

Reception Phonics and reading for pleasure parent workshop.

Tuesday 13th October 2026





Winshill Village: A Place to Dream Big and Learn Without Limits





Winhill Village:

A Place to Dream Big and Learn Without Limits



Finding out something new by exploring, observing, or trying things out.



Try Everything - Shakira

Treating others the way you want to be treated — with kindness, care, and good manners.



Count On Me – Bruno Mars

Trying your best, even when something is hard — and not giving up.



Hall of Fame – The Script

Having a dream or goal for the future — and believing you can get there by working hard.



A Million Dreams –
The Greatest Showman

Paying full attention to what you're doing, thinking, or feeling — right now, in the moment.



Three Little Birds -
Bob Marley

Feeling accepted, included, and safe — like you are part of something special.



We're All In This Together -
High School Musical

Doing things by yourself, making your own choices, and trying to solve problems.



Roar – Katie Perry

Getting better at something through practice, learning, and trying — even when it's hard.



The Climb – Miley Cyrus





A year of stories,
a lifetime of possibilities! ♥

KINDER
BRAVER
SMARTER
HAPPIER ♥



Little Wandle Letters and Sounds

- We use the Little Wandle Letters and Sounds scheme to teach phonics in nursery, reception and Year One.
- Children are taught the correct vocabulary
 - Phoneme – The smallest unit of sound that can be identified in words. There are 44 phonemes or sounds in the English language.
 - Grapheme – A letter or group of letters used to represent a phoneme in writing.
 - Digraph – A grapheme made of two letters that represent one sound
 - Trigraph – A grapheme made of three letters that represent one sound.



Little Wandle Letters and Sounds - Website

<https://www.littlewandle.org.uk>



My Letters and Sounds



For Headteachers

For parents

Knowledge Base

Everybody read!



Little Wandle Letters and Sounds - Website <https://www.littlewandle.org.uk>

Support for
phonics

How we teach

Books coming
home

Nursery rhymes
- videos

Nursery rhymes
- downloads

Videos



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1



How to say Phase 5 sounds



Phase 2 sounds taught in Reception Autumn 1



Reception Phase 2 graphemes – Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out sssss s sssss	Down the snake from head to tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Around the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Around the goat's face and curl under its chin.
 o	 octopus	Make your mouth into a round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and curl down its trunk.



Reception Phase 2 graphemes – Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella and back to the ground.
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter.
 b	 bear	Put your lips together and say b as you open them b b b	Down the bear's back, up and around its tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	Down the flamingo to its foot and across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll lllll	Down the lollipop stick.



Reception Phase 2 graphemes – Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth; use your tongue as you say j j j	Down the jellyfish and dot its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	Down and up and down and up the waves.
 x	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	From the top, across the box to the bottom. From the top again, across the box to the bottom.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl around the string.
 z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase/ Catchphrase
 qu	 queen	Pucker your mouth, then open it as you say qu qu qu	q Around the queen's face, down her robe and a flick at the end. u Down and around the umbrella and back to the ground. qu Quick, it's the queen!
 ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh	 shells	Pucker your lips and show your teeth; push the air out shshshshsh shshshshsh	sh Share the shells.
 th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth, push the air out th th th	th Thumbs up, we're having fun.
 ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.



Reception Phase 3 graphemes – Spring

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur



Tricky Words - Autumn

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'.



Tricky Words - Spring

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound o . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound ai .
my by	y	The 'y' makes the sound igh . Learning so far: For 'y', your child has learned the sound y as in 'yap'.
all	a	The 'a' makes the sound or . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
are	whole word	This is a rare spelling of the sound ar .
sure	whole word	The 's' makes the sound sh . The 'ure' makes two sounds (yoo plus the schwa sound). <i>These are rare spellings for these sounds.</i>
pure	ure	The 'ure' makes two sounds (yoo plus the schwa sound). <i>This is a rare spelling for these sounds.</i>

