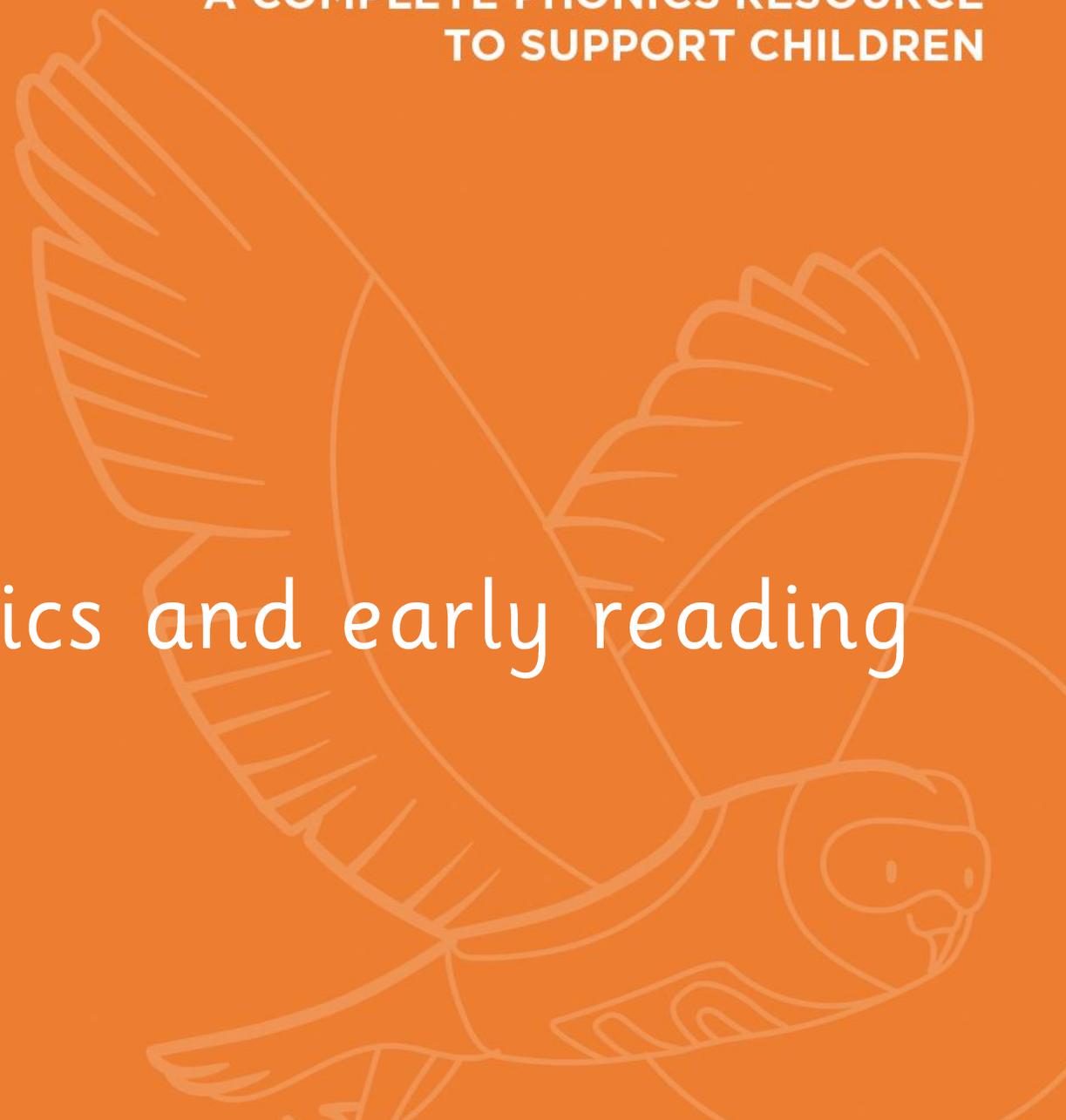




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Parent workshop: Phonics and early reading

Teach reading:
change lives



Phonics and Early Reading



- Information about how we teach phonics
- Information about how we teach reading
 - Supporting at home

