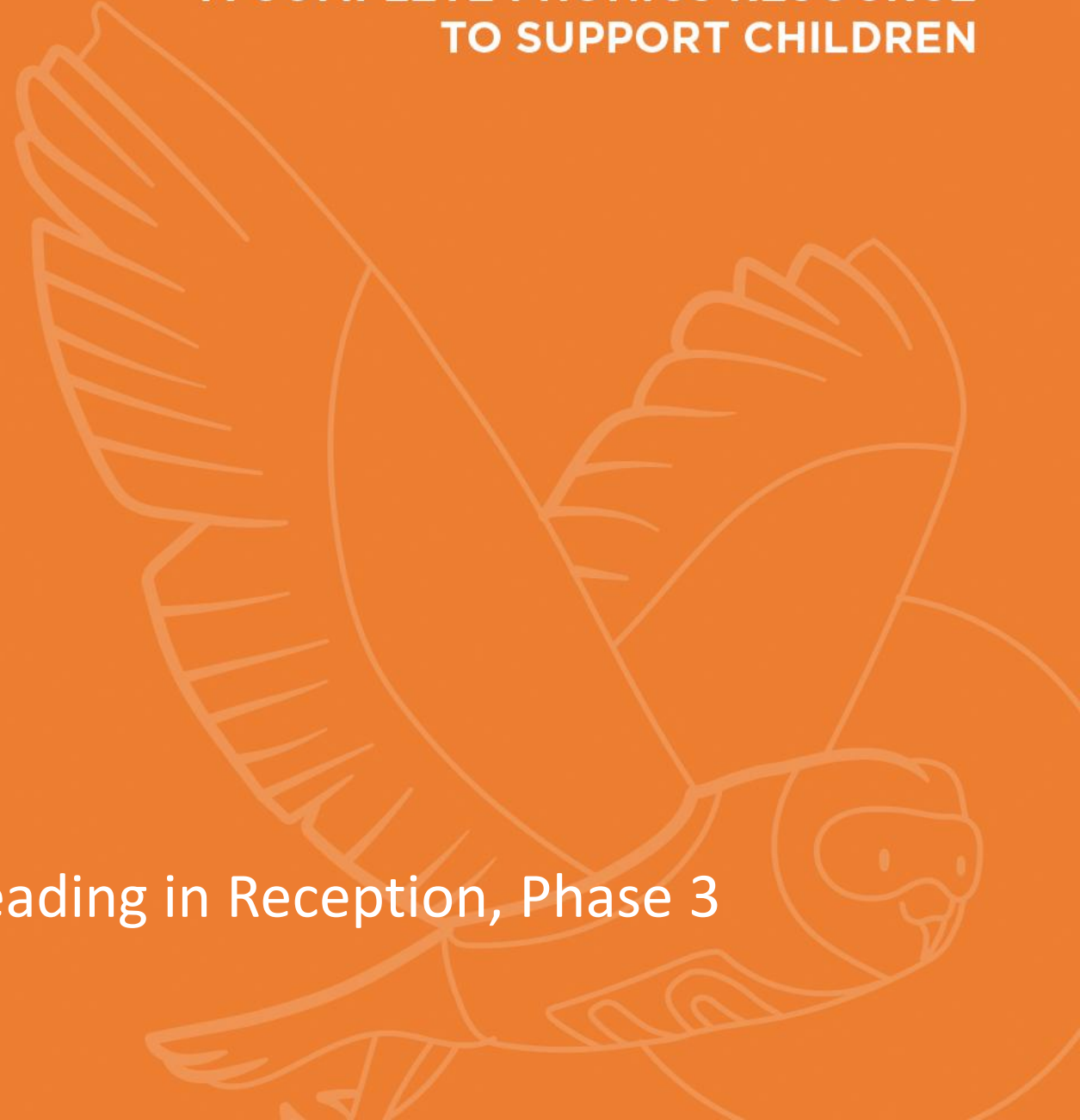




**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

# **Teach reading: change lives**

**Parent workshop: Phonics and early reading in Reception, Phase 3  
(Spring 1)**



“

**Phonics is:**  
**making connections between the sounds**  
**of our spoken words and the letters that**  
**are used to write them down.**

”



# Terminology – a recap!

**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Blend**

**Segment**

# This term we are teaching Phase 3









Last term we taught your child to blend and read words with Phase 2 graphemes.







