



Phonics is:

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



Phase 2

We usually teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k 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 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

Phase 3

We usually teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation. In Spring 2 we revisit the digraphs and trigraphs as well as longer words, 'ing', 'es' and 's' endings.

Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	





Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Daily lessons – whole class

Weekly grid Reception phase 2

Autumn 1 week 5





Lesson focus	Revisit and review	Teach and practise								Practise and apply	
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words Independent reading	Tricky words	Spelling	Oral blending game	
h helicopter	s t p d g o c k c k u e r	Open your mouth and breathe out sharply h h h	hat hammer house helicopter	h helicopter 	Down, up and over the helicopter.	Review: r-a-n d-u-ck t-e-n New: h-a-t h-u-g h-o-t	ran duck ten red hat Independent: dog cup	New: the* Review: I is	dog	Can you touch your ... ? l-e-g ar-m h-ea-d ch-i-n f-oot	
b bear	s t p d g o c k c k u e r h	Put your lips together and say b as you open them b b b	ball bus bird bear	b bear 	Down bear's back, up and round his big tummy.	Review: h-i-t s-a-d g-o-t New: b-i-g b-e-d r-u-b	hit sad got hug big Independent: ten pet	New: the* Review: I is	ten	Blend from the box l-o-ck n-e-ck g-l-u-e e-gg	
f flamingo	g o c k c k u e r h b	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound ffff	fish frog flower flamingo	f flamingo 	Down the flamingo's neck, all the way to its foot, then across its wings.	Review: b-i-g m-u-ck c-a-p New: f-a-t f-i-t f-i-n	big muck cap bat fit Independent: red get	New: the* Review: I is	red	Can you do the actions? r-ea-ch up high stand on one l-e-g m-ar-ch like the Grand Old Duke of York h-o-p	
l lollipop	g o c k c k u e r h b f	Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press llll llll	leaf lips lemon lollipop	l lollipop 	All the way down the lollipop.	Review: f-a-t r-u-b h-o-t New: l-o-g l-u-ck l-i-p	fat rub hot pick log Independent: mum nod	New: the* Review: I is	mum	What's that noise? What sound does: a s-n-a-i-k (snake) make? a f-r-o-g make? a d-u-ck make? a c-a-t make?	
Review	g o c k c k u r h b f l	Graphemes to display: h b f l		Match initial sound of object to grapheme: hammer house ball bear frog flamingo lollipop lemon		Review: h-u-g b-i-g f-a-t l-u-ck	hug big fat luck bed Independent: duck kid Play Change it: cat can man map mop hop hot hat cat	Review: the* I is	kid	Blend from the box h-a-t b-u-s f-i-sh l-e-a-f	

Reading practice sessions with decodable reading books three times a week

Daily lessons – whole class

Weekly grid Reception phase 3

Spring 1 week 1

Lesson focus	Revisit and review			Teach and practise				Practise and apply	
	GPCs	Words	Tricky words	New GPC and catchphrase	Oral blending	New words	Example definitions and sentences	Read the sentence	Spelling
ai tail	qu ch sh th ng nk	bang fish quick chat	is as the I	 ai tail in the rain	r-ai-n f-ai-l t-ai-l	rain wait tail sail fail main	tail Some animals – like horses, dogs and cats – have tails. sail To travel on water in a boat. Also, the piece of cloth on a boat which catches the wind. main The most important or biggest — I like to have my main meal at lunchtime.	His fish has a quick tail.	rain wait + the
ee sheep	ai qu ch sh th ng nk w	with pink wait rain	is as the I put*	 ee sheep in a jeep	s-ee f-ee-t sh-ee-p	see feet meet sheep deep feel	sheep An animal that eats grass and has a white, fluffy coat. Sheep give us wool to make scarves and gloves. deep Going a long way down — The water in the ocean is very, very deep! feel I feel very happy today as you're all doing such a great job.	A pink sheep with feet.	see feet + put
igh light	ai ee qu ch sh th ng nk	that web see feel	is as the I put* pull*	 igh a light in the night	l-igh-t h-igh t-igh-t	high light night right tight fight	right I like to get the answer right. Also, to move in a way that's the opposite of left. tight My trousers always feel tight after a big Sunday lunch! fight You must not fight over who uses the new bike first.	I can see the web is up high.	night right + pull
oa goat	ai ee igh th ff ll ng ch sh	this sail tight night	is as the I put* pull* full*	 oa soap that goat	c-oa-t t-oa-d r-oa-d	coat soap goat toad road boat	toad A type of frog with dry, lumpy skin. goat An animal with horns and a beard. boat Something which travels across water – He loved playing with his toy boat in the bath.	Get into the boat and sail off.	coat boat + full
Review	ai ee igh oa ng sh ch th	Play Change it: light fight feet feel fail sail sigh sight light (use cards, not words)	is as the I put* pull* full*			Match the words to the pictures: boat sheep feet rain light toad	Quick review: bang fish wait web pink tight feel deep right this that	This pink coat is tight.	sheep road













Reading practice sessions with decodable reading books three times a week


Notes for these lessons





- Practise reading new words with the word cards showing the sound button side.
- There are no new tricky words this week.
- *The tricky words 'put', 'pull' and 'full' may not be tricky in some regional pronunciations and in which case should not be treated as such. Instead, add these words to **Revisit and review**: words.



Pronunciation and Formation

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its 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	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.

Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa

Grapheme	Catchphrase	Pronunciation phrase
oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Phase 2/3 sounds

It is really important that you pronounce the sounds correctly at home if you are supporting your child. These videos are on the website for you to refer to and if you are unsure, please ask your child's teacher.



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

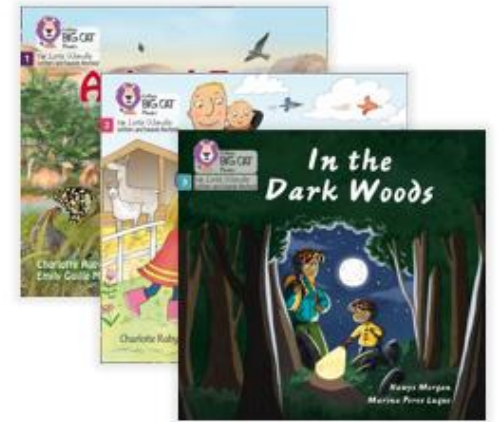
Reading

We use assessment to match your child to the right level of book. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat man hug red peck				



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 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.



Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Expectations at the end of Reception

Useful websites to support Phase 2/3 phonics

<https://www.phonicsplay.co.uk>

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>