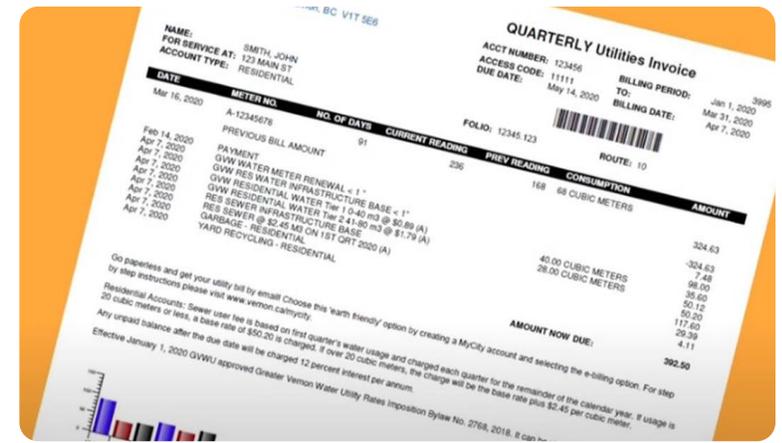
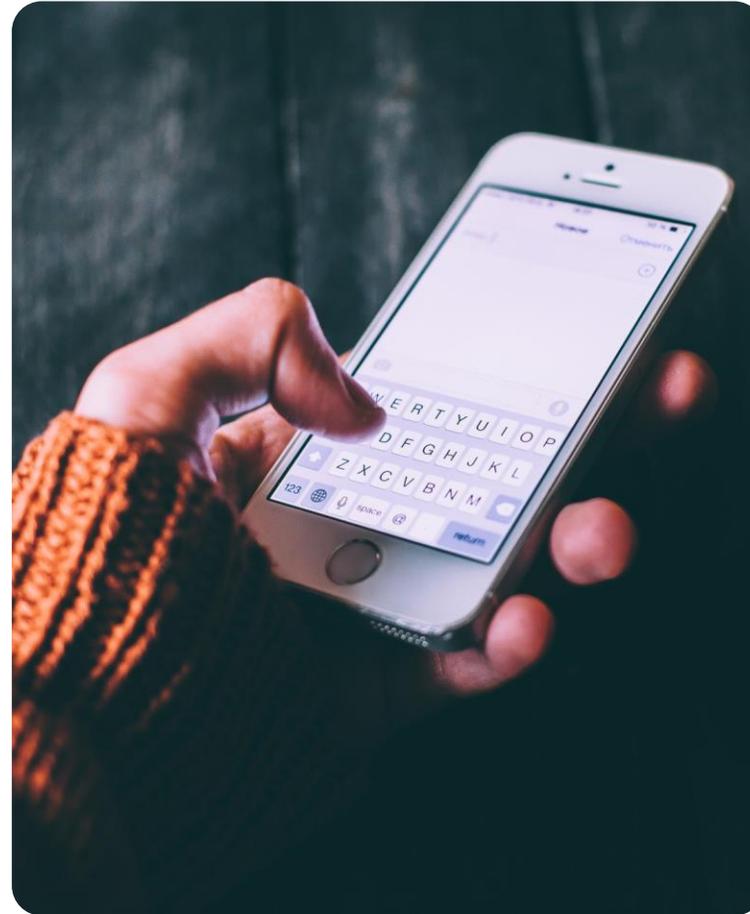


A love of reading is the biggest
indicator of future academic success.

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



How many times have you already read today?





Phonics

The journey to independent reading and writing begins with Phonics



New DFE Guidance for Early Reading and Phonics was released, which has meant a change (for the better) in the way in which we teach phonics and reading at school, ensuring complete consistency throughout school.

Our school, as you know, chose Little Wandle Letters and Sounds Revised as our systematic synthetic phonics (SSP) programme to teach early reading and spelling.

Why Little Wandle?

- Excellent training for all staff to ensure consistency throughout school
- Every aspect of phonics & reading included in a detailed, thorough & systematic approach
- Engaging resources without distracting from the learning
- Comprehensive system for identifying and supporting children requiring extra help
- Useful support for parents



Phonics is:

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



Phonics



The English language has:-

- 26 letters
- 45 sounds (phonemes)
- Over 100 different ways to write / spell those sounds (graphemes)

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 oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

Phonics – Phase 2 (Autumn)



In Reception we start with **Phase 2**. Phonemes are taught in a set order, which has been planned to help children start to read words quickly.

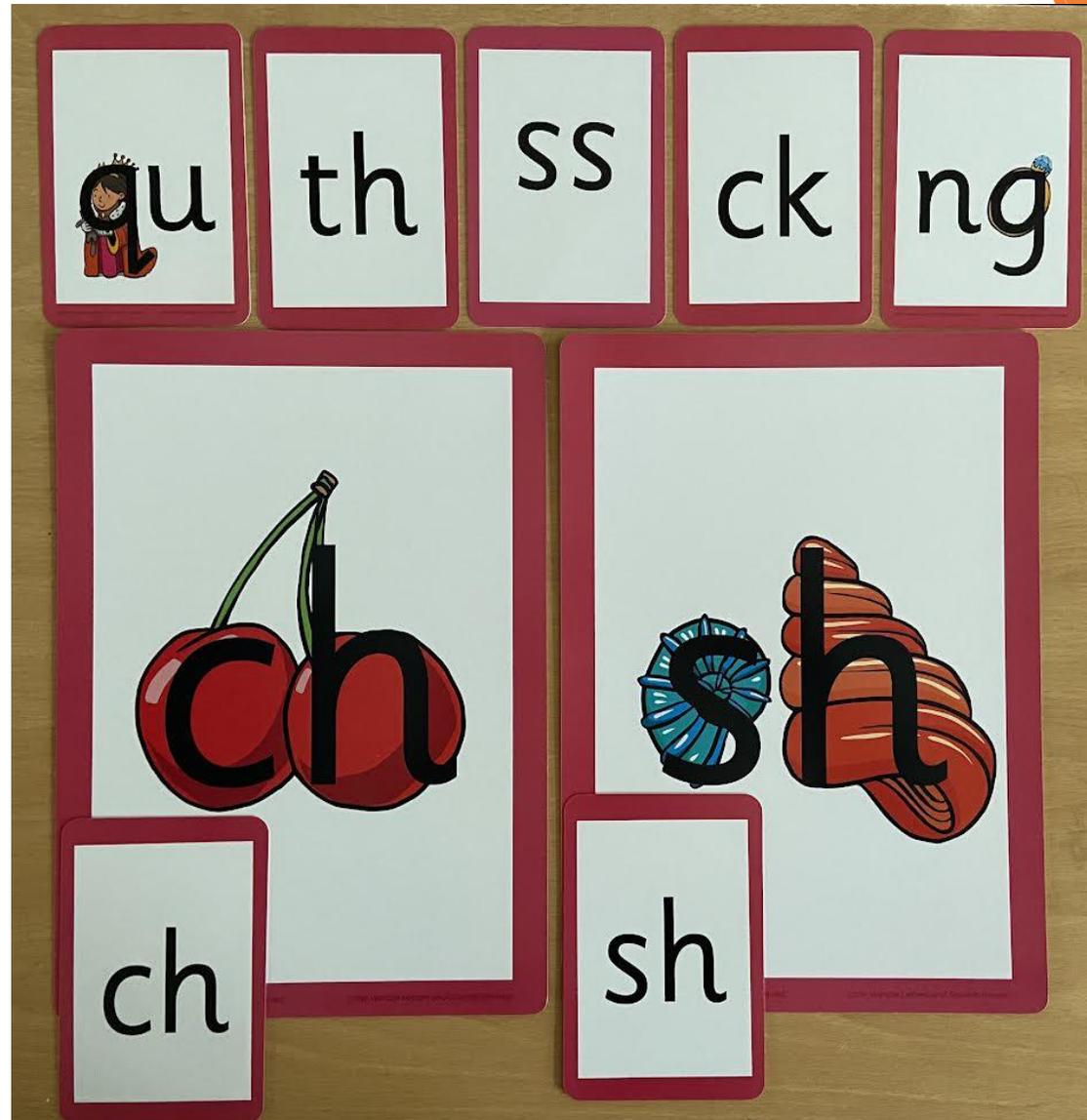
Little Wandle has a picture mnemonic to help children remember the phoneme/grapheme.



