



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

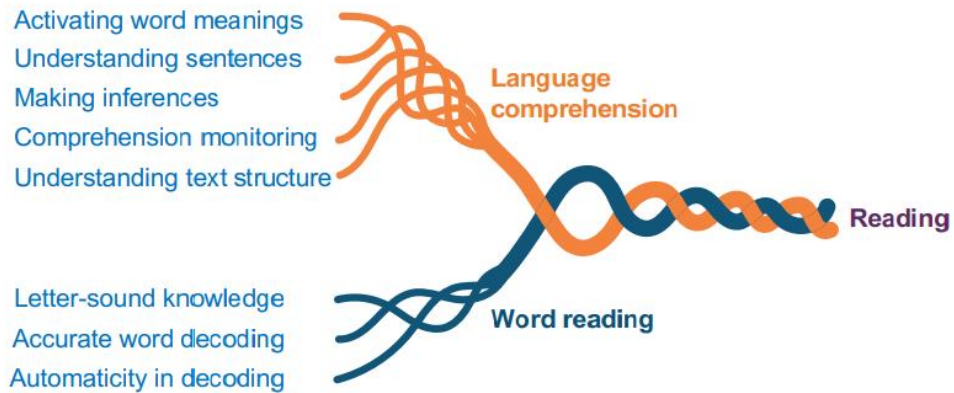
Parent workshop: Phonics and early reading



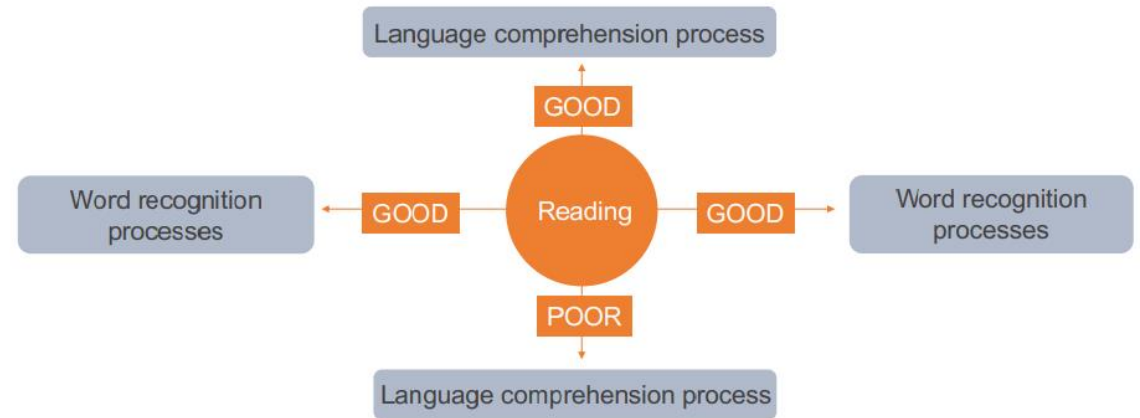
The Early Years Curriculum

Literacy is broken down into **Word Reading**, **Comprehension** and Writing

The Scarborough reading rope



The simple view of reading





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

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



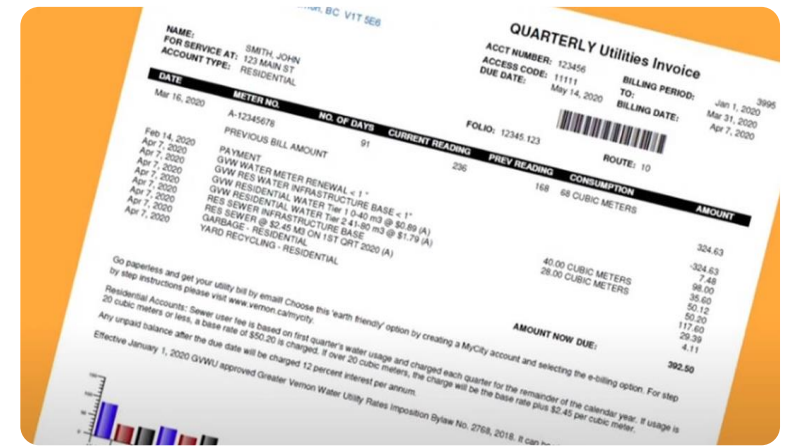
Fill in the gap...

One in ????? children in England
cannot read well by the age of 11.



SCAN ME

How many times have you already read today?





