



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early 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.

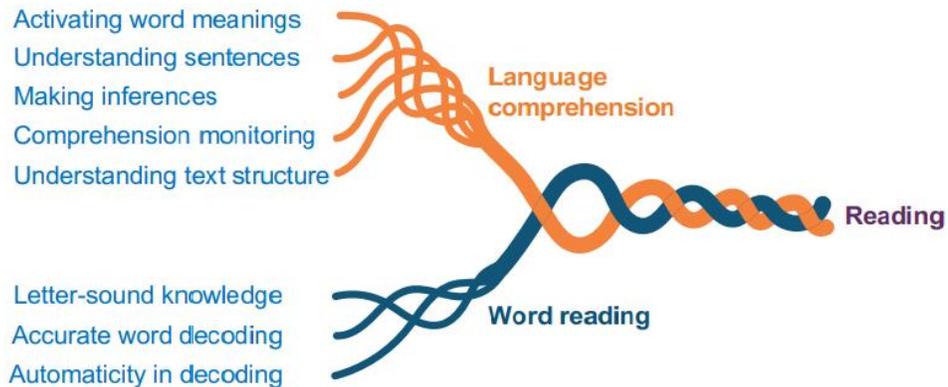


SCAN ME

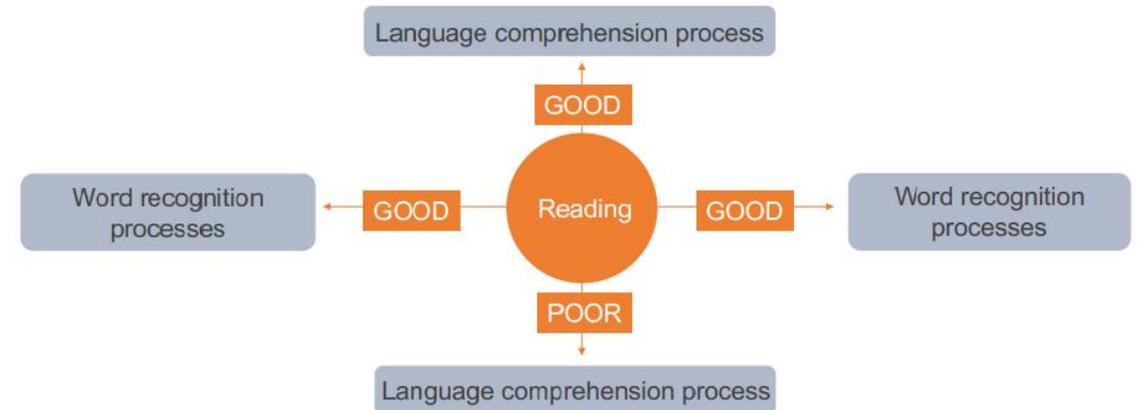
The National Curriculum

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

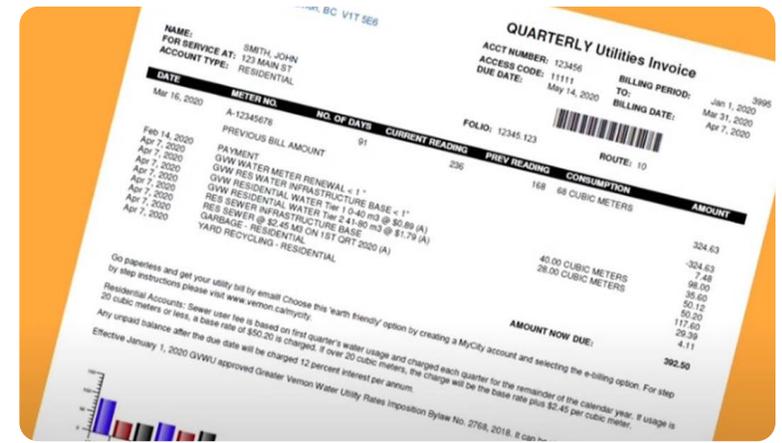
The Scarborough reading rope



The simple view of reading



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.



Little Wandle Letters and Sounds Revised



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 using the 'keep up' programme.

