



Welcome

# EYFS and KSI Phonics Meeting

We hope that the information in this session is useful to you.

There is a lot to take in, so please don't hesitate to ask us any questions at any time!

Remember... there is no such thing as a silly question!

2025



# Overview

- ❑ Check your own knowledge
- ❑ What is phonics?
- ❑ Key vocabulary - the phonics 'dictionary'.
- ❑ Sound buttons
- ❑ Little Wandle: Letters and Sounds Revised
- ❑ Phonics Screening Check
- ❑ FAQs
- ❑ Top tips: ways to help at home
- ❑ Useful resources and websites

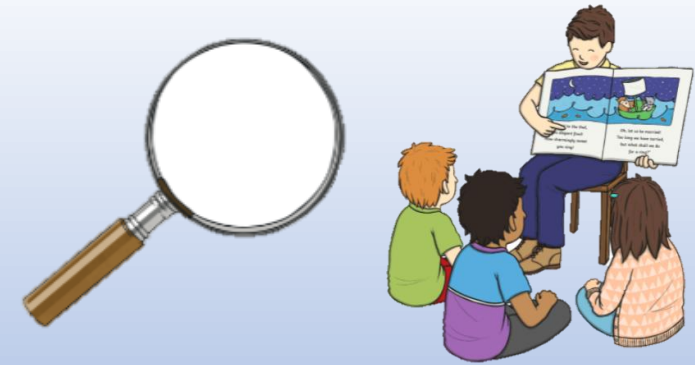
# Match the terminology to the definition

- GPC
  - 2 letters which make 1 sound.
- Digraph
  - Grapheme-Phoneme Correspondence - the relationship between the graphemes (letters) we read and the phonemes (sounds) we hear.
- Alternative pronunciation
  - Also known as 'sound-talk'. The adult says individual sounds and encourages children to copy and blend them together to make the word.
- Oral blending
  - A different way of pronouncing a sound.

# Match the terminology to the definition

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- The diagram consists of two columns of text. The left column contains four terms, each preceded by a bullet point. The right column contains four definitions, each preceded by a bullet point. Four blue arrows originate from the terms on the left and point to the definitions on the right. The arrows show the following connections: 'GPC' points to the definition of Grapheme-Phoneme Correspondence; 'Digraph' points to the definition of 2 letters which make 1 sound; 'Alternative pronunciation' points to the definition of a different way of pronouncing a grapheme; and 'Oral blending' points to the definition of 'sound-talk'.
- GPC
  - Digraph
  - Alternative pronunciation
  - Oral blending
- 2 letters which make 1 sound.
  - Grapheme-Phoneme Correspondence - the relationship between the graphemes (letters) we read and the phonemes (sounds) we hear.
  - Also known as 'sound-talk'. The adult says individual sounds and encourages children to copy and blend them together to make the word.
  - A different way of pronouncing a grapheme.

# What is phonics?



- Phonics is a way of teaching learners how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.
- Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when combined will help children decode words as they read.

# Key Vocabulary

## Phoneme

A unit of sound that we hear or say.

## Grapheme

A unit of sound that we read or write.

## Grapheme-Phoneme Correspondence (GPC)

Knowing how the sounds we hear/say correspond to the sounds we read/write.

Many sounds are made from individual letters

*s a t p i n*

## Split Digraph

A sound made from 2 separated letters

*a\_e (cake) i\_e (line)*

## Digraph

A sound made from 2 letters.

*ay sh ck*

## Trigraph

A sound made from 3 letters

*igh ear air*

## CVC

*cat mop fish*

## CCVC

*plan frog sniff*

## CVCC

*milk nest paint*

## Blending

This involves hearing or reading individual graphemes and *blending* them together to form a word. This forms the basis of reading.