Phonics – Phase 2 (Autumn)

By the end of Phase 2, we have learnt a sound for every letter of the alphabet and we also start to introduce digraphs (2 letters, 1 sound).

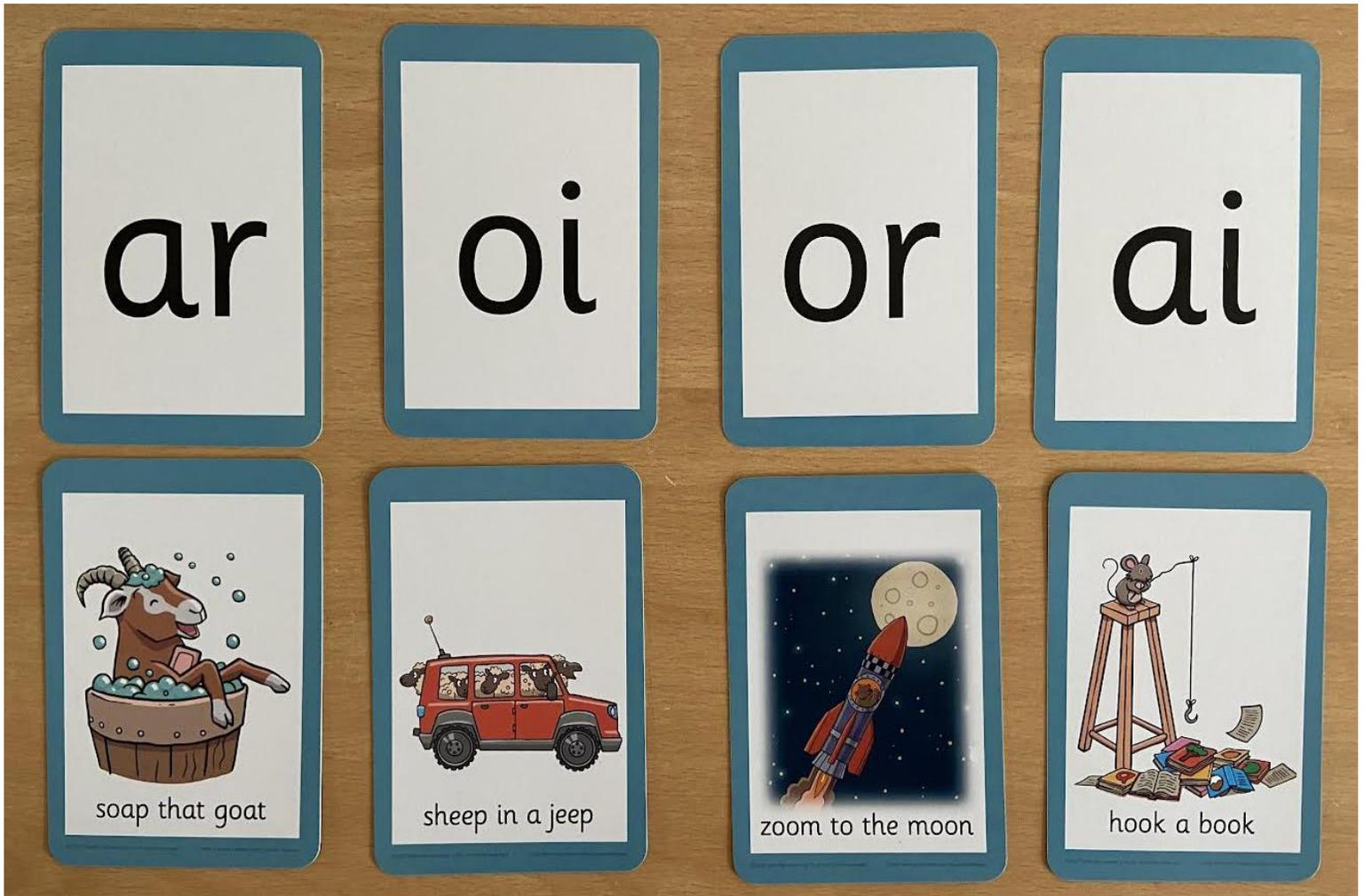
These are consonant digraphs, and there is a phrase to help children remember them.



