


























Learning to read and write.

## Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>s</b> <b>s</b>	 snake	Show your teeth and and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Down the snake from head to tail.
 <b>a</b> <b>a</b>	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
 <b>t</b> <b>t</b>	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	Down the tiger and across its neck.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent



Grapheme: How it looks



Phoneme: How it sounds “ssssssssssss”

Grapheme + Phoneme = Grapheme Phoneme Correspondence (GPC)

# Pure Sounds

- “Sssssss” not “Suh”
- “P” not “puh”
  
- Pure sound videos

## Videos



Phase 2 sounds taught in  
Reception Autumn 1



Phase 2 sounds taught in  
Reception Autumn 2



Phase 3 sounds taught in  
Reception Spring 1

# Tricky Words

'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.

is

put

# Little Wandle Practice Books





# Reading Practice Books

## Why these books?

- Children are given reading books that match their phonological application based on 6 week assessment.
- Not too easy - developing confidence and fluency.
- Reading at home is important!

How to support.

Praise - celebrate their success!

"great job"

"I like how you..."

"Fantastic blending."

How to support.

# Be Positive!

Mistakes are how we learn best.

No 

That's Wrong 

Let's try that again 

Just check this word 

How to support.

# Before Reading Page

Prepare for the book

Read the GPC's - these are recently learnt GPCs that will be in the story.

Read the words - these are words that we can sound out the GPCs and blend.

Read the tricky words - We can not sound these words. These are words we have to remember.

Vocabulary - these are words that have been identified as words children may not understand when first reading the book.

## Before reading

### Practising phonics: Phase 3

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandleL&Srevised](http://collins.co.uk/BigCatLittleWandleL&Srevised)

### Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

### Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)

### Read the GPCs

ai ee igh oa  
oo oo or er

### Read the words

rain weeds  
might coat look  
boots for

### Read the tricky words

of and are full  
you

### Vocabulary

Ask the children to read these words.  
Check understanding.

shells gutweed  
limpets mussels  
hermit

### Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

How to support.

# Vocabulary

Understanding the vocabulary in the story is vital for children's comprehension.

- You can support by
- sharing the meaning
    - Using visuals
    - Finding it in the book
  - Using the word in a sentence

How to support.

## Reading through the text.

Remind your child to sound out words they struggle with - support them if they continue to find it tricky.

E.g.

Sit s/i/t

Boots b/oo/t/s

hermit h/er/m/i/t

How to support.

## Reading through the text.

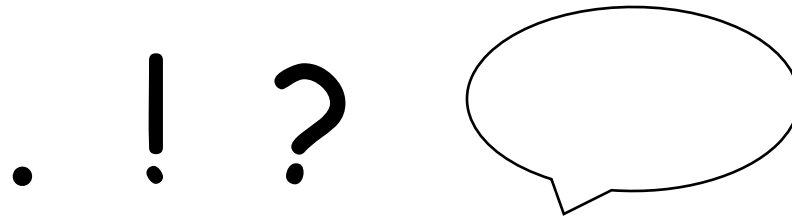
Look for opportunities to develop fluent reading (reading with ease - not having to sound out). For example repeated words.



How to support.

# Reading through the text.

Develop prosody by encouraging children to read with expression.



How to support.

# Comprehension

(understanding of the text)

Talk about the book together

Ask questions about the text and the images.

# Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

## **Read 1: Decoding**

- Turn to page 2. Ask the children to sound out the letters in the word. (*s/i/t – sit*)
- On pages 10 and 11, focus on the words, **sit** and **sip**. Ask the children to sound out and blend each word, checking they don't muddle the sounds /t/ in **sit** and /p/ in **sip**.
- Look at the "I spy sounds" pages (14–15). Point to and sound out the /p/ at the top of page 14, then point to the boy patting his feet on page 14 and the woman patting her hand on page 15 and say **pat**, emphasising the /p/ sound. Ask the children to find other things that start with the /p/ sound. (*parrot, peacock, pears, peaches, piano, plant, pot, people, pink*). Can they see any things that contain or end with the /p/ sound? (*skipping rope, top, tap, tip, hoop*)

## **Read 2: Prosody**

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.

## **Read 3: Comprehension**

- For every question ask the children how they know the answer. Ask:
  - On pages 4 and 5, what are the children tipping? (*their bodies*) What are they tapping? (*their toes*)
  - On pages 8 and 9, what is the girl patting? (*the top of her foot*)
  - On pages 10 and 11, what is the girl sipping? (*a drink, water*)
  - On page 13, what other word means the same as **nap**? (e.g. *sleep, doze*)

How to support.

# Comprehension

(understanding of the text)

Use the questions at the back of the book to support your child's comprehension.

Show them how to find the answer.

Think of your own questions.  
Link to your own experiences.