



London Colney Primary School

Wednesday 31<sup>st</sup> January 2024

# Little Wandle Workshop

This pack includes lots of resources we hope you will find useful in supporting your child with their learning.

- 'Grow the Code' chart
- How to say Phase 5 sounds
- Year 1 'Tricky Words' List
- Information on reading books
- Information on the Phonics Screening Check

If you require any other information, please do not hesitate to ask!

Thank you for coming along!

We're teaching  
every child to  
read with



A complete SSP validated by  
the Department for Education

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 b bb	 f ff ph	 l ll le al	 j j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu	 h
 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h	 u o-e ou	 o a	 i y
 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	 ar a* al*	 oo u* oul				
 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.

# Little Wandle tricky words

## Year 1

### Taught in Phase 2

be

full

go

he

I

**into**

me

no

**of**

pull

push

put

she

**the**

**to**

we

### Taught in Phase 3

all

**are**

by

my

**pure**

**sure**

they

was

you

### Taught in Phase 4

come

**do**

have

here

like

little

love

**one**

out

said

**says**

so

some

there

**today**

**were**

what

when

**Note:** Some of the tricky words become decodable as children learn more GPCs. Refer to the 'Support for tricky words' documents for information. Words that remain tricky at the end of the Little Wandle programme are shown in **bold** above.

## Taught in Phase 5

again

any

ask

beautiful

because

busy

call

could

different

eye

friend

hour

house

improve

laugh

many

mouse

move

**Mr**

**Mrs**

**Ms**

oh

once

our

parents

people

pretty

school

shoe

should

their

thought

through

two

want

water

where

**who**

**whole**

work

would

your

**Note:** Some of the tricky words become decodable as children learn more GPCs. Refer to the 'Support for tricky words' documents for information. Words that remain tricky at the end of the Little Wandle programme are shown in **bold** above.

# How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

## Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	<b>c se ce st sc</b>
	Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	<b>kn gn</b>
	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	<b>mb</b>
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	<b>ch</b>
	Show me your teeth to make a <b>rrrrr</b> sound <b>rrrrr</b>	<b>wr</b>
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ffff ffff</b>	<b>ph</b>
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>llll llll</b>	<b>le al</b>
	Pucker your lips and show your teeth; use your tongue as you say <b>jjj</b>	<b>g dge ge</b>
	Put your teeth against your bottom lip and make a buzzing sound <b>vvvv vvvv</b>	<b>ve</b>

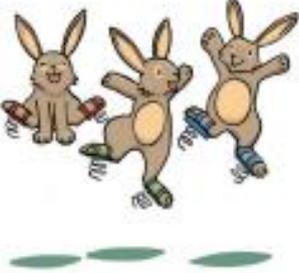
Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say <b>w w w</b>	<b>wh</b>
	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>	<b>se ze</b>
	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	<b>tch ture*</b>
	Show me your teeth and push the air out <b>shshshshshsh</b>	<b>ch ti ssi si ci</b>
	Open your mouth wide and say <b>e e e</b>	<b>ea</b>
	Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>iii</b>	<b>y</b>
	Make your mouth into a round shape and say <b>ooo</b>	<b>a</b>
	Open your mouth wide and say <b>uuu</b>	<b>o-e o ou</b>

\*Note that the pronunciation of 'ture' has a slight schwa sound at the end.

## Sounds introduced in Phase 3

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 <p>tail in the rain</p>	Open your mouth wide and say <b>ai ai ai</b>	<b>ay</b> <b>a</b> <b>a-e</b> <b>igh</b> <b>aigh</b> <b>ey</b> <b>ea</b>
ee	 <p>sheep in a jeep</p>	Smile with your lips apart and say <b>ee ee ee</b>	<b>ea</b> <b>e</b> <b>e-e</b> <b>ie</b> <b>y</b> <b>ey</b>
igh	 <p>a light in the night</p>	Open your mouth in a relaxed way and say <b>igh igh igh</b>	<b>ie</b> <b>i</b> <b>i-e</b> <b>y</b>
oa	 <p>soap that goat</p>	Make an 'o' with your mouth and say <b>oa oa oa</b>	<b>o</b> <b>o-e</b> <b>ou</b> <b>oe</b> <b>ow</b>

