

Early Reading
At
Binley Woods Primary
School

Commonly used terms in phonics:

- phoneme – the smallest unit of sound that can be identified in words
- grapheme - a letter or group of letters used to represent a particular phoneme when writing
- digraph - grapheme using two letters to represent one phoneme
- letter name
- blend - to combine individual phonemes into a whole word
- Segmenting - to sound out a word for spelling

sun

yak

Sound pronunciation

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

https://youtu.be/-ZtjFIvA_fs

<https://youtu.be/qDu3JAjf-U0>

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	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 ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.

Tricky words

Phase 2 tricky words: Reception Autumn term

Information for parents and carers

'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.

The table below shows the tricky words that your child will learn in Phase 2 in the Autumn term of Reception and explains why each word is tricky. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

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

to

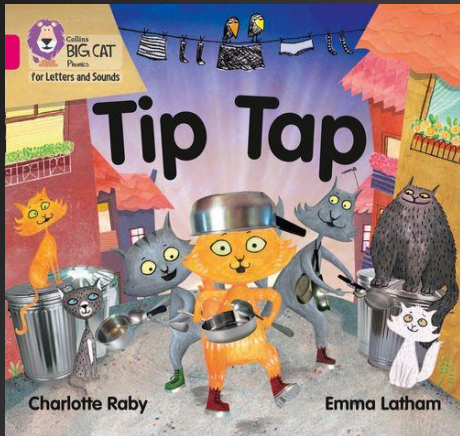
Little Wandle Lesson

- Revisit and review
- Teach and practise
- Practise and apply

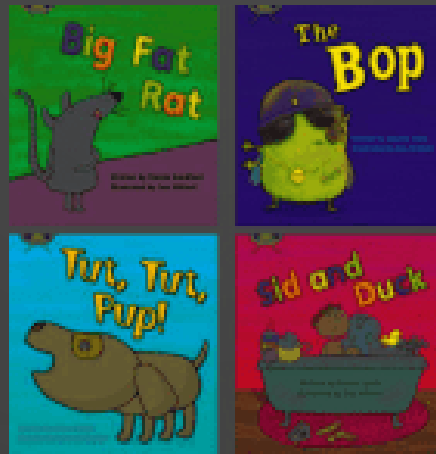


Books Coming Home

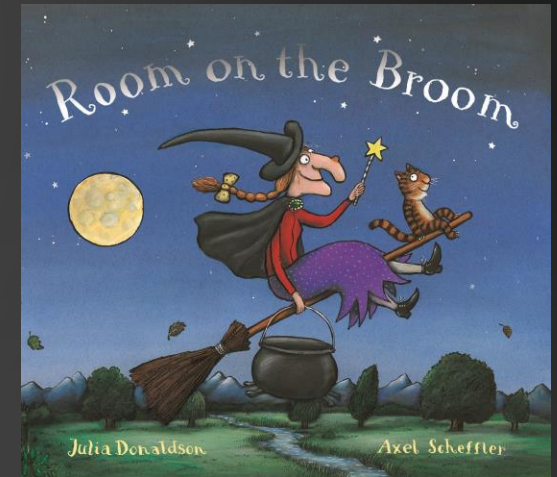
Little Wandle Phonics
Reading book



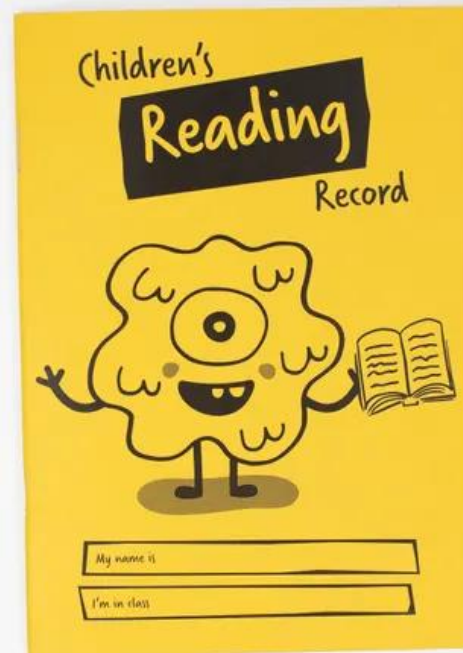
Extra Phonics reader
from Phase 2 Set 4



Sharing book



Recording your child's reading



Other ways you can help at home:

- Phonics sound hunt
- Read a sound on each step
- I spy using pure sounds
- Read the tricky word/sound to open the door
- Ask your child what sound they learnt at school – have a go at writing it at home
- Share a story everyday
- Read phonics book throughout the week