Phonics – Phase 3 (Spring)

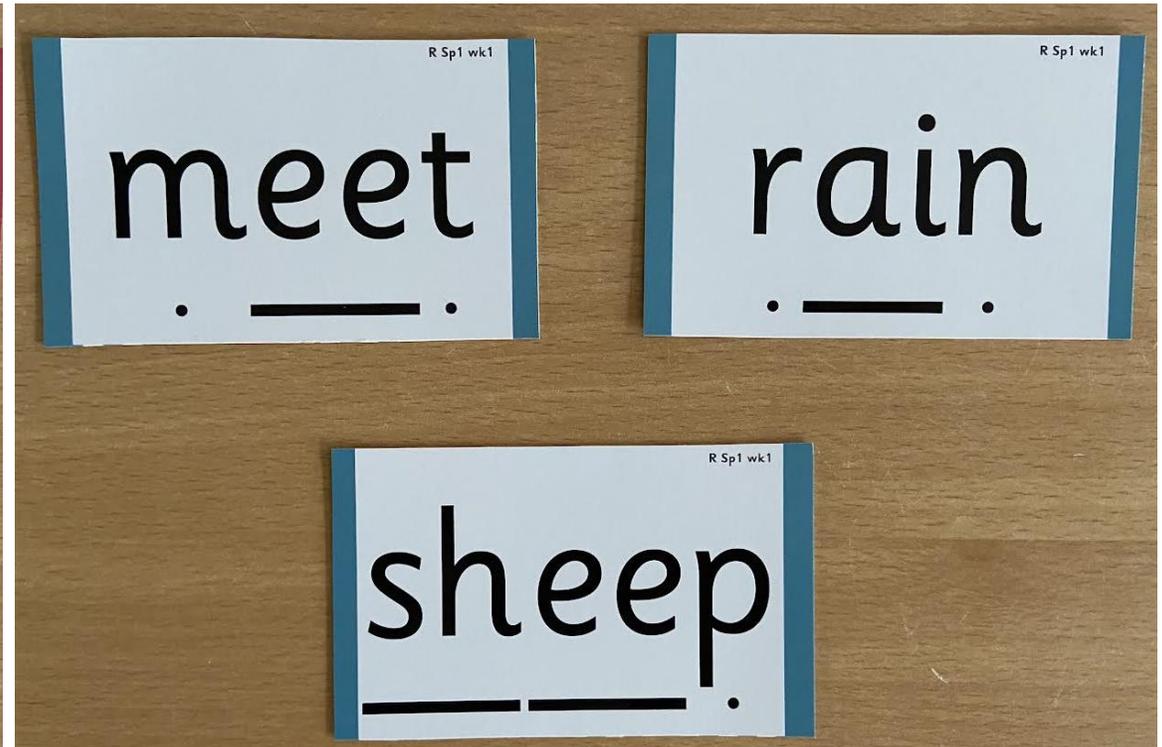
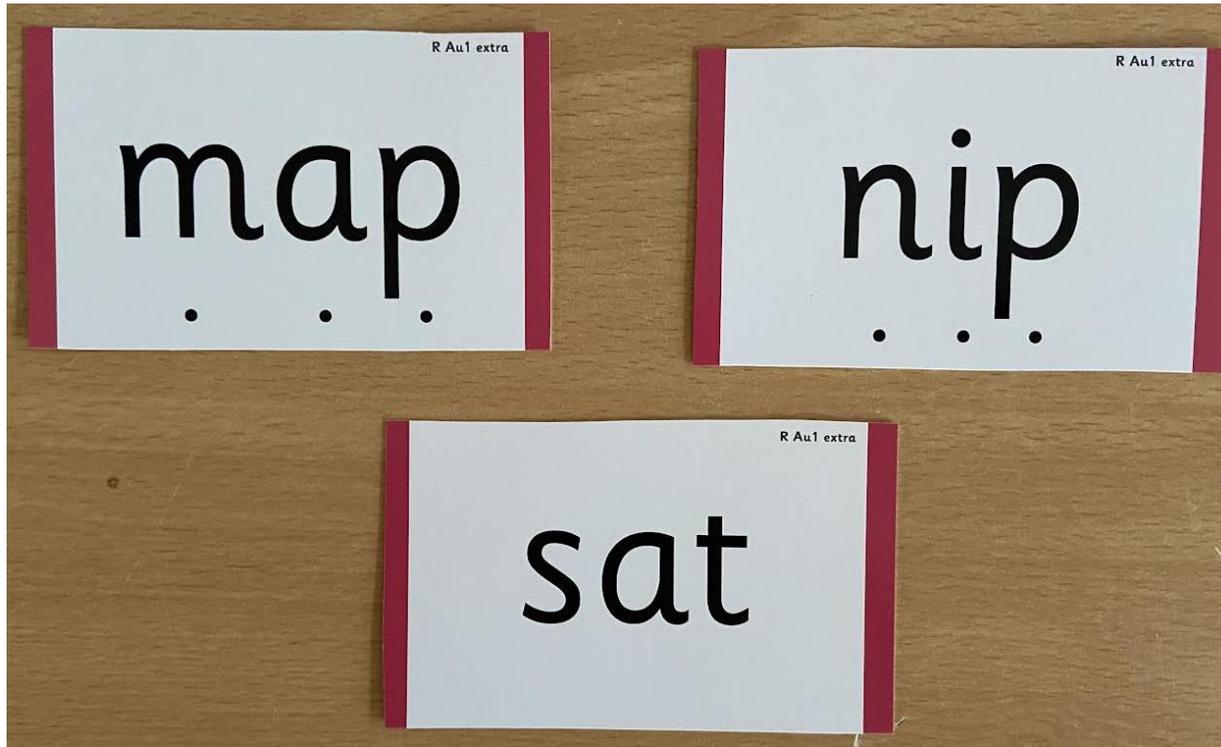


In Spring term, we start on **Phase 3**. This phase focuses on vowel digraphs, and some trigraphs (3 letters, 1 sound), which are also taught with a short caption to help children remember them.



