



St. Paul's
Cof E Primary School

English at St Paul's Key Stage 1



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Phonics at St Paul's



Little Wandle Letters and Sounds Revised

Our school has chosen
*Little Wandle Letters and Sounds
Revised* as our systematic, synthetic
phonics (SSP) programme to teach early
reading and spelling.



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Blending to read words

- We teach the children the sounds
- Children then blend the sounds together to read a word
- This takes practice
- *Some children learn to blend really quickly, and others take a little longer.*





Terminology - used across the whole school

Phoneme



A phoneme is defined as the smallest unit of sound in a word e.g. a

Grapheme



A single letter or a group of letters that represent a specific sound (phoneme) when writing e.g. s, sh or ough

Digraph



A grapheme consisting of two letters that represent a single sound, e.g. sh

Trigraph



A sequence of three letters that represent a single sound or phoneme, e.g. igh

Split vowel digraph



When two vowel letters make one sound but are separated by a consonant, e.g. a-e in take.

Blend



The process of combining individual phonemes (sound units) into a whole word, working from left to right, to form a spoken word

Segment



Identify each of the individual phonemes in a word, working all the way through from left to right



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Teaching order – 4 new sounds a week + a review lesson

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	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 aaa	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 ttt	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 ppp	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 iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

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 jjj	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing 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 www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (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.
		Smile, tongue to the top of your mouth, say it without	Down and round the yo-yo, then follow the string round





Gradually your child learns the entire alphabetic code

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 • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags)	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 • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVC CCVC CCVC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	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 Phase 5 /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
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ail/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ 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 /el/ 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



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Reading and spelling at St Paul's



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Reading and spelling

ea

each /ee/
h**ea**d /e/
br**ea**k /ai/

Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters



Another example...all the different ways to write the phoneme 'sh'

shell

chef

special

caption

mansion

passion



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Tricky Words

- Also known as Common Exception Words
- They have irregular spelling patterns and cannot be decoded for reading and writing using phonics.
- They need to be learned by sight, off by heart

Examples include:

Said – pronounced sed

Was – pronounced woz

They – pronounced thay



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Spelling

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



Graphemes for Spelling

The Alphabetic Code						
sounds + picture prompts	complex code	graphemes (spelling alternatives) which are code for the sounds				
/s/	s snake	-ce palace	-se house	c cents	ci city	cy bicycle
	-ss glass	sc scissors	-st- castle	ps pseudonym		
/a/	a apple					
/t/	t tent	-tt letter	-ed skipped			
/i/	i insect	-y cymbals				
/p/	p pan	-pp puppet				
/n/	n net	-nn bonnet	kn knot	gn gnome	-ne engine	
/k/	k kit	c cat	-ck duck	ch chameleon	qu bouquet	que plaque
/e/	e egg	-ea head	-ai said again			
/h/	h hat	wh who				
/r/	r rat	-rr arrow	wr write	rh rhinoceros		
/m/	m map	-mm hammer	-me welcome	-mb thumb	-mn column	

/d/	d dig	-dd puddle	-ed rained			
/g/	g girl	-gg juggle	gu guitar	gh ghost	-gue catalogue	
/o/	o octopus	wa watch	qua qualify	alt salt		
/u/	u umbrella	o son	-ou touch	-ough thoroughfare		
/l/	l ladder	-ll shell				
/ul/	-le kettle	-il pencil	-al hospital	-el camel		
/f/	f feathers	-ff cliff	ph photograph	-gh laugh		
/b/	b bat	-bb rabbit	bu building			
/j/	j jug	-ge cabbage	g@ gerbil	gi giraffe	gy gymnast	-dge fridge
/y/	y yawn					
/ai/	ai aid	a table	-ae sundae	a-e cakes		
	-ay tray	-ey prey	eigh eight	-ea break	-aigh straight	
/w/	w web	wh wheel	-u penguin			
/igh/	-igh night	-ie tie	i behind	-y shy	i-e bike	ei elder duck

There are 44 phonemes (sounds), but there are around 250 graphemes (letters or letter groups that correspond to a single sound).

This is because every phoneme corresponds to more than one grapheme (letter or letter groups) across different words.

