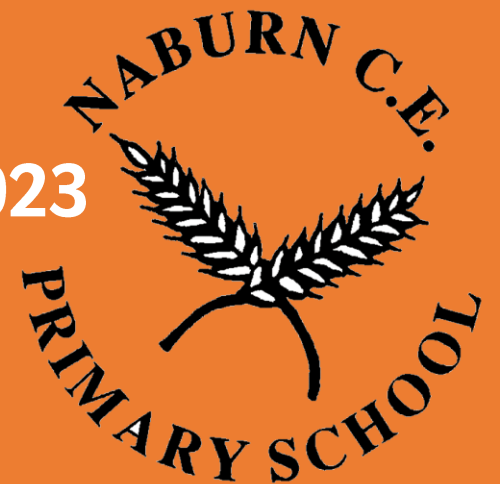




Parent workshop: Phonics and Early Reading

20th September 2023



“

A love of reading is the biggest indicator of future academic success.

OECD (The Organisation for Economic Co-operation and Development)

”

How many times have you
already read today?

[illegible]

Phonics

Little Wandle Parent Support Page

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

Little Wandle Letters and Sounds Revised

- Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



“

**Phonics is:
making connections between the
sounds of our spoken words and the
letters that are used to write them
down.**

”

Blending to read
words



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph











Blend

Segment

Teaching order









Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth 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 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	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round 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's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

Phase 2 grapheme information sheet

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	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	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	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x		Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

Gradually your child learns the entire alphabetic code:

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
------------------	------------------

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.





Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
----------------------------	------------------







Phonic Lesson

Lesson structure:

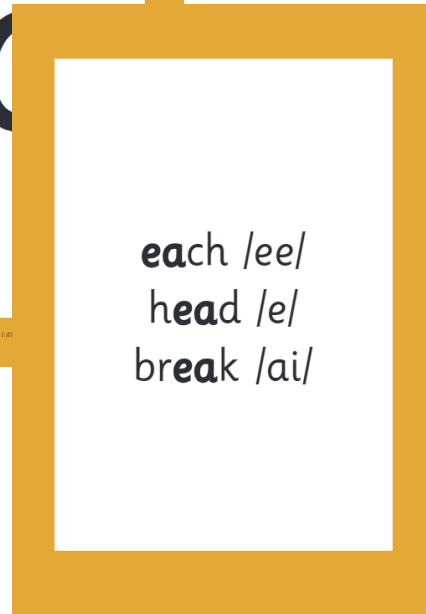
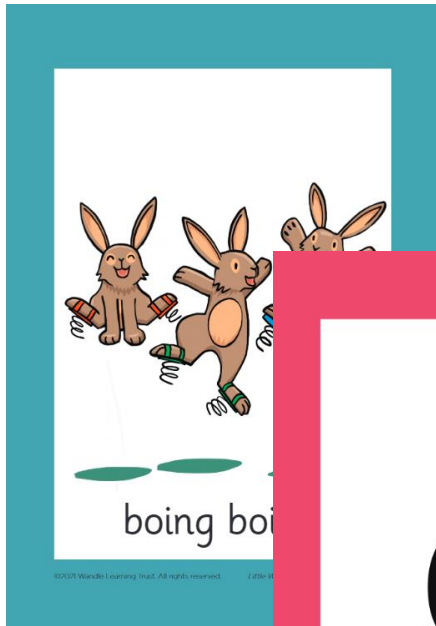
	Revisit and review
	Teach and practise
	Practise and apply
	Grow the code
	Reading practice session three times a week

Phonics lessons

Children will learn the sounds using these pictures to prompt them (this can be found on the Little Wandle website) Each grapheme has a pronunciation phrase (e.g. Show your teeth and let the s hiss out ssssss ssssss) and a formation phrase Down the snake from head to tail.

Grapheme and mnemonic	Picture card
 	 snake
 	 astronaut

How we make learning stick



Reading and spelling



ea

each /ee/
head /e/
break /ai/

Here are the different ways to write
the phoneme sh:



shell

chef

special







caption

mansion

passion

Phonics lessons

They will read and write words and sentences with the new sound in, using segmenting to spell. They will also be taught to read 'tricky words'. To apply their knowledge, they will read books including their recently taught sounds.

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 hook a book	oo

Phonics Screening Check

Week commencing Monday 10 June 2024
Year 1 children and Year 2 children who did not take the screen last year or who did not meet the expected standard will undertake the statutory assessment called the phonics screening check. This consists of 40 words (20 real and 20 nonsense, we will refer to these as alien words in class.) For the past few years, the expected standard has been 32 out of 40.



Reading and Spelling

Year 2

Children in Year 2, for those who need it will continue learning phonics or move on to learning spelling rules and grammar. They will also continue to learn to read with fluency and expression as well as developing their comprehension through group reading sessions.