Phonics – Blending for reading

During sessions, we use sound buttons on words to help us sound talk and blend to read.



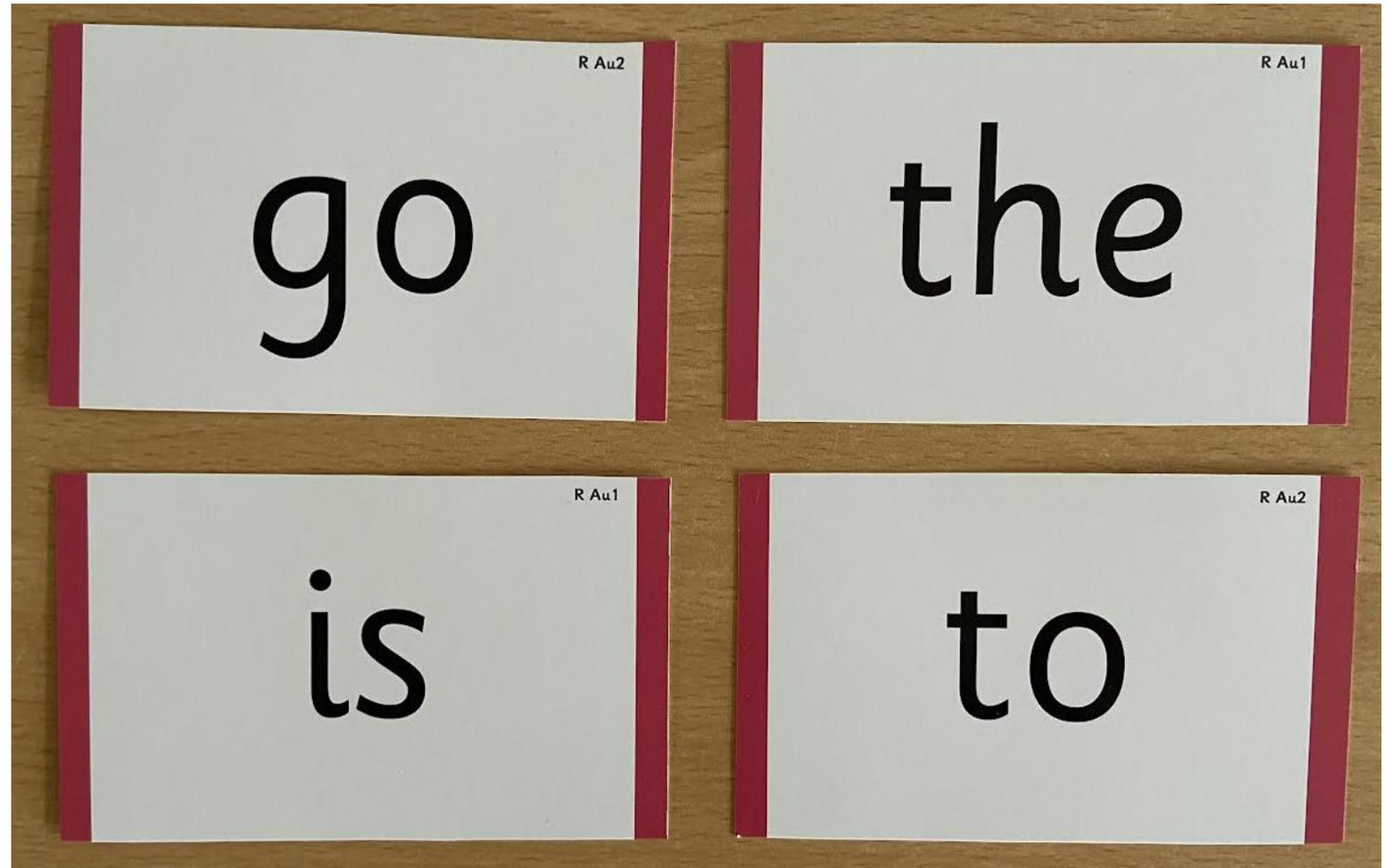
Phonics – Tricky Words



We also look at
Tricky Words.

These are words that do not follow the rules and cannot be decoded.

Children are taught which part of the word is tricky to help them.



Phonics – ‘Growing the code’



Gradually, the children will learn the entire alphabetic code, which will enable them to become fluent readers.

In a typical session, we will:

- **revisit and review** GPCs, words and tricky words already learnt
- **teach** a new sound
- **practice** oral blending and then blending to read new words using our new sound
- **teach** a new tricky word
- **apply** what we have learnt to reading a new sentence and segment for spelling words

Phonics – Segmenting for Spelling



There are several steps for teaching the children to spell. We focus on teaching the children to:

- say the word.
- segment the sounds.
- count the sounds.
- write them down.



Phonics – Assessment and ‘Keep Up’



We assess the children every 6 weeks on what they have learnt that half term. The results of these assessments are used to allocate books for reading and also to determine if any keep up sessions are needed.

Keep up will either happen on a 1:1 basis or in a group session, depending on needs. The children are then reassessed after 3 weeks to check the gap is closing.