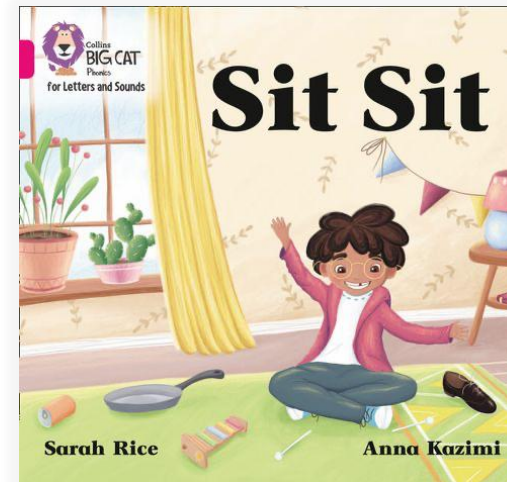
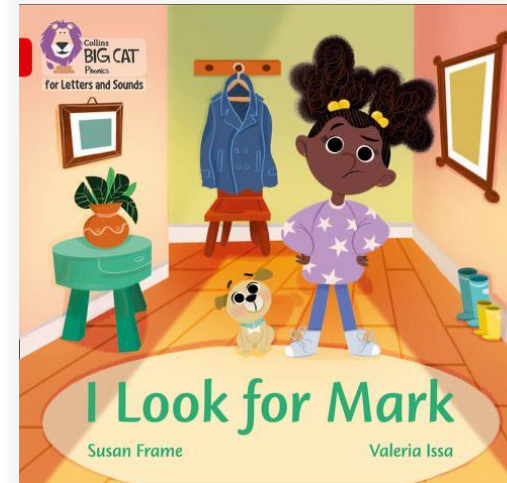


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How do we teach reading in books?

Reading practice sessions are:

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





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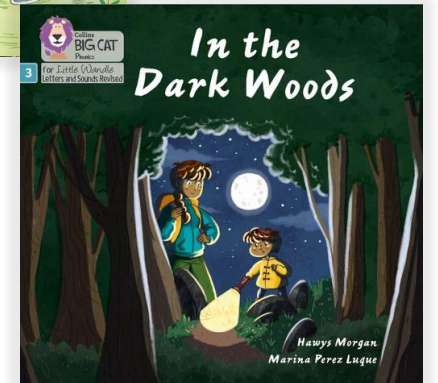
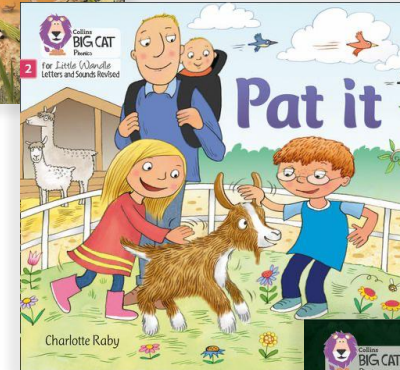
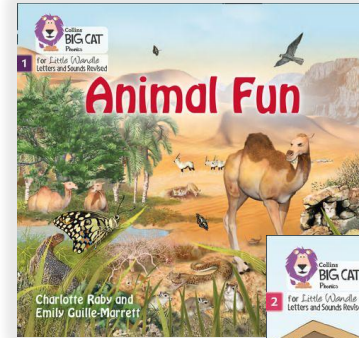
We use assessment to match your child the right level of book

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.



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Reading and Spelling in Year 2

- Focus moves to progressive fluency (automaticity in word reading in increasingly challenging texts) and building on the comprehension skills of retrieval, prediction and inference.
- Similarly to Year 1 the children read in groups
- Again, like Year 1, the children will bring home a book closely matched to their phonics level plus two books to share
- Children in Year 2 begin to learn spelling rules as detailed in the National Curriculum, using the Spelling Shed Scheme – which continues as they move to KS2.





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

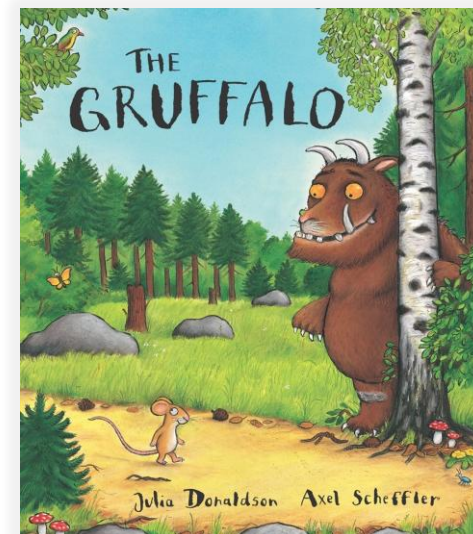
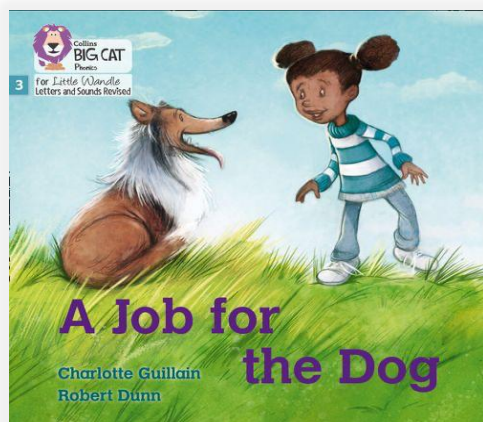