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
I	i	The 'i' makes the sound igh . Learning so far: For 'i', your child has learned the sound i as in 'pin'.
the	e	It is rare for 'e' to make the schwa sound at the end of a word.
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'. Note: They will learn this digraph later in the Spring term.
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 . <i>This is a rare spelling for this sound.</i>



Tricky Words - Summer

Phase 4 tricky word	Tricky part(s)	Why is it tricky?
said	ai	The 'ai' makes the sound e . <i>This is a rare spelling for this sound.</i>
so	o	The 'o' makes the sound oa . <i>Learning so far: For 'o', your child has learned the sound o as in 'top'.</i>
have	ve	Your child has not yet learned the digraph 've', which makes the sound v .
like	i-e	Your child has not yet learned the split digraph 'i-e', which makes the sound igh .
some come love	o-e	Your child has not yet learned the digraph 'o-e'. Here, it makes the sound u .
do	o	The 'o' makes the sound oo (as in 'food'). <i>This is a rare spelling for this sound.</i>
were	ere	The trigraph 'ere' makes the sound ur . <i>This is a rare spelling for this sound.</i>
here	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound ear .
little	le	Your child has not yet learned the digraph 'le', which makes the sound l .
says	ay	The digraph 'ay' makes the sound e . <i>This is a rare spelling for this sound.</i>
there	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound air .
when	wh	Your child has not yet learned the digraph 'wh'. Here, it makes the sound w .
what	wh a	Your child has not yet learned the digraph 'wh'. Here, it makes the sound w . The grapheme 'a' makes the sound o . <i>Learning so far: For 'a', your child has learned the sound a as in 'cat'.</i>
one	whole word	The grapheme 'o' makes the sounds w-u* . The digraph 'ne' makes the sound n . <i>*This is a rare spelling.</i>
out	ou	Your child has not yet learned the different sounds made by the digraph 'ou'.
today	<u>to</u> day	The word 'today' has two tricky parts: the 'o' is an unstressed oo (as in 'food') that makes the schwa sound*; the digraph 'ay' is not yet decodable. <i>*This is a rare spelling for this sound.</i>

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound o . <i>Learning so far: For 'a', your child has learned the sound a as in 'cat'.</i>
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound ai .
my by	y	The 'y' makes the sound igh . <i>Learning so far: For 'y', your child has learned the sound y as in 'yap'.</i>



Guided Reading

- All children in Reception and Year 1 have 3 guided reading sessions with an adult every week.
 - Session 1 – Decoding – recognising graphemes and sounding them out.
 - Session 2 – Prosody – reading the sentences with expression and rhythm – reducing the robotic tone.
 - Session 3 – Comprehension – answering questions about what they have read.



Books sent home

- The week after the children have had their 3 guided reading sessions in school, they will bring home the same book to read at home.
- Overlearning words within a familiar context (the same book) helps children to learn these with automaticity and will build up reading fluency quicker.
- Children will also bring home a library book each week to share with their adults at home.



Reading books at home

- Look at the graphemes and words at the beginning of the book. Read these together.
 - You could create paper flashcards with these words or graphemes on and hide around the house or show to your child at different times.
- Read through the book together.
- Ask your child questions about what they have read.



Phonics Play

PhonicsPlay

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Phase 2 Interactive Resources

Buried Treasure



Buried Treasure

Good for: Practising blending

Teaching
Ideas

DRAGON'S DEN



Dragons Den

Good for: Practising blending

Teaching
Ideas

PICNIC on PLUTO



Picnic on Pluto

Good for: Practising blending

Teaching
Ideas

£12 per year for an account



Phonics Progression and assessment

- All children in reception and year 1 will have a short phonics assessment at the end of each half term. This shows their teacher the progress they are making and whether they have any gaps that need to be addressed.
- Any children with gaps will have daily phonics intervention to support them with their phonics.
- These assessments also determine the level of reading book your child reads during guided reading and will bring home.
- At the end of Year 1 all children will complete the phonics screening check which is a national mandatory assessment to check children's phonetical knowledge.

Reception Phonics Workshop – Parent Evaluation Form