Phonics - Terminology



Phoneme

Grapheme

Digraph

Trigraph

GPC

Blend

Segment

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



Reading

Reading



We all know how important learning to read is and the impact it has on a child's success, but for that to happen, it has to be a positive experience.

We know that reading underpins children's access to the curriculum and it clearly impacts on their achievement throughout school.

Because of that it's important to look at the bigger picture:

- We want ALL of our children to love reading
- We want reading to be enjoyable
- We want children to read for pleasure and to become lifelong readers

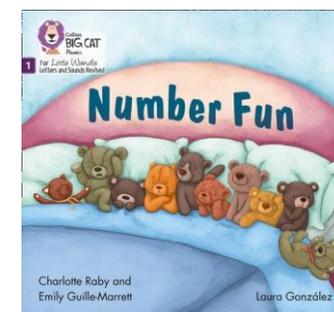
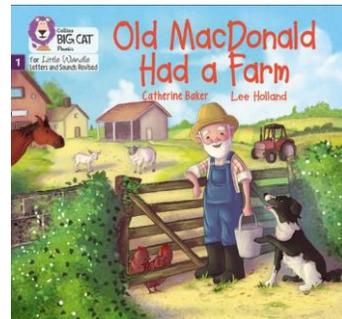
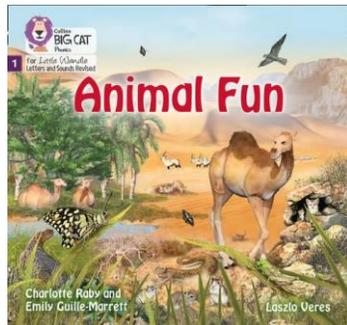


Reading



Once children have a secure knowledge of a number of GPCs (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

Prior to this they may have wordless books, which develop great language skills and teach children the layout of books and how to handle books.



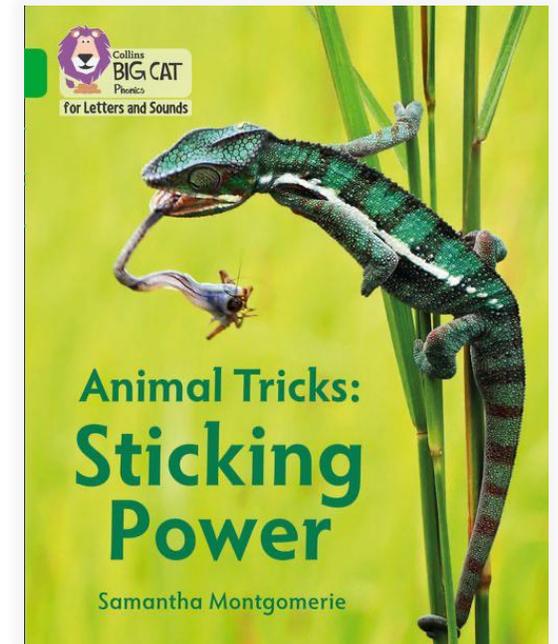
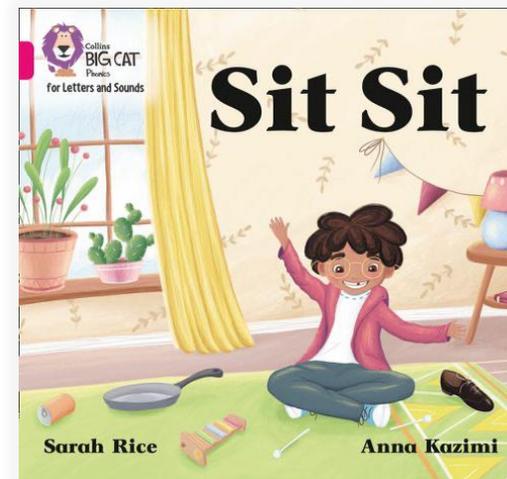
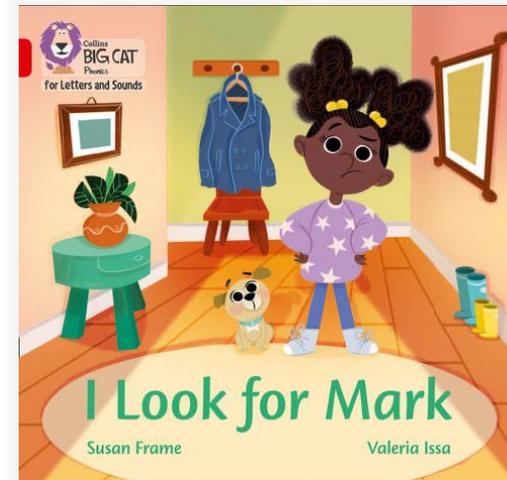
How do we teach reading in books?



There is quite a big difference now to the way in which reading used to be taught.