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
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>	<b>ue</b> <b>u-e</b> <b>ew</b> <b>ou</b> <b>ui</b>
yoo		Pucker your lips and keep them small as you say <b>yoo yoo yoo</b>	<b>ue</b> <b>u</b> <b>u-e</b> <b>ew</b>
oo	 hook a book	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b>	<b>u*</b> <b>oul</b>
ar	 march in the dark	Open your mouth wide, push your tongue down and say <b>ar ar</b>	<b>a*</b> <b>al*</b>

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
or	 <p>born with a horn</p>	<p>Make an 'o' with your mouth, push your tongue down and say <b>or or or</b></p>	<p><b>aw</b> <b>au</b> <b>aur</b> <b>oor</b> <b>al</b> <b>a</b> <b>oar</b> <b>ore</b></p>
ur	 <p>curl the fur</p>	<p>Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b></p>	<p><b>er</b> <b>ir</b> <b>or</b></p>
ow	 <p>wow owl</p>	<p>Open your mouth wide then move your lips together as you say <b>ow ow ow</b></p>	<p><b>ou</b></p>
oi	 <p>boing boing</p>	<p>Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b></p>	<p><b>oy</b></p>

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ear	 <p data-bbox="399 510 646 555">get near to hear</p>	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>	<b>ere</b> <b>ear</b>
air	 <p data-bbox="406 952 630 996">chair in the air</p>	Open your mouth wide, push your tongue down as you say <b>air air air</b>	<b>are</b> <b>ere</b> <b>ear</b>
zh		Pucker your lips and show your teeth; push the air over your tongue as you say <b>zh zh</b>	<b>su</b> <b>si</b>

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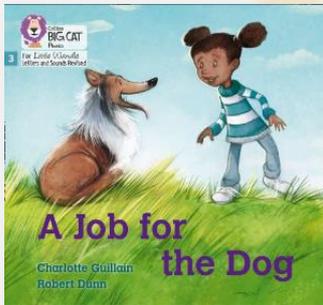
## Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

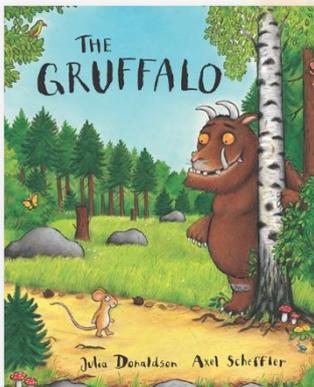
A sharing book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.



### Reading practice book

This book has been carefully matched to your child's current reading level. 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.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.



### Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

**Important Date: Phonics Screening Check begins the week commencing 10<sup>th</sup> June 2024**



# Your child's reading journey

## Year 1 Phonics Screening Check

Your child has now learned most of the Year 1 phonics in *Little Wandle Letters and Sounds Revised* and will soon be preparing for the nationally required Phonics Screening Check, which will take place in June.

### What is the Phonics Screening Check?

- The Phonics Screening Check is a quick check of your child's decoding skills.
- Your child will be asked to read 40 words – 20 are real words, 20 are known as 'alien words' (made-up words).

### Why do the children read 'alien words'?

- Reading alien words checks children's decoding skills and knowledge of graphemes in a fair way – it mirrors what the children have to do when they read a word that they have not read before.
- Your child will not have seen the alien words before. They will have to use their knowledge of letters and sounds to work out how to read them.

### How does the check work?

- Your child will be asked to read 40 words independently.
- The check has been designed to not put your child under stress. It will be carried out by a member of staff who knows your child well.
- It should only take a few minutes to complete, but there is no time limit.

### Do I need to do anything to further support my child?

- Continue to listen to your child read their phonics books and read to them daily.
- Your child's teacher will let you know if any additional practice is needed.
- Always ask if you need any further support!

### All for the love of reading

- Teaching children the skills of reading will increase their will to read. Children who love reading, choose to read.
- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success! To develop a love reading, children must have the skills to read, which is why we teach them using phonics.