Terminology



Phoneme

t

Split vowel digraph

o-e



Grapheme



Blend



Digraph



Segment



Trigraph



air



Blending to read words



Teaching order



Phase 5 Sound Mat

| | | | | | | | |
|---|---|--|--|--|--|--|--|
|  ay |  ou |  oy |  ea |  ir |  ie |  ue |  o |
|  i |  a |  e |  a-e |  i-e |  o-e |  u-e |  e-e |
| | |  ew |  ie |  aw | | | |

Tricky words

their people oh your Mr Mrs Ms ask could would should our house
mouse water want

Gradually your child learns the entire alphabetic code:



Grow the code grapheme mat Phase 2, 3 and 5

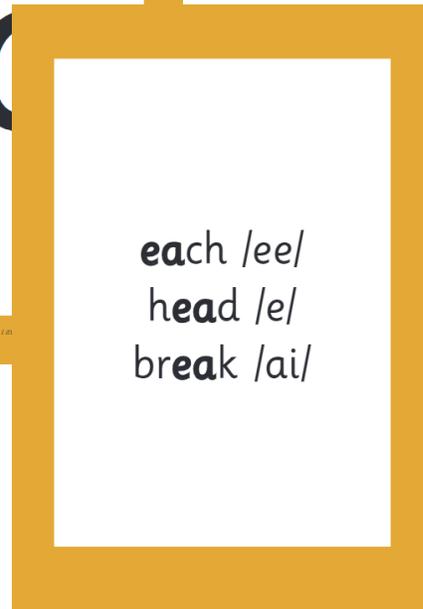
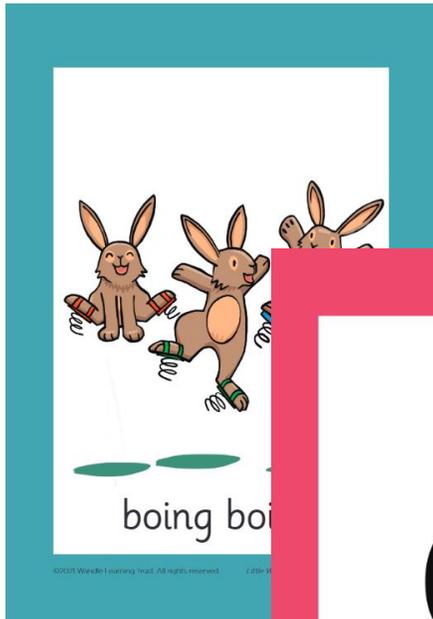
| | | | | | | | | | |
|--|---|---|--|---|---|---|---|--|--|
|  s ss c se ce st sc |  t tt |  p pp |  n nn kn gn |  m mm mb |  d dd |  g gg |  c ck cc ch |  r rr wr |  h |
|  b bb |  f ff ph |  l ll le al |  j jg dge ge |  v vv ve |  w wh |  x |  y |  z zz s se ze |  qu |
|  ch tch ture |  sh ch ti ssi si ci |  th |  ng |  nk |  a |  e ea |  i y |  o a |  u o-e ou |

Grow the code grapheme mat Phase 2, 3 and 5

| | | | | | | | |
|---|---|--|--|---|--|---|---|
|  ai ay a a-e eigh aigh ey ea |  ee ea e e-e ie y ey |  igh ie i i-e y |  oa o o-e ou oe ow |  oo ue u-e ew ou ui | yoo ue u u-e ew |  oo u* oul |  ar a* al* |
|  or aw au aur oor al a oar ore |  ur er ir or |  ow ou |  oi oy |  ear ere eer |  air are ere ear | zh su si | |

*Depending on regional accent

How we make learning stick



How you can help at home



| | |
|---|--|
| Little Wandle - Letters and Sounds Year 1 Phonics Home Learning | |
| Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 1 Focus - Review Phase 3 phonemes | |

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.littlewandle-lettersandsounds.org.uk/resources-for-parents/>

| | | | |
|---|----|-----|-----|
| Phonemes we will be focusing on this week in school - | | | |
| ai | ee | igh | oa |
| oo | ar | or | ur |
| oo | ow | oi | ear |

| | | | |
|---|------|-------|------|
| We will be reading and writing words. Can you see this week's focus phonemes? | | | |
| tail | feel | right | road |
| food | bar | born | surf |
| down | join | near | soap |

| | | | |
|---|--|--|--|
| We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently? | | | |
| The toads feel so cool. | | | |
| The boot on my right foot is too hard. | | | |
| I can see foxes in the car lights. | | | |
| We can go down to the town on the bus. | | | |

| | | | | |
|---|------|-----|-----|----|
| We will be practising tricky words. Can you spot the tricky part of the word? | | | | |
| no | go | so | my | by |
| to | into | out | the | |