Little Wandle Reading practice sessions are:

- timetabled 2-3 times a week
- taught by a LW trained teacher
- taught in small groups

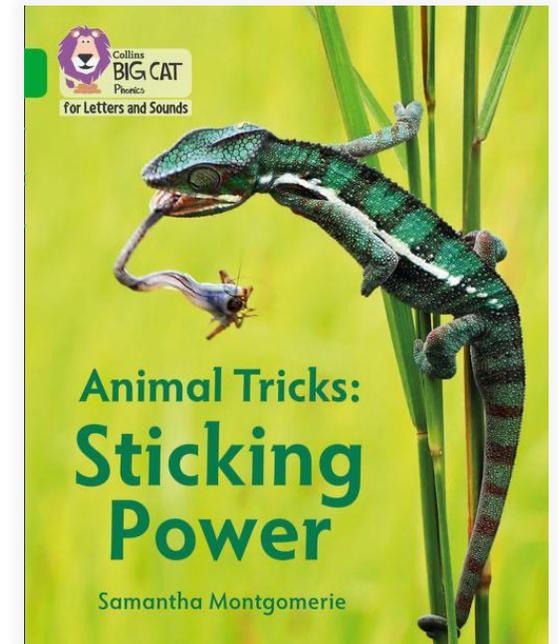
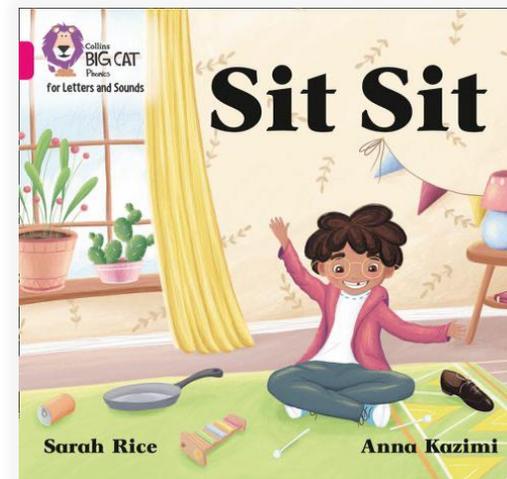
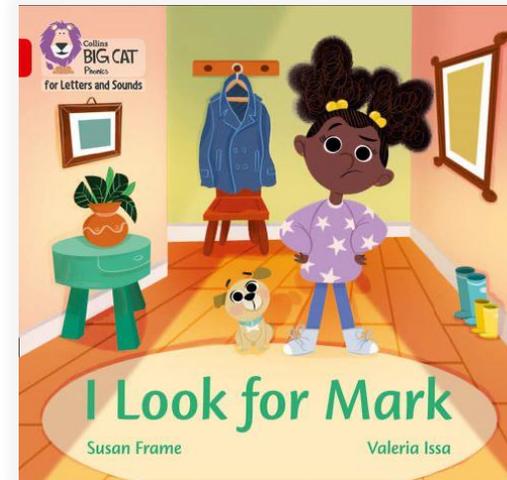


How do we teach reading in books?



The 3 sessions concentrate on different things each time; however, each one starts with a quick review of the GPCs and tricky words which they will encounter in the book.

1. Decoding – working out what the words say
2. Prosody – reading with expression
3. Comprehension – understanding what is being read



We use assessment to match your child to 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.





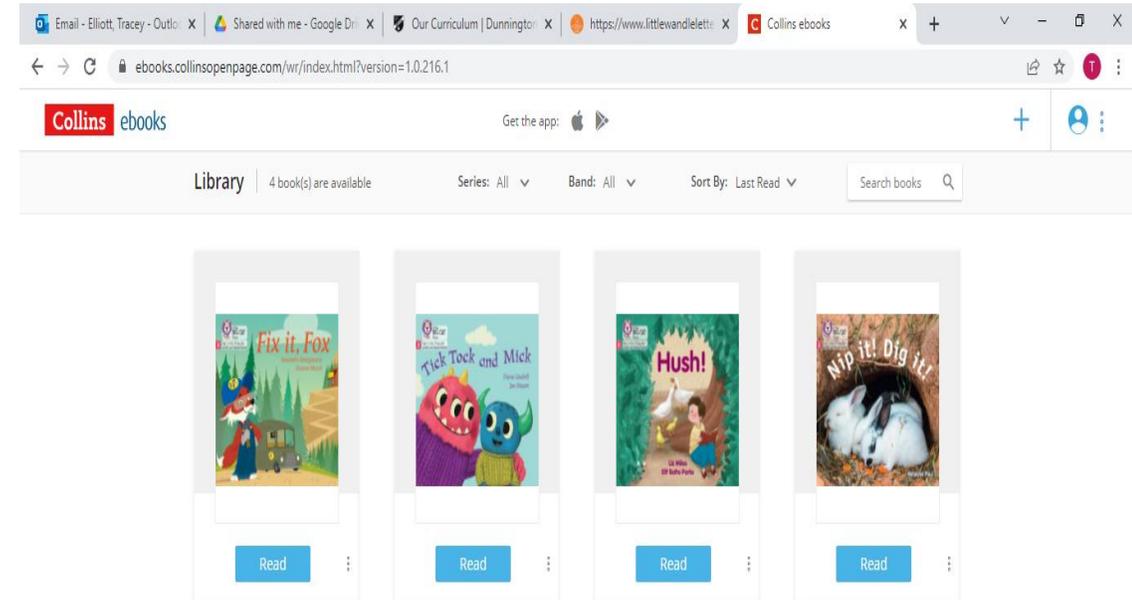
Reading at home

Listening to your child read their phonics book



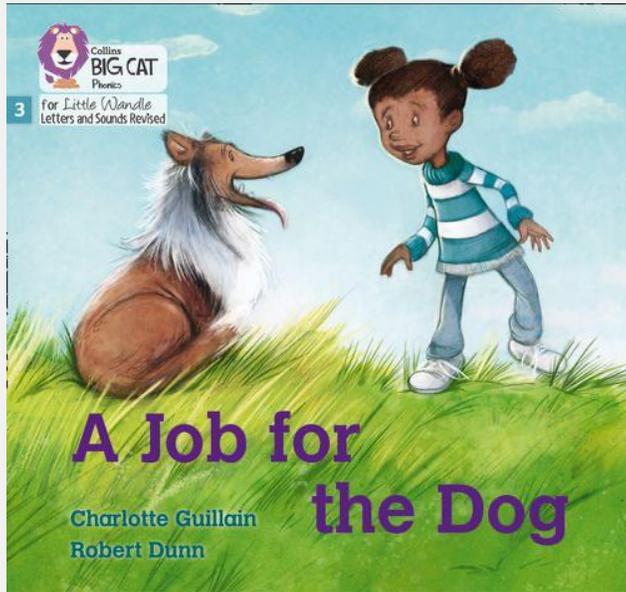
You will access the decodable readers via the ECollins virtual library. All logins have been sent out. Please let us know if you are having any problems with the site, or report direct to ECollins.