Phonics



Phonics is:

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



Terminology



Phoneme

t

Split vowel digraph

o-e



Grapheme



Blend



Digraph



Segment



Trigraph



air



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.

- *Support all children to become fluent, confident readers
- *Increase the number of children working at the age related expectation in word reading by the Phonics Screening Check
- *Increase opportunities for children to develop a love of reading at home, through story telling and listening to reading role models
- *Train all staff who work with children during the school day
- *Provide opportunities to support children who need a little extra guidance and support



Blending to read words



Teaching order



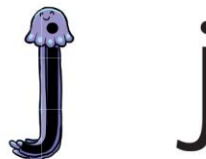








Phase 2 grapheme information sheet

Autumn 1

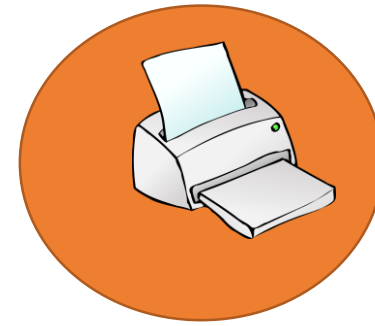
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
	 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.
	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	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 make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
	 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.
	 wave	Pucker your lips and keep them small as you say ww	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	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.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

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 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 <i>-s /s/</i> added at the end (hats sits) words ending <i>-s /z/</i> (his) and with <i>-s /z/</i> 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 <i>-s /z/</i> in the middle words with <i>-es /z/</i> at the end words with <i>-s /s/</i> and <i>/z/</i> at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 <i>/ai/</i> ay play <i>/ow/</i> ou cloud <i>/oi/</i> oy toy <i>/ea/</i> 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

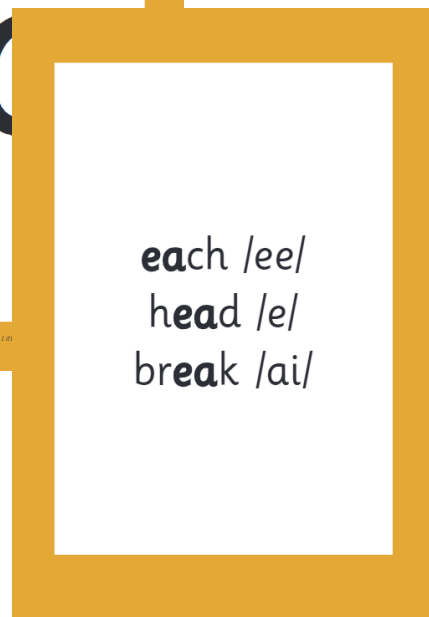
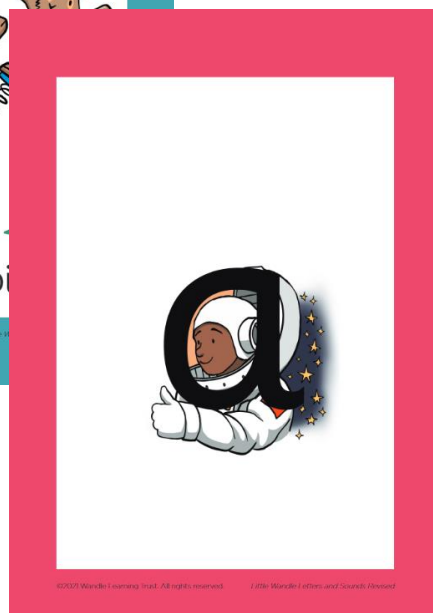
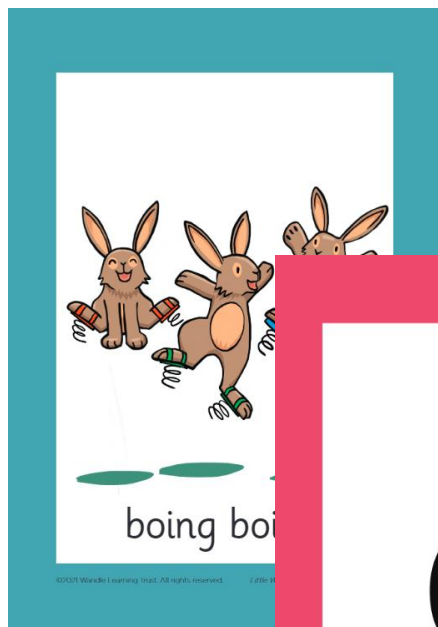
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
<i>/ur/</i> ir bird <i>/igh/</i> ie pie <i>/ool/</i> /yool/ ue blue rescue <i>/yool/</i> u unicorn <i>/oal/</i> o go <i>/igh/</i> i tiger <i>/ai/</i> a paper <i>/eel/</i> e he <i>/ai/</i> a-e shake <i>/igh/</i> i-e time <i>/oal/</i> o-e home <i>/ool/</i> /yool/ u-e rude cute <i>/eel/</i> e-e these <i>/ool/</i> /yool/ ew chew new <i>/eel/</i> ie shield <i>/or/</i> 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
<i>/eel/</i> y funny <i>/el/</i> ea head <i>/wl/</i> wh wheel <i>/oal/</i> oe ou toe shoulder <i>/igh/</i> y fly <i>/oal/</i> ow snow	any many again who whole where two school call different thought through friend work