| | | | |
|---|------|------|------|
| We will be spelling words. Can you write these words? Can you use the correct phonemes? | | | |
| right | hard | took | hear |

| | | | | | | |
|---|--|--|--|---|---|--|
| Ss Under the snake's chin, slide down and round its tail. | Aa Around the astronaut's helmet and down into space. | Tt From the tiger's nose to its tail, then follow the stripe across the tiger. | Pp Down the penguin's back, up and around its head. | li Down the iguana's body, then draw a dot (on the leaf) at the top. | Nn Down the stick, up and over the net. | Mm Down, up and over the mouse's ears, then add a flick on the nose. |
| Dd Round the duck's body, up to its head and down to its feet. | Gg Round the goat's face, up to his ear, down and curl under his chin. | Oo All around the octopus | Cc Curl around the cat. | Kk Down the kite, up and round, down to the corner. | Ee Around the elephant's eye and down its trunk. | Uu Down and around the umbrella, stop at the top and down to the bottom and flick. |
| Rr From the cloud to the ground, up the arch and over the rainbow. | Hh Down, up and over the helicopter. | Bb Down bear's back, up and round his big tummy. | Ff Down the flamingo's neck, all the way to its foot, then across its wings. | Ll All the way down the lollipop. | Jj All the way down the jellyfish. Dot on its head. | Vv Down to the bottom of the volcano and back up to the top. |
| Ww From the top of the wave to the bottom, up the wave, down the wave, then up again. | Xx Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box. | Yy Down and round the yo-yo, then follow the string round. | Zz Zip across, zag down and across the zebra. | Qq Round the queen's face, up to her crown, down her robe with a flick at the end. Quick, it's the queen! | | |

Supporting your child with phonics



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

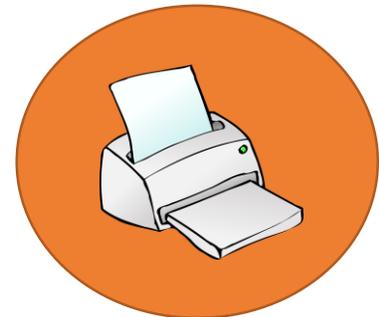


**Phase 2 sounds taught in
Reception Autumn 2**



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

Phase 5 sound sheet can be found on the next page in your pack!



Reading and spelling



ea

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

And all the different ways to write
the phoneme sh:



shell

chef

special

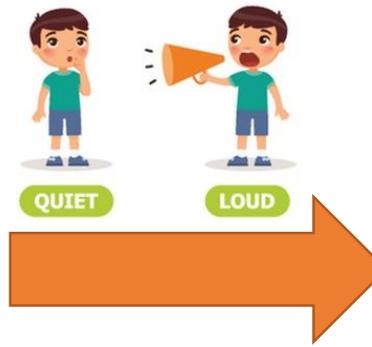
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mansion

passion

Spelling

- Say the word
- Segment the sounds
- Count the sounds
- Write them down



c a t



Breaking word down into single sounds

Segmenting fingers

3 sounds

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 |

Tricky words





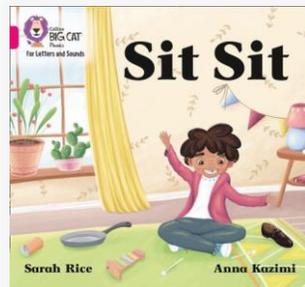
Reading

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.



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.





Reading at home

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



Research shows that reading a book and chatting about it has a positive impact on your child's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

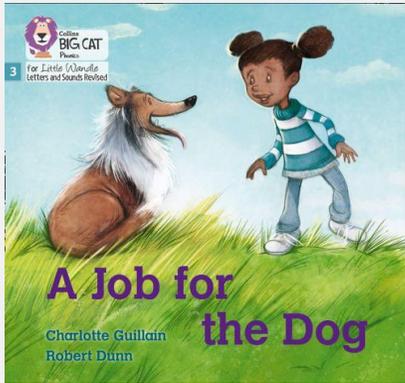
The amount of books children are exposed to by age 6 is a positive predictor of their reading ability two years later.