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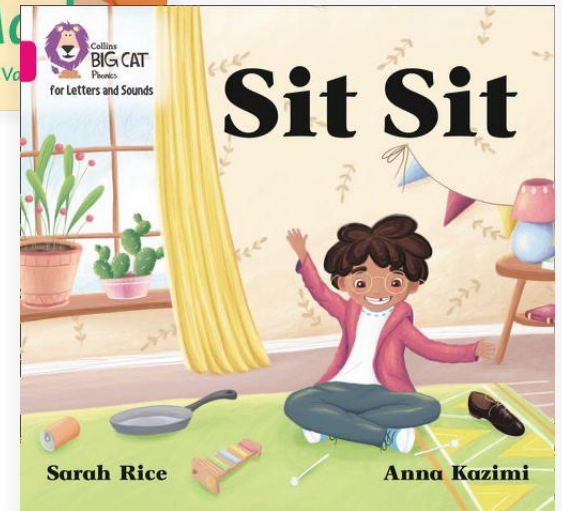
Books going home





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.





Supporting your child with phonics – LW parent videos



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Read to your child

The shared books are 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.



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In Year 1, all book bags must be brought into school on a TUESDAY with the phonic reading book, reading diary and reading for pleasure books inside.

Books are sent home on a Thursday following Reading Practice sessions.

On the days you do not have the school reading books at home you can support your child to read using books from the library, and by reading their familiar books at home. Remember that repetition always helps support their language and reading development.

Please look after the books- the scheme is very new and very precious!



Year 2 – Supporting Spelling at home



- Your children are now beginning to learn spelling rules as detailed in the National Curriculum
- There are 25 rules plus the common exception words
- The children will look at a new rule each week
- A paper copy of the words will be sent home
- They will also be set on Spelling Shed – the online spelling platform we use at St Paul's from Year 2 upwards





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Writing in Key Stage 1



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Handwriting...transcription

Is taught in discrete lessons in Key Stage 1

Basic Letter formation



Pre cursive



In preparation for continuous cursive (joined handwriting)
in Key Stage 2



Composition



In Year 1:

- Initially, we use dictated sentences to reduce cognitive load
- These dictated sentences will only contain words that the children can segment for spelling using their phonics knowledge and the tricky words learned
- We encourage all children to have a go at writing as phonetically correct spelling is acceptable
- We move on to lots of oral rehearsing of sentences – often adding actions to them before then writing them down
- By the end of Year 1, children need to be able to write a sentence that starts with a capital letter and end with a full stop
- We have high expectations for all children and of course most will far exceed this expectation



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In Year 2:

- We teach the children about the 4 sentence types thereby introducing a ? and !, along with the .
- They begin to learn about the features of different text types e.g. instructions, narrative, poetry, non-chronological report
- We begin to teach them additional grammar, punctuation, sentence structures and word classes.



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Literacy Tree

Thematic Link	Links are made through themes and conventions within significant literature.
Discovery Point	Dramatic conventions support immersion and create a hook with the book to create resonance.
Literary Language	Literary language explicitly taught and applied in writing.
Embedded Grammar	Explicit grammar skills for writing taught in context to be applied purposefully.
Embedded Comprehension	Reading comprehension explicitly embedded through prediction and inference.
Spelling & Vocabulary	Explicit spelling skills are explored and linked to vocabulary acquisition.



Literacy Tree

Writing – Stages of Writing

St Paul's Stages of Writing



- From year 1 through to year 6 we use the 'Stages of Writing' document.
- Each stage is taught either in a lesson or across a series of lessons.
- The aim is for children to develop an understanding of the methodical approach to understanding, planning and writing a piece of writing.



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