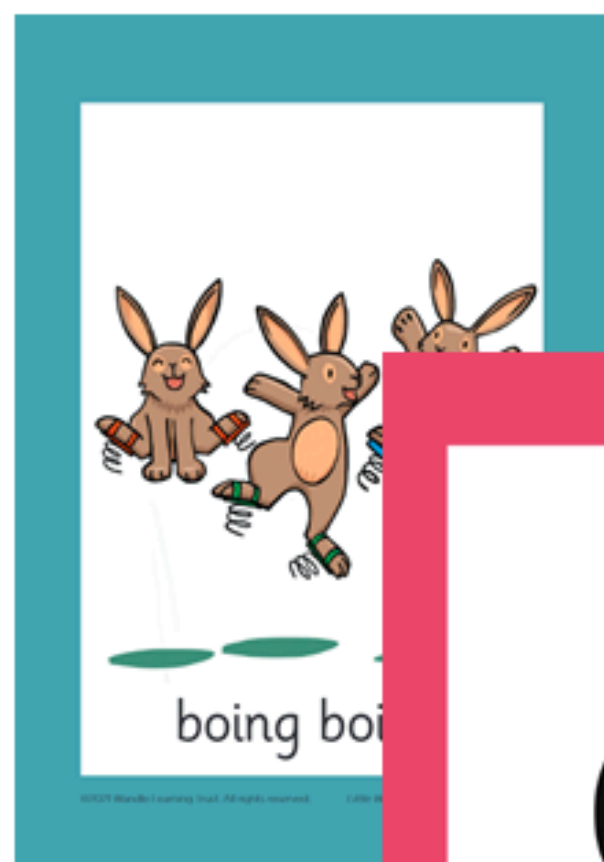
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's 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 tail) at the top.
		Open your lips a bit, put your	Down the stick, up and over the

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		Mouth open then push the side sound through as you close your mouth ex ex ex (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.

How we make learning stick










READING AT HOME



1 A reading practice book
matched to the child's phonic stage that they can read independently



2 A sharing book
that they can talk about and enjoy with their parent/carer



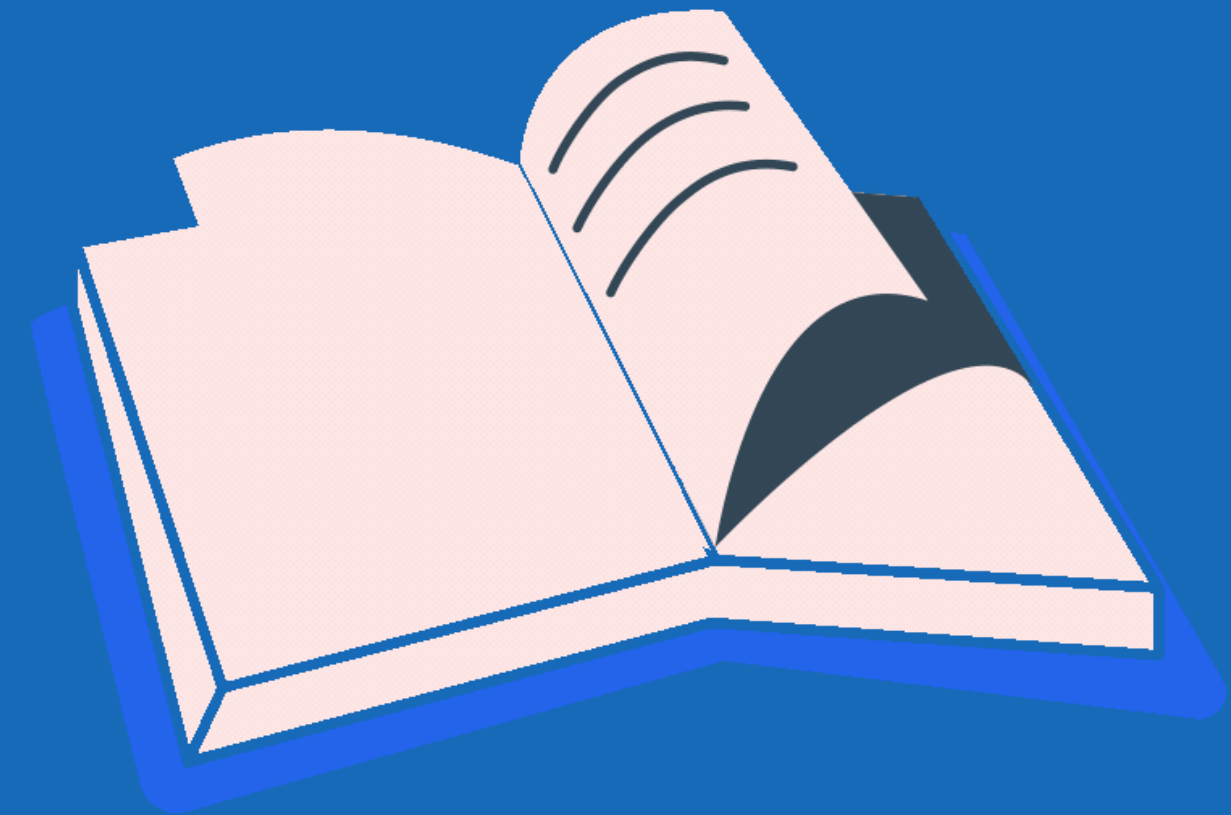
READING PRACTICE BOOK

Book is read 3 times in school, in a group

1: decode

2: expression

3: understanding



Then sent home for a week to read at home

READING PRACTICE BOOK

Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school. This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.

To ensure that reading at home is an enjoyable experience and does not feel like a chore, schools need to send home reading practice books in which the child can read 95% of the words.



The children should be able to read the practice book with developing confidence and fluency without any significant help. The parent/carer's role is to listen with interest and, most importantly, to encourage and praise, enthusiastically acknowledging the child's achievement (even if, at the early stages, this is only small).

Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



THE SHARING BOOK

This book is to be shared for enjoyment and not for the child to read independently.



To develop a love of reading

READING RECORDS

Please don't forget to log
each time your child reads
We will also be logging when
your child reads in school.