Tricky words



[Watch the video on the Little Wandle Parent Support Page](https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/Phonics)

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

Spelling

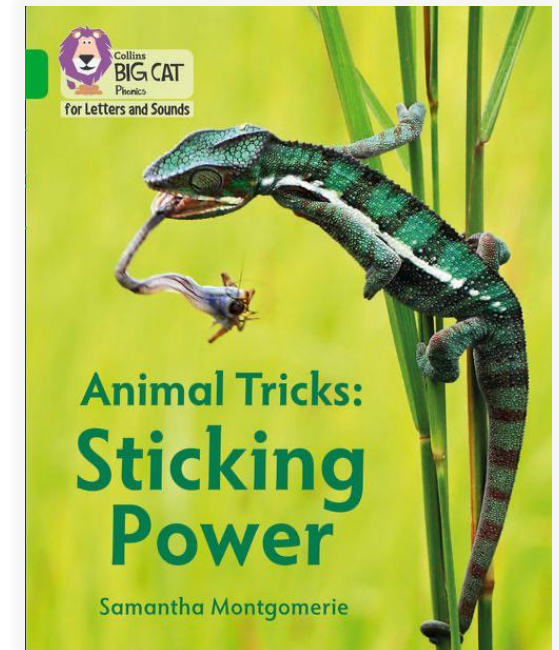
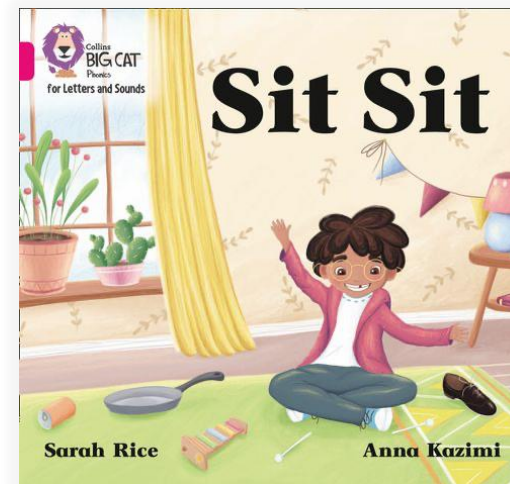
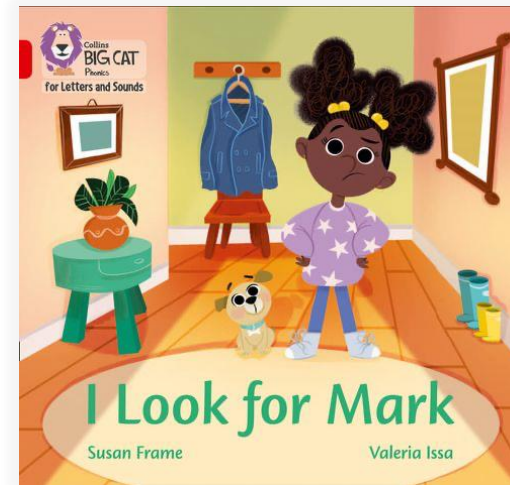
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.
- Practise the spellings/rules that are posted on Seesaw/bring home.



How do we teach reading in books?

Reading practice sessions are:

- Timetabled three times a week.
- Taught by a trained teacher/teaching assistant.
- Taught in small groups or one to one.