- Your child should be able to read their decodable book without your help.
- If they can't read a word, encourage them to sound talk and blend it and read it to them.
- Talk about the book and celebrate their success.



<https://ebooks.collinsopenpage.com/wr/index.html>

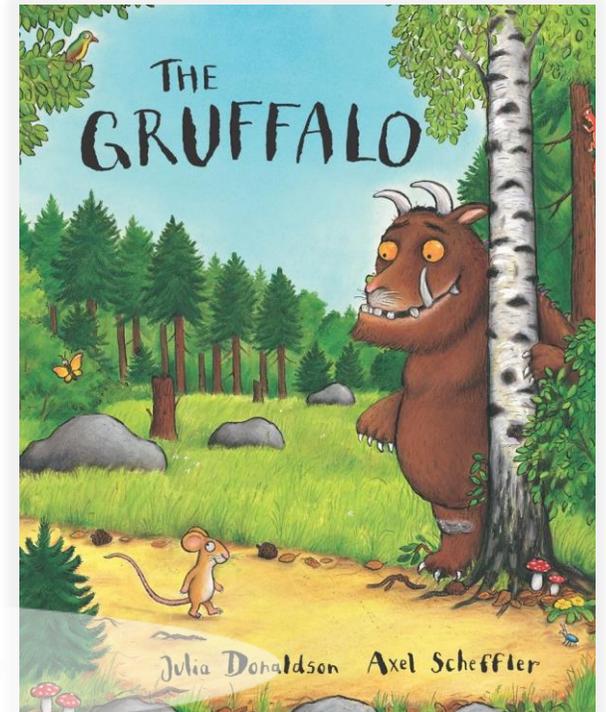
Reading Books at home



Decodable reader accessed online via the ECollins virtual library.



Sharing story book chosen from our class library.

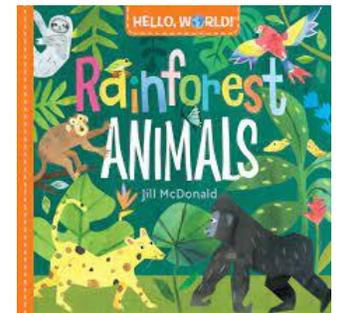
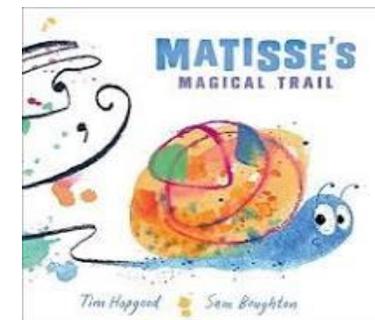
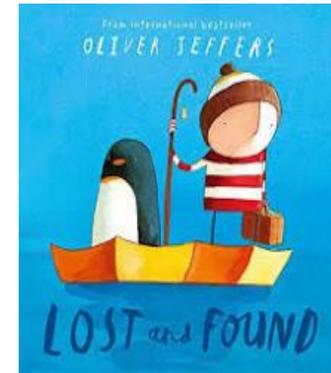
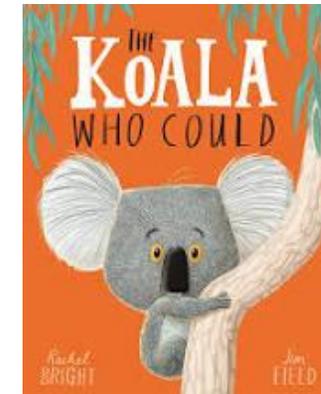
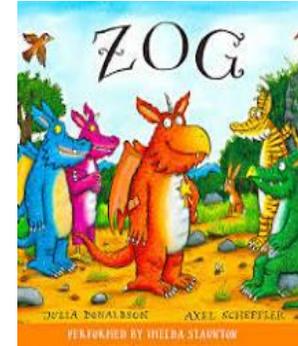


‘Sharing Story’ books

To become lifelong readers, it is essential that they read for pleasure, so, as well as the Big Cat LW decodable reader, your child will also bring home a ‘sharing story’ book from our class library each Tuesday. (Note: They must return the previous week’s book to get the next one). They choose these books themselves and there is a mix of genres for them to enjoy.

We know that your child **may not** be able to read this book independently but these books offer a wealth of opportunities. Talk with your child as much as you can about the book. Introduce new and exciting language, encourage your child to use new vocabulary, describe things you see, and have fun using different voices to make the story sound exciting.

The only aim of this book is to foster a love of reading.



What else can parents do?



Please look at the Little Wandle videos and guidance for parents

Support children in learning the alphabetic code and tricky words

Log in weekly to the ECollins site and let your child “show off” their reading to you. Celebrate and praise them all the way!

Read the ‘Sharing Story’ books with your children for pleasure.



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

Any questions?



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

Carl Sagan