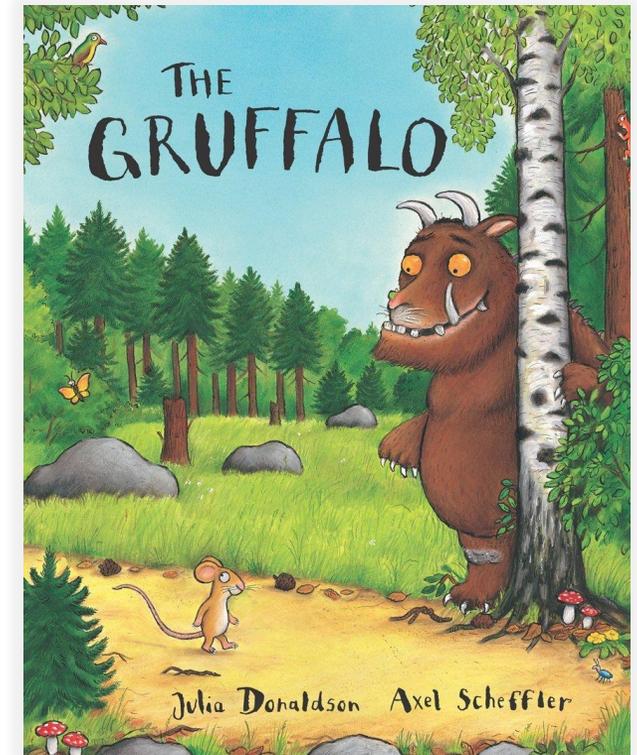
Books going home



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 Year One

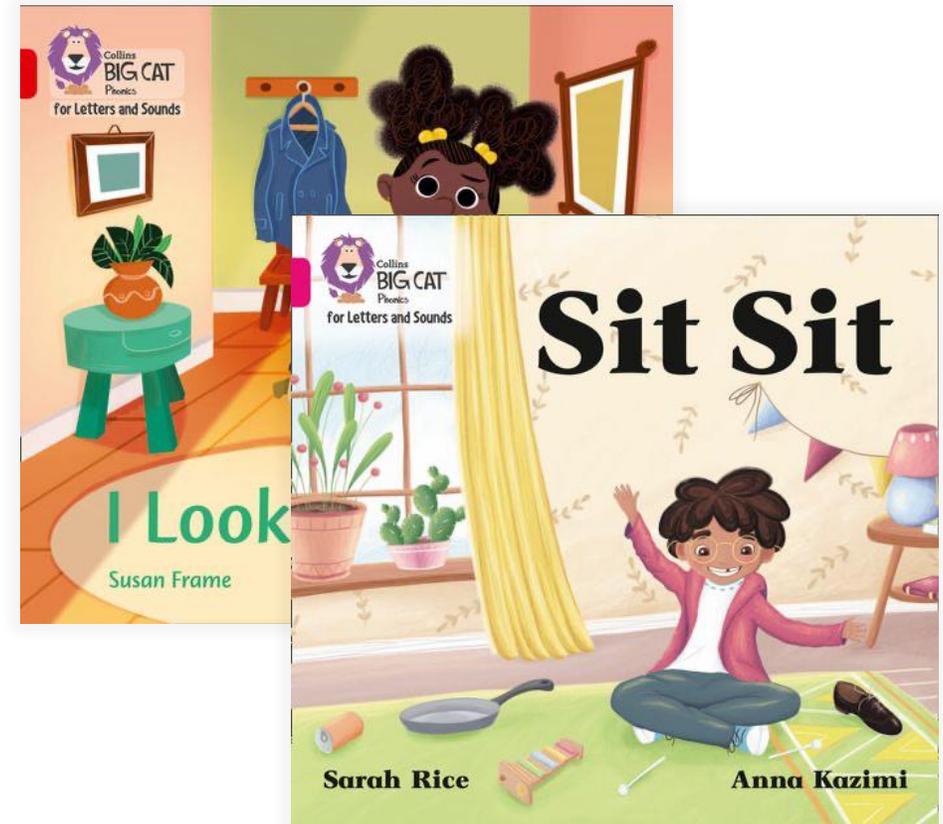


- Log in to the e-library once weekly, to complete the ‘celebratory read’
- Sign your child’s reading diary
- Share the Little Wandle home learning sheet with your child, to recap the sounds that we have been practising in school.
- Share a library book, at least 3 times weekly. Record this in your child’s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



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...



- 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.
- Every Thursday, we will continue to host a Reading Breakfast from 8.30am. Come in from the winter weather, log on to the e-library on the iPads or you can read the paper-based phonics book.





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