We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

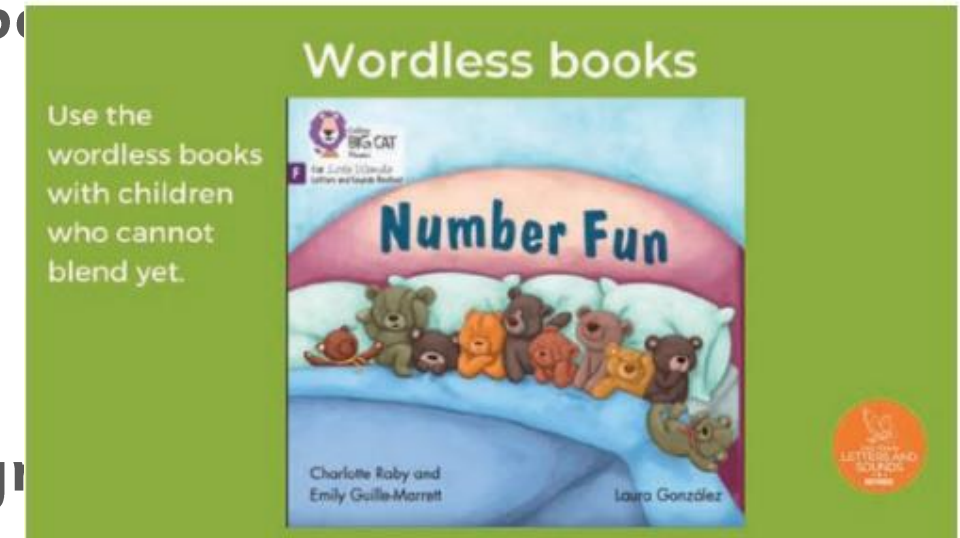
sat man hug red peck



Reading a book at the right level



- **Wordless books** These books are used with children who are not blending yet. Teachers start each reading practice session with teacher-led blending and then the children and teacher explore the book together.
- **Sessions focus on:**
 - building phonemic awareness,
 - playing oral blending games
 - making links to nursery rhymes and action rhymes
 - making links to children's experiences
- As soon as children can blend, they start reading the Phase 2 decodable books matched to their secure phonic knowledge.



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well.
- Read many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



Reading at home

The most important thing you can do is read with your child



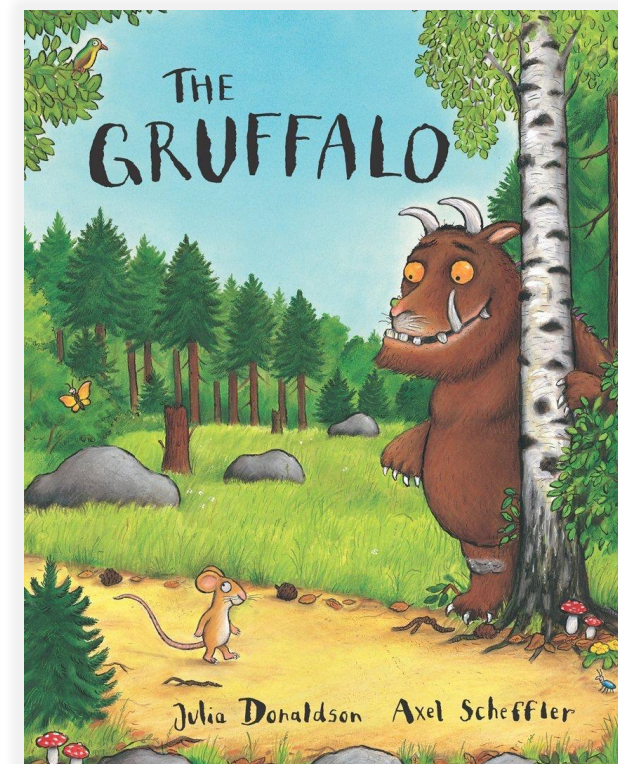
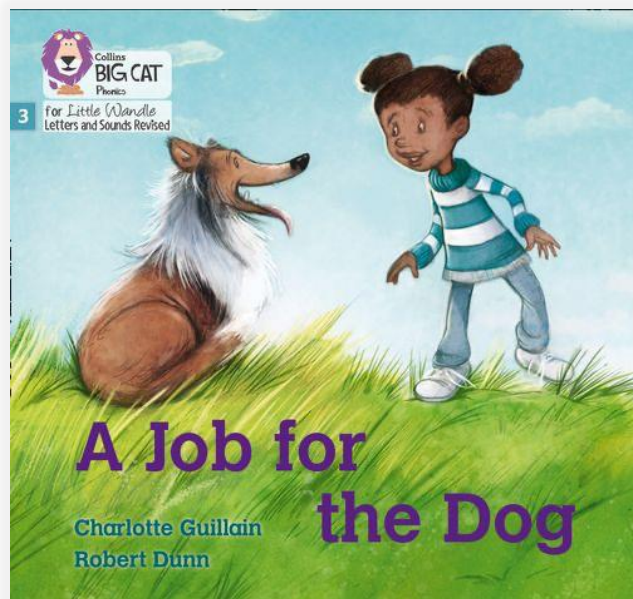
Reading a book and chatting had a positive impact a year later on children's ability to...

- Understand words and sentences.
- Use a wide range of vocabulary.
- Develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Read as often as possible – research shows that children who read for 20 minutes extra per day acquire 2 million more words per year = more fluency in daily reading.
- Read to your child, ask questions, clarify the meaning of words, role play characters, discuss the pictures, predict what might happen next. Make reading a fun experience!
- Celebrate their success and achievements with reading.
- Please ensure they have their reading book with them everyday.



Supporting your child with phonics

It is really important that you pronounce the sounds correctly at home if you are supporting your child. These videos are on the website for you to refer to.

Watch the videos on the Little Wandle Parent Support Page

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



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Read to your child



The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - introduce new and exciting language
 - encourage your child to use new vocabulary
 - make up sentences together
 - find different words to use
 - describe things you see



“

**One of the greatest gifts adults
can give is to read to children**

Carl Sagan

”

**Thank you so much for
listening.**

Do you have any questions?