Example: c/a/t ... cat

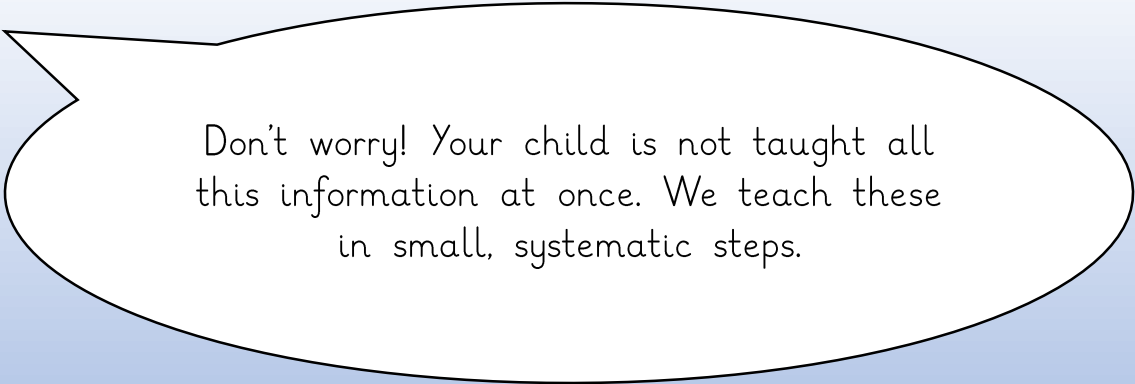
## Segmenting

This involves hearing or reading words and splitting them up into individual sounds. This forms the basis of spelling.

Example: rain... r/ai/n

Are there any other words you aren't sure of?

# Key Points



Don't worry! Your child is not taught all this information at once. We teach these in small, systematic steps.

- Sounds (phonemes) can be represented by a letter or a group of letters.
- The same **phoneme** can be represented by different **graphemes**.  
(Example: rain, play and cake).
- The same **graphemes** can be used to represent different **phonemes**.  
(Example: show and flower).



# Sound Buttons

- Sound buttons are a helpful way for your child to develop their GPC.
- These can be drawn onto words in order to read or added to words as a child is writing.
- The Little Wandle word cards have a sound button side and a plain side. You will see these in the mini-lesson.



# What do they look like?

- Dot

- This is used to represent an individual letter sound.



Diagram showing the word "sat" with a dot under each letter (s, a, t), representing individual letter sounds.

- Dash

- This connects 2+ letters that make 1 sound (e.g. digraphs and trigraphs)



Diagram showing the word "car" with a dot under 'c' and a dash under 'ar', representing a digraph.

- Arch/Rainbow

- This is used to represent a split digraph. This can be above or beneath the word.



Diagram showing the word "flame" with a dot under 'f' and a rainbow arch over 'la', representing a split digraph.

shop

sat

make

pen

slide

ring

chewing

cards

pan

Your turn...

cat	shop	cake
pin	march	five
maps	burger	phones
silk	flight	complete
drops	chairs	use

Your turn...

cat	shop	cake
pin	march	five
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# When should my child use sound buttons?

- Please don't write in or on school books.
- If your child is reading confidently without sound buttons, they do not have to use these. Sound buttons are simply a tool to support reading if needed.
- You can place words/books into a plastic pocket and use a whiteboard pen to draw the sound buttons on.
- Your child may benefit from adding sound buttons when writing words, but again, this is only if they really need to use them.



# Little Wandle

- Little Wandle: Letters and Sounds Revised is a complete, systematic and synthetic phonics programme, validated by the DfE. Many programmes have gone through a validation process in order to ensure consistency and quality across phonics teaching.
- It has been built around the DfE Letters and Sounds .
- All staff in school have been specifically trained to teach the Little Wandle lessons.



# Little Wandle

- Daily phonics lesson (4 new sounds + review each week)
  - Taught in Year Groups.
- 3 x reading session weekly
  - Decoding (reading the words), prosody (adding meaning and expression) and comprehension (deeper understanding of the text).
- Keep-up and catch-up groups
- Assessment

Explore the resources and videos found on the Little Wandle website.



# Little Wandle – Class 2

- Little Wandle expectations go above and beyond National Curriculum. Therefore, children in Year 2 may still receive phonics input to secure knowledge. This may look like:
- Daily phonics lesson (recap, new sounds and words)
- Group and 1:1 reading
- Booster groups
- Assessment

Explore the resources and videos found on the Little Wandle website.

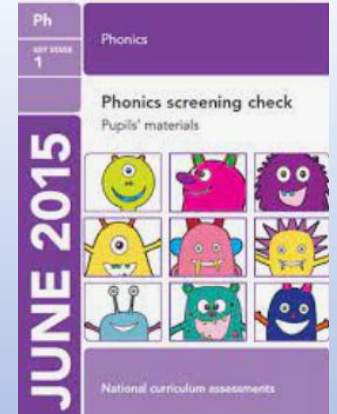


# Spellings



- Once a child has 'graduated' from the Little Wandle Phonics scheme they begin the Year 2 Little Wandle spelling programme.
- This will occur every day to teach new spelling words, tricky words, spelling patterns and rules.
- Please do work on these at home. You can help your child by supporting them to:
  - Read, write, recognise and understand the meaning of these words.

