

Phonics: The Wray Common Way

At the heart of all teaching at Wray Common is the commitment that we will provide an education of such quality that every child will leave the school with better life chances than when they first entered.

At Wray Common, we are passionate about nurturing a love of reading because we know that reading has the power to unlock a wealth of opportunities for learning across the curriculum. As a result, we want our children to become confident readers who not only read accurately, but also with pace and expression. We want to equip them with varied vocabularies and the ability to comprehend the content of any age-appropriate texts they may encounter. In addition, we want them to become expressive writers with the knowledge and skills to form letters and spell words accurately to communicate their ideas.

We believe that the most effective way of achieving this aim is by providing our pupils with a secure understanding of phonics. Learning the relationship between the sounds of spoken language (phonemes) and the letters, or groups of letters, of the written language (graphemes) in an enjoyable, fun, systematic way is how our children will become proficient in early reading and writing.



How we teach Phonics using Little Wandle

All of our phonics lessons follow the 'review, revisit, teach and apply' structure modelled in Little Wandle Letters and Sounds Revised so that the children have multiple opportunities to embed new learning.

Phonics Progression at Wray Common

Reception is the very beginning of your child's reading journey at school where they will learn the core skills of linking written letters with sounds and then blending those sounds together to make words.

Reception: Phase 2, 3 and 4

We begin teaching Phase 2 which incorporates all the sounds of the alphabet as well as some digraphs (two letters making one sound). Our aim is that all children will be blending by Christmas. In the Spring term, they move on to learning phase 3 digraphs and two syllable words and in the summer term, they will be learning Phase 4 which teaches the children how to read and write words with adjacent consonants EG **went**.

Year 1: Phase 5

In Year 1 the children will revisit their phonics learning from the previous phases as well as learning the phase 5 digraphs. Then they will move on to when the use alternative sounds EG **igh, ie** or split digraph **i-e**. They will also learn how to read 'alien words' where they will use their phonics knowledge to decode words that aren't real EG **braint**.

Tricky Words

In Reception and Year 1 the children will be learning tricky words which are words that cannot be decoded by using the sounds they have been taught up to that point. EG **the, she, said**. More information on how to support your child with learning tricky words can be found at the end of this document.

Keep Up Support:

At Wray Common, we understand that our pupils are individual learners with different strengths and areas for development. We recognise that they can endure varying cognitive loads and that their pace of learning will differ. With regular assessment opportunities, we are able to identify children who need additional support in different areas



of their phonics learning and provide regular “keep up” sessions with a teaching assistant to give them additional opportunities to retain and apply their phonics learning.

Beyond Year 1

Children will continue to use their phonics knowledge as they move up the school to access their reading and writing. They will also learn new spelling patterns and be exposed to a range of high quality texts where their decoding, retrieval and comprehension skills will be taught and practised regularly.

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:

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!

Resources for Parents:

We recognise the significant impact that reading and phonics practise at home can have on your child’s reading progress. We also understand how overwhelming phonics can seem to those who are not familiar with it, so please see the resources below for videos and informative documents to support your child’s reading journey and you are always welcome to ask your child’s teacher if you have any questions.

Please follow the link for more information on how to support your children with their phonics learning at home: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

You can also click on the resources below for useful phonics information:

Reception Autumn 1 sounds

Reception Autumn 2 sounds

Reception Spring 1 sounds

Year 1 sounds

How to Write Capital Letters

Support for Tricky Words Reception Autumn Term

Support for Tricky Words Reception Spring Term

Support for Tricky Words Reception Summer Term

Support for Tricky Words Year 1

Glossary of phonics terms