How we make learning stick



How you can help at home



Week ending: Friday 7th October 2022

We have had yet another busy week in Reception! This week we have continued to learn about all of the wonderful areas we have in Reception. We have learnt to use the large construction area and the swing safely and independently. We even had a good 'go' at putting on waterproofs. We have really enjoyed learning about what we can do in each area and how to use the resources in the area safely and sensibly. We are still mastering our tidying up! But we are proud of all the learning that has taken place so far!

Little Wandle

On Evidence Me, there is a separate Phonics homework sheet for your child to complete. It has an overview of what phonics learning has been taught this week and some short activities to do with your child to make this learning stick!

This week we have been learning: ck e u and r

School dinners

The school dinners are shown on the weekly homework flyer every week. We understand that there will be meal days that the children are not keen on. Please thoroughly discuss the options with your child to make sure there is something on the menu they would like to eat. If your child is not keen on the options for that day, we would appreciate a home pack lunch being provided. Thank you!

Plea!

We have so many spare clothes and we are very lucky to be able to provide spare clothes but unfortunately we have completely run out of girls knickers and socks. If you have any spare that you could donate, we would be very grateful. Alternatively, please provide a bag of spare clothes for your child and ask them to keep it on their peg.

Diwali WOW day

On Wednesday 2nd November, we will be having a WOW day to celebrate Diwali. Children are invited to come into school dressed in bright colours to represent Diwali or you can wear traditional clothes. Children will spend the day learning about this celebration, which is so important to the children in Reception who celebrate this festival. We will also be doing a carousel of different activities such as; making Rangoli patterns, making Diya lamps, bhanga dancing and making samosas. If you celebrate Diwali and would like to come in to talk to the children about the celebration, we would be so appreciative.

Important dates:

Tuesday 18th October – Parent consultations 5:30 – 8:00pm

Wednesday 19th October – Parent consultations 3:30 – 6:00pm

Wednesday 2nd November – Diwali WOW day (more details to follow)

Wednesday 7th December – Pantomime trip (more details to follow – payments are now set up)



Starting:
Challenges
Starting:
Maths learning

New GPC and mnemonic	Formation phrase + catchphrase for digraphs
ck sock 	For c: Curl round the heel of the sock. For k: Down the sock, up and across, back and down to the corner. Catchphrase: ck Rock that sock!
e elephant 	Around the elephant's eye and down its trunk.
u umbrella 	Down and around the umbrella, stop at the top and down to the bottom and flick.
r rainbow 	From the cloud to the ground, up the arch and over the rainbow.

School dinner menu (Week 1)

Monday	Tuesday	Wednesday	Thursday	Friday
Macaroni Cheese	Chicken pie with roasted potatoes	Roast pork with stuffing	Beef burger in a bun	Battered fish and chips
Vegan chilli with wedges	Mild vegetable curry	Vegan sausages with roast potatoes	Quorn fillet with rice	Cheese and tomato pizza
Jacket potato with tuna	Jacket potato with Beans	Jacket potato with cheese	Jacket potato with tuna	Jacket potato with beans
Cheese baguette	Chicken mayo baguette	Tuna baguette	Ham baguette	Egg roll Pork Sausages



Little Wandle - Phonics
EYFS Phonics Home Learning

Phase 2 – Autumn 1 Week 5



Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we have been focusing on this week in school –



