



2026 Phonics and Reading

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Aim for the meeting

Exploring strategies to help understand how to support your child's physical development at home in ways that are fun and engaging.

Phonics



Our school are follow the Little Wandle Phonics Scheme.

In phonics sessions, children learn to recognise **letters**, understand their **sounds**, and **blend** them to form words. Some non-phonetic words, called '**tricky words**,' are taught through sight recognition. Children apply their phonics knowledge through regular interactive lessons and interventions.

Sound

+

Blend

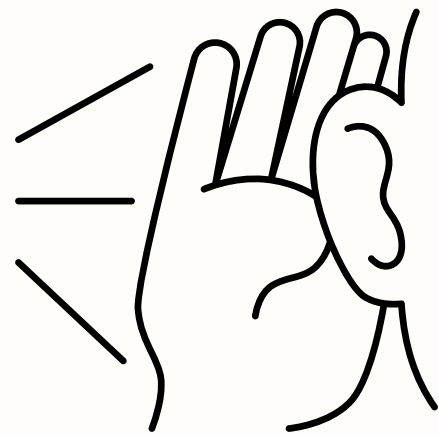
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Reading



Phonological Awareness

Listening games



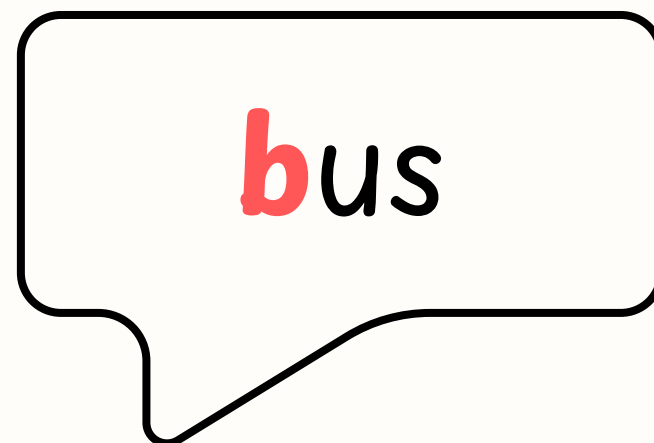
Songs and Rhymes



Hearing syllables



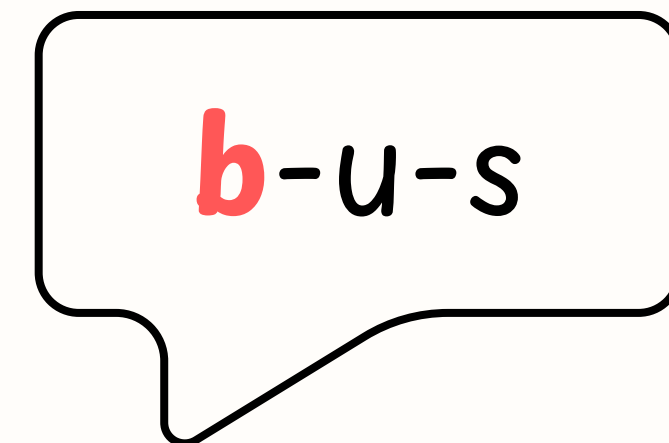
Initial sound



Alliteration



Oral Blending



Reading

Reading: Children read and understand simple sentences. They use phonic knowledge to **decode words**. Little Wandle reading practice sessions take place **three times a week** at school and **daily at home**.

Children should only take decodable books home that match their phonic knowledge.

Little Wandle Reading Stages: Books have been carefully matched to your child's reading level.

Foundation

Phase 2

Phase 3

Phase 4

Phase 5

Tricky Words

‘Tricky words’ are words that cannot easily be decoded (‘sounded out’ and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is as has his	s	The ‘s’ makes the sound z . Learning so far: For ‘s’, your child has learned the sound s as in ‘sat’. They will learn that ‘s’ can make the sound z later in the Autumn term.
I	i	The ‘i’ makes the sound igh . Learning so far: For ‘i’, your child has learned the sound i as in ‘pin’.
the	th e	Your child has not yet learned the digraph ‘th’ or the schwa sound made by the ‘e’.
put* pull full push	u	The ‘u’ makes the sound oo (as in ‘book’). Learning so far: For ‘u’, your child has learned the sound u as in ‘cup’.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph ‘er’.
go no	o	The ‘o’ makes the sound oa . Learning so far: For ‘o’, your child has learned the sound o as in ‘dog’.
to into	o	The ‘o’ makes the sound oo (as in ‘food’) or the schwa sound, depending on context. Learning so far: For ‘o’, your child has learned the sound o as in ‘dog’.
she he we me be	e	The ‘e’ makes the sound ee . Learning so far: For ‘e’, your child has learned the sound e as in ‘egg’.
of	f	The ‘f’ makes the sound v . This is a rare spelling for this sound. Learning so far: Your child has learned the sound f as in ‘fish’.

*Depending on regional pronunciations, not all children will be taught the words ‘put’, ‘pull’, ‘full’ and ‘push’ as tricky words.

Phonics: At Home

- Daily reading
- Find initial sounds around the house or around the environment
- segmenting short words for them to blend
- Initial Sound hunts
- Find objects around the house or your environment to segment /sound out
- Sing songs, nursery rhymes and poems with your child



1, 2, 3, 4, 5, Once I Caught a Fish Alive



A Sailor Went to Sea



Baa, Baa, Black Sheep



Down at the Station



Hey, Diddle, Diddle



Hickory, Dickory, Dock



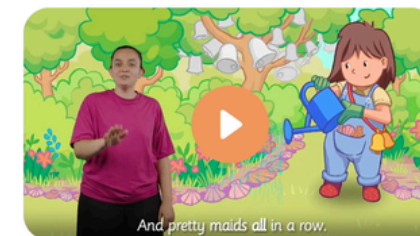
Humpty Dumpty



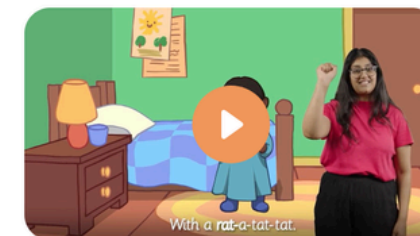
Incy Wincy Spider



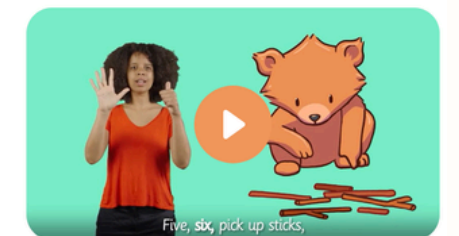
Jack and Jill



Mary, Mary, Quite Contrary



Miss Molly Had a Dolly



One, Two, Buckle My Shoe

Visit the Little Wandle website: [Little Wandle For Parents](https://www.littlewandle.co.uk/parents)

Phonics: At Home



For parents

The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are...

● Letters and Sounds / May 11, 2021

Thank you for Attending