In Phase 3 children learn:

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



# Phase 3 vowel digraphs and trigraphs

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say <b>ai ai ai</b>	oo	 hook a book	Pucker your lips and keep them small as you say <b>oo oo oo</b>
ee	 sheep in a jeep	Smile with your lips apart and say <b>ee ee ee</b>	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b>
igh	 a light in the night	Open your mouth in a relaxed way and say <b>igh igh igh</b>	ar	 march in the dark	Open your mouth wide, push your tongue down and say <b>ar ar ar</b>
oa	 soap that goat	Make an 'o' with your mouth and say <b>oa oa oa</b>	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say <b>or or or</b>

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>
ow	 wow owl	Open your mouth wide then move your lips together as you say <b>ow ow ow</b>	air	 chair in the air	Open your mouth wide, push your tongue down as you say <b>air air air</b>
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b>	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>



# Let's say the Phase 3 sounds

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



Phase 3 sounds taught in  
Reception Spring 1

# Reading words with vowel digraphs/trigraphs

- During Phase 2 we taught your child to blend using the teacher-led blending approach.
- Now they can start to blend independently.
- Children are taught to spot the digraph/trigraph in words first.



# Reading longer words

- During Phase 3, we start teaching children how to read longer words.
- We do this using a method called chunking.

Reception  
**Teach and practise**  
Phases 3 and 4:  
Reading longer words



# Phase 3 tricky words

## Spring 1 Phase 3 graphemes

ai ee igh oa oo **oo** ar or ur ow oi ear air er

- words with double letters
- longer words

## New tricky words

was you they my by all are sure pure

## Spring 2 Phase 3 graphemes

Review Phase 3

- words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words
- words with s /z/ in the middle
- words with -s /s/ /z/ at the end
- words with -es /z/ at the end

## No new tricky words

Review all taught so far

# What's next?



## Little Wandle Letters and Sounds Revised 2021: Programme progression

### Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

#### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o 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"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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"> <li>words with double letters</li> <li>longer words</li> </ul>	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"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	said so have like some come love do were here little says there when what one out today

#### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*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.

Autumn 2 Phase 5 graphemes	New tricky words
/url/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /eel/ e-e these /oo/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work



# Reading and spelling

# This term's 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 at other times of the day.



# How we teach spelling – a recap

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



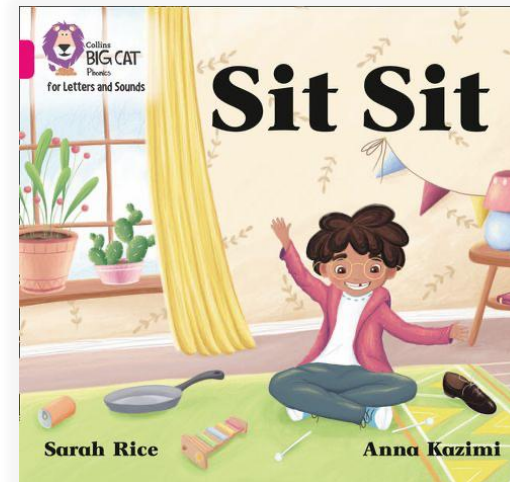
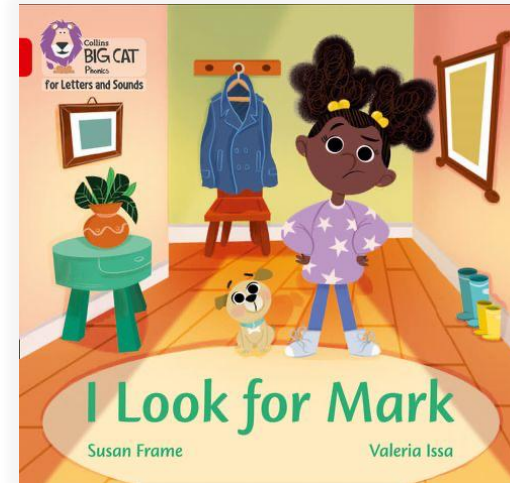


# How do we teach reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.

Books are matched to children's level through assessments.



# Reading a book at the right level

**This means that your child should:**

- know all the sounds and tricky words in their phonics book well
- read some of the words by silent blending (in their head), so their reading becomes automatic
- stop and sound out some words by the time they bring the book home – but they should be able to do this on their own.