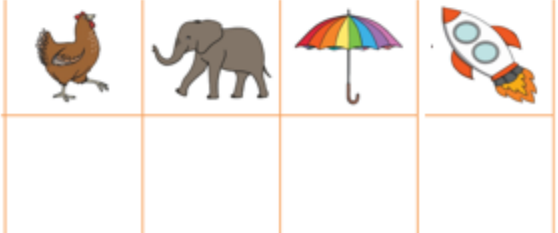
We have been learning to recognise and write the letters using the rhymes.

ck sock 	For c: Curl round the heel of the sock. For k: Down the sock, up and across, back and down to the corner. Catchphrase: ck Rock that sock!	e elephant 	Around the elephant's eye and down its trunk.
u umbrella 	Down and around the umbrella, stop at the top and down to the bottom and flick.	r rainbow 	From the cloud to the ground, up the arch and over the rainbow.

We will be reading and writing words. Can you spot this week's phonemes?

mum duck pet pick
set red sock run

Can you write the initial sound for these pictures? Use the rhyme to help you.

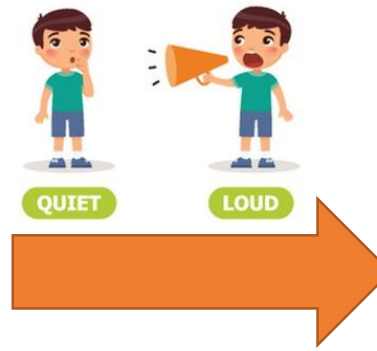


Tricky words



Spelling

- Say the word



c a t



Breaking word down into single sounds

- Segment the sounds

Segmenting fingers

3 sounds

- Count the sounds

- Write them down

Phase 2 Sound Mat

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	l	j	v	w	x
y	z	qu	th	sh	ch	ng	nk



Reading at home

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

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.

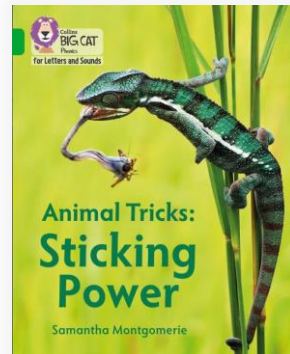
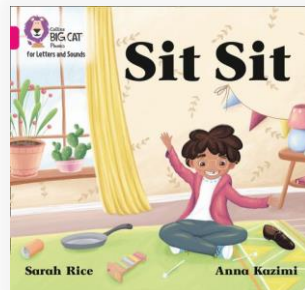
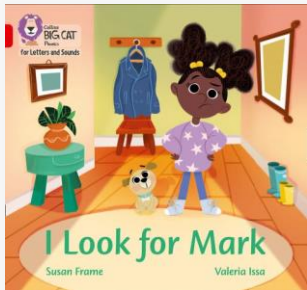


How do we teach reading in books?



Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.
- Once children have read 3x times at school, the book will be assigned on the e-library to complete a 'Celebratory Read' 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.

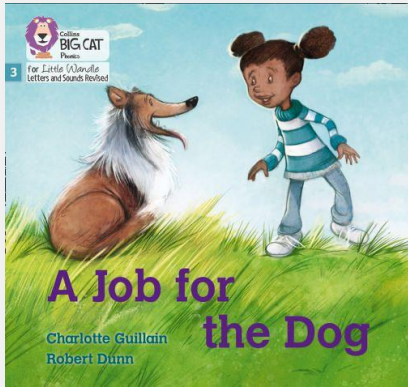
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