# The Phonics Screening Check (PSC)



- Children in Year 1 take part in the PSC in June.
- Children who do not achieve the pass mark will continue to be given additional support and then retake it the following year.
- This assesses your child's reading skills.
- There are 40 words for your child to read. 20 real words and 20 nonsense alien words.
- [PSC Video](#)
- Even the most fluent readers can find this tricky as children want to turn them all into *real* words.
- We will host a PSC meeting for Year 1 families nearer the time.

# Frequently Asked Questions



- Should I correct my child's spelling? Your child needs to use phonetically plausible spellings as well as writing tricky words (common exception words) correctly.

I love cake.

I luv caik.

I love cike.

# Frequently Asked Questions



- Should I correct my child's spelling? Your child needs to use phonetically plausible spellings as well as writing tricky words (common exception words) correctly.

I love cake.

I luv caik.



This child has not yet learned the tricky word 'love'. This child has not learnt the a\_e sound yet. This spelling is phonetically plausible.

I love cike.



This child has not used an /ai/ sound.

# Frequently Asked Questions



- How do I know what my child has learnt?

Each week, we send home a weekly page in your child's phonics folder. This contains information about which sounds, tricky words and decodable words that they have learnt or practised.

Year 2 children receive recap information as part of their spellings each week.

# Frequently Asked Questions



- If my child is stuck, should I tell them the word? It can be so tricky to *not* help your child when they are finding a word tricky to read. As your child learns to read, they may do a lot of sounding out and blending (this could be out loud or in their head). We suggest waiting at least 10 seconds before giving your child a clue/reading it to them.

# Frequently Asked Questions



- What are tricky words? These are also known as Common Exception Words.

These are common words that do not follow the ordinary phonemic rules.

Some of these words may not be tricky for your child depending on their accent (e.g. put, bath, ask).

- These are all taught as part of the Little Wandle scheme.

# Frequently Asked Questions




- Why are my child's friends reading easier/trickier books? Every child develops and learns at their own pace.
- We assess your child on their progress each half-term. Their reading group is matched as closely as possible to their phonemic awareness.
- Your child may be asked to keep reading their book for more than 1 week to develop their fluency and comprehension further.



# Top Tips

- Make phonics part of your daily life at home!
  - Sound out instructions and conversations with children to develop their blending skills.
  - Promote reading, read daily at home (it does not have to be their same school book every night!) This may be: a couple of pages from their school book, sharing a bedtime story and lots more.
  - Use the pages in your child's folder to practice: sounds, blending, reading, writing and spelling.



What's  
for tea?

Let's see if you can  
work it out...  
f/i/sh  
ch/i/p/s  
p/ea/s



After breakfast we  
are going to take the  
d/o/g for a walk at  
the p/ar/k.

# Top Tips

- Make phonics part of your daily life at home!
  - Play 5 minute reading/phonics games...

## Flashcards

You can purchase your own set of Little Wandle flashcards. Use these to practice sounds, build words, read words and incorporate them into reading games at home.

[Little Wandle Flashcards - Amazon.](#)

## Build It

Use post-it notes to stick sounds on lego blocks. Say a word and ask your child to build it using the blocks.

## Stepping Stones

Use post-it notes to stick 6 written words next to a row of 'stepping stones'. Roll a die and step on the stone that matches that word.

## Find It

Use post-it notes to write particular sounds and words that your child is working on. Say the word/sound and ask your child to find it and bring it to you!

# Top Tips

- Develop your child's love of reading...

## Be Seen

Keep books and magazines nearby allow your child to 'catch' you reading.

## Be Silly

When reading (whether it's a school book, a bedtime story or something else) make sure to do *the* voices, talk about the funny pictures, make a game to take turns to read each word, find words with a specific sound or rhyming words.

## Say It

Read everything you possibly can out loud for your child to hear.  
"baked beans"  
"Dacre Braithwaite"  
"does the shop door say it is open or closed?"

## Make it Special

Create a special time / space for reading every day if you can.

# Top Tips

- Becoming a fluent reader...

?

Encourage your child to ask and answer questions about what they hear, see and read.

## Prosody

To become a fluent reader, your child will be able to read and understand the text whilst sounding like natural speech.

This will include expression, comprehension and fast or automatic decoding.

## Re-reading

Don't be afraid to re-read words, sentences or pages.

When children are learning to read, this can help them retain more of the information and build their confidence.

# Useful Resources

- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>  
<https://www.phonicsplay.co.uk/resources> (log in details available)  
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- The Little Wandle Website
  - Lots of videos to help you with pronouncing the pure sounds. Remember... try not to add 'uh' at the end of sounds.
  - Downloadable resources.



Thank you for coming  
to the

Please do get in touch if you have any other questions.

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September 2025