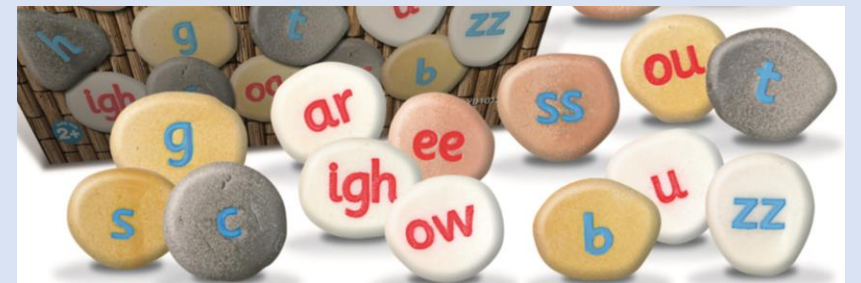


































# Phonics and Reading



# Grapheme mat


# Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	---	--	--	--







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

# Autumn term 1

 s	 s	 snake	Show your teeth and let the s hiss out <b>ssssss</b>	Under the snake's chin, slide down and round its tail.
 a	 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
 t	 t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 p	 penguin	Bring your lips together, push them open and say <b>ppp</b>	Down the penguin's back, up and around its head.
 i	 i	 iguana	Pull your lips back and make the i sound at the back of your mouth <b>iii</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n	 n	 net	Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.
 m	 m	 mouse	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	Down, up and over the mouse's ears, then add a flick on the nose

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

# Autumn 2

					
Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	Put your teeth against your bottom lip and make a buzzing <b>v v v v v v v v</b>	Pucker your lips and keep them small as you say <b>w w w</b>	Mouth open, then push the <b>cs</b> 's sound through as you close your mouth <b>cs cs cs (x x x)</b>	Smile, tongue to the top of your mouth, say <b>y</b> without opening your mouth <b>yyy</b>	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>
All the way down the jellyfish. Dot on its head.	Down to the bottom of the volcano and back up to the top.	From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	Down and round the yo-yo, then follow the string round.	Zip across, zig down and across the zebra.

					
Pucker your mouth, then open it as you say <b>qu qu qu</b>	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	Show me your teeth and push the air out <b>shshshshsh shshshshsh</b>	<b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' <b>th th th</b> <b>Unvoiced:</b> Tongue on your teeth; push the air out <b>th th th</b>	Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ng ng ng</b>	Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ngk ngk ngk</b>
Humus use queen's juke, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!	ch Chew the cherries, children.	sh Share the shells.	th Thumbs up, we're having fun.	ng Bling on a ring.	nk I think I am pink.

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

# Autumn term tricky words

is

the

I

put

pull

full

as

and

has

his

her

go

no

into

she

push

he

of

we

me












be

<https://www.youtube.com/watch?v=TvMyssfAUx0>

Links for tricky words songs

<https://www.youtube.com/watch?v=R087IYrRpgY>

# Spring 1

Catchphrase	Grapheme	Catchphrase	Grapheme
 tall in the rain	ai	 steep in a dip	ee
 a light in the night	igh	 loop that gear	oa
 zoom to the moon	oo	 hold a book	oo
 search in the dark	ar	 horn with a hole	or
 soft the fur	ur	 water wheel	ow
 bunny bunny	oi	 get near to hear	ear
 float in the air	air	 a hooper hooper	er

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

# Spring term 1 tricky words

was            you            they            my  
by            all            are            sure  
                                 pure

<https://www.youtube.com/watch?v=R087lYrRpgY>  
Link for tricky words song

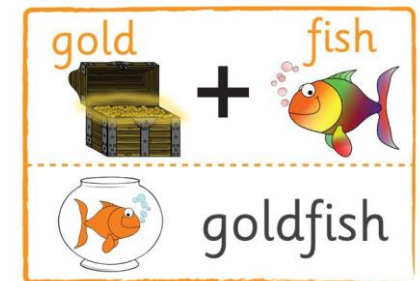
# Reading longer words

Look for digraphs in the word, e.g. hammer

Look at the syllables in the word, e.g. picnic picnic

Read 'chunks' of the word, e.g. ticket tick et

Read compound words in sections, e.g. lunchbox lunch box





# Reading longer words

## Strategies for your child to use as they read longer words

- Pause.
- Read on to find other clues about what the word says.
- Read the sentence again from the beginning.
- Look at the illustrations for clues.
- Which words would make sense here?

# High frequency words

Your child will learn to recognise these words as we use them frequently in our writing and speech.

Decodable words: a, an, as, at, and, back, big, but, can, dad, had, get, got, him, his, if, in, is, it, mum, not, on, of, off, up, down, for, look, now, see, that, them, this, then, too, will, with, went, children, it's, just, from, help

Tricky words: the, no, to, into, go, I, all, are, be, he, her, me, my, she, they, was, we, you, put, by, sure, pure, push, pull, full

# How to help your child with reading and writing at home 1/2

- Watch the videos on Class Dojo and the school's website.
- Use the tricky words and high frequency words resources (sent home in your child's bag) to support writing.
- Tap in to your child's interests to encourage them to read and write.
- Support your child to be the author of their own stories, : grow the stories together by asking questions about characters and settings.
- Look at different types of texts such as information books, magazines or leaflets.
- Read with your child whenever you can, for example, read a magazine together whilst waiting for an appointment.

# How to help your child with reading and writing at home 2/2

- Read books with rhymes and repeated words or phrases.
- Ask your child questions, for example, What do you think will happen next?
- Encourage your child to read with other family members. This could be via a videocall or Zoom.
- Read favourite books again.
- Read for pleasure!

Any questions?