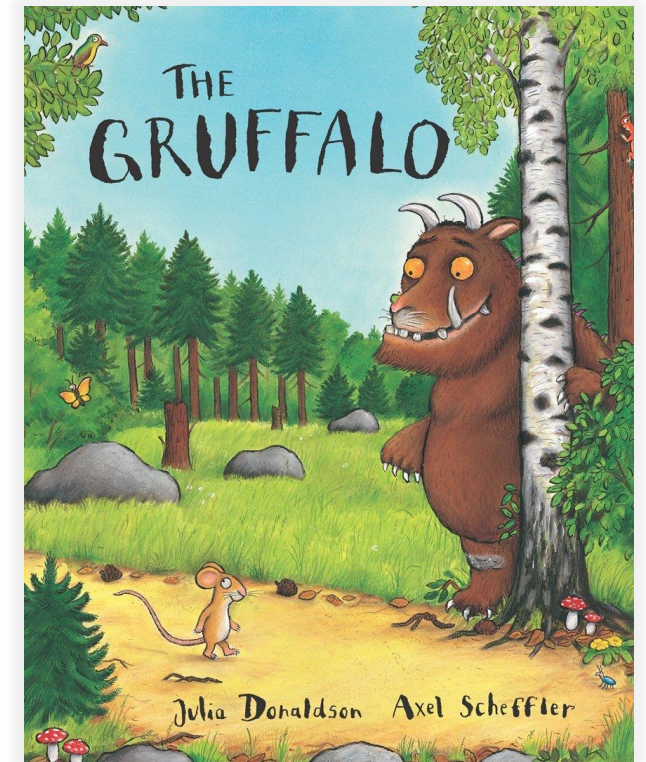
Books going home



Collins ebooks



Initially, we are using the e-library to send home the decodable book for the 'Celebratory Read'. Please see the letter on the next slide that details how we are planning to increase book stock.



Reading Expectations in Reception

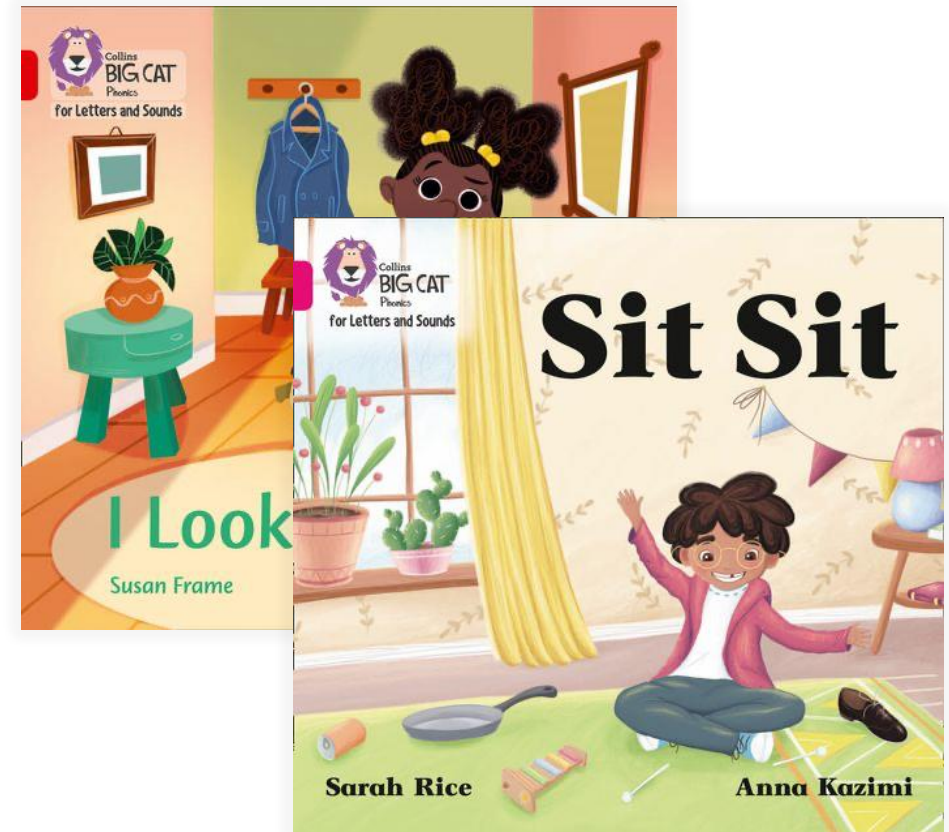


- Log in to the e-library once weekly, to complete the ‘celebratory read’
- Sign your child’s reading diary
- Share the Little Wandle home learning sheet with your child, to recap the sounds that we have been practising in school.
- Share a library book, at least 3 times weekly. Record this in your child’s reading diary.
- Sign your child’s reading diary when you have shared a story or listened to their reading.



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.
- Talk about the book and celebrate their success.



Supporting your child with 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 (or library) 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.



How we can support you, to support your child at home...



- Miss Free has organised a wonderful, daily book store. Please help yourself to a book each afternoon. The book trolley will be available on the lower playground.
- The lending library is available in the school hall from 8.30am, every Tuesday. The bags have been purchased from a specialist Early Years company and contain high quality texts with matching resources.





SCAN ME

What's your child's favourite
story?

Scan the QR code and enter
your child's favourite book



SCAN ME



Thank you for joining us for the workshop. Please could you scan the attached QR code and completed the survey...





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

Carl Sagan