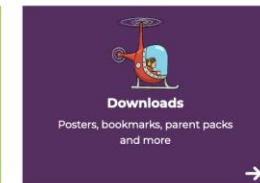
# Reading at home

# The most important thing you can do is read with your child

**Reading a book and chatting had a positive impact a year later on children's ability to ...**

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

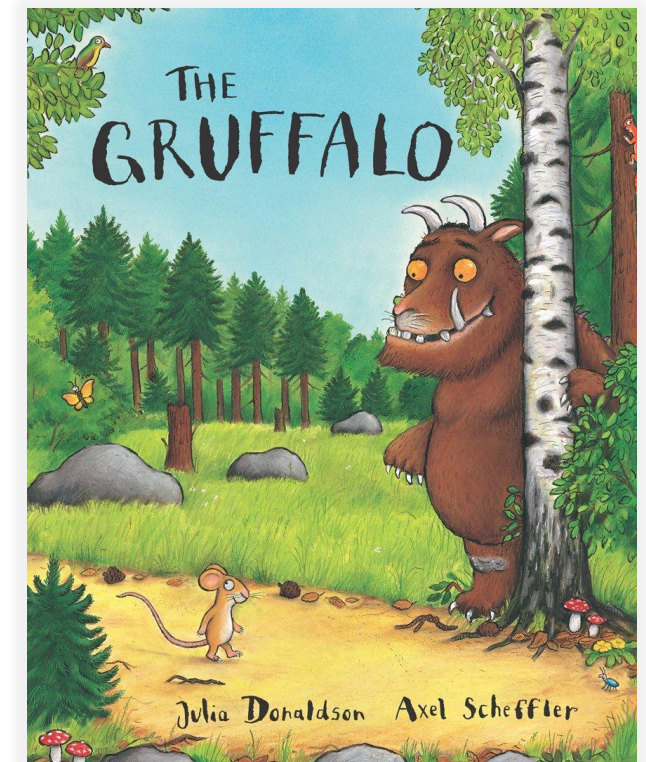
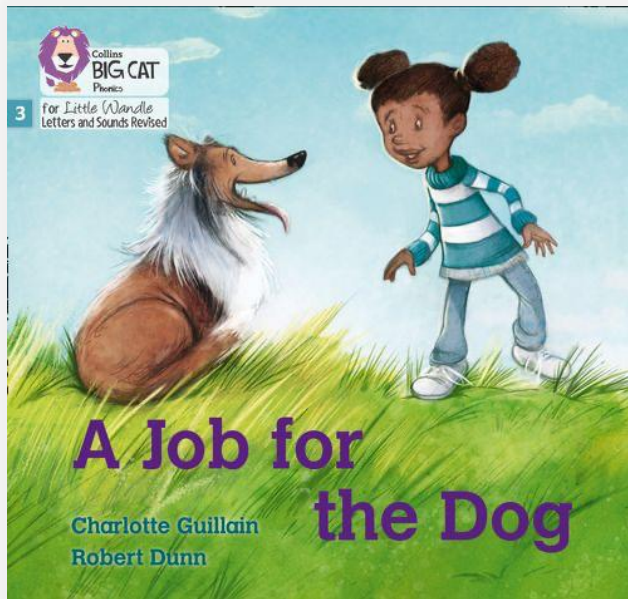
The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



[Little Wandle – Everybody read!](#)



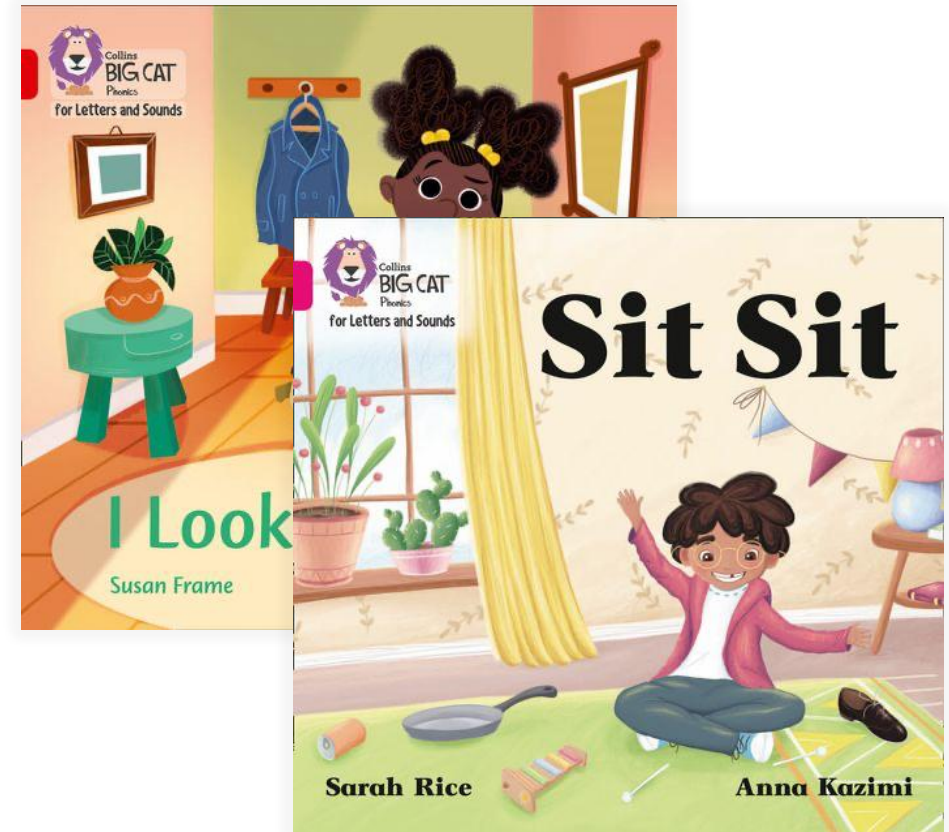
# Books going home – a reminder





# Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



# Read to your child



## The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- 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.



# Supporting your child with 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**

“

**Children are made readers on  
the laps of their parents.**

**— Emilie Buchwald**

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