

Welcome to our Phonics Information Meeting



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

**Teach reading:
change lives**

Parent workshop: Phonics and early reading



Phonics and Early Reading

Part 1 – information about how we teach phonics

Part 2 – information about how we teach reading

Part 3 – supporting at home





Phonics



“

Phonics is:

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

”

- It is a way of teaching children how to read and write.
- It helps children hear, identify and use different sounds that distinguish one word from another in the English language

New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with 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.



www.littlewandlelettersandsounds.org.uk

Why Little Wandle?

Excellent training for all staff to ensure consistency.

Every aspect of phonics and reading included in a detailed, thorough and systematic approach.

Engaging resources without distracting from the learning.

Comprehensive system for identifying and supporting children requiring extra help

Useful support for parents.

How we teach phonics



Daily short sessions



Specific order of teaching

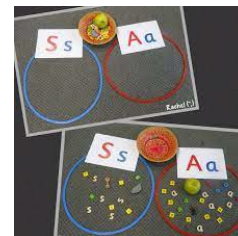
Synthetic phonics

m-u-s-t

Visit the website for the correct pronunciation and information on blending
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents>

Repeated practice

Revisit previously taught sounds at start of each lesson



Practice makes permanent

You may hear your children say....

-phonics (also known as 'synthetic phonics') – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

phoneme - Any one of the 44 sounds which make up words in the English language.

-grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

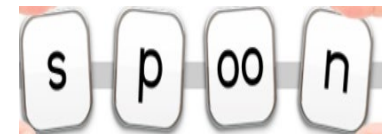
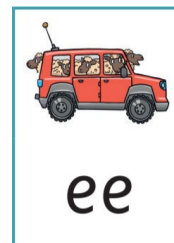
-blending – Putting together the sounds in a word in order to read it, e.g.

'f – r – o – g, frog'

-segmenting – Breaking a word into sounds in order to spell them, e.g. 'frog, f – r – o – g''

-Digraph- 2 letters making one sound

-Trigraph- 3 letters making one sound



s



t



n



d





th

ss

ck

ng



ch

sh



ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book



R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat





R Sp1 wk1

meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .





R Au2

go

R Au1

the

R Au1

is

R Au2

to





Reading and spelling



Can you think of all the different ways to write the phoneme sh:



Did you get them all?

shell

caption

chef

mansion

special

passion





Spelling



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





Reading

We want children to love reading

Reading should be enjoyable

Learning to read should be a positive experience

We want children to read for pleasure and be life long readers



Reading underpins children's access to the curriculum and clearly impacts on their achievement





How we are going to teach reading

Reading practice sessions are :

Timetabled 3 times a week

Taught by trained teacher or teaching assistant

Taught in small groups

Books are :

Matched to children's secure phonic knowledge and word reading

Read three times

Children will be assigned this book online so they can 'show off' to you



Reading Practice Books carefully matched so children can read fluently and independently

3 Reads – each one begins with some quick sounds and words practice

- 1. Decoding**
- 2. Prosody**
- 3. Comprehension**



When children read these to you they should be 95% fluent. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!





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.





Supporting at home

Reading for pleasure books



Children will also bring home a 'reading for pleasure book' (Colour banded book) from our class library. They may change these books themselves as often as they like.

Children **may not** be able to read this book independently but offer an opportunity for a collaborative read. These books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

Children will continue to visit the Library each week and choose a book they are interested in. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.



What else can parents do?

Please look at the Little Wandle videos and guidance for parents

Support children in learning the alphabetic code

Let your child "show off" their reading to you and celebrate and praise all the way!

Share books with your children for pleasure

To become lifelong readers, it is essential that they read for pleasure, enjoy book together and foster a love of reading

Help your child with reading

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be Seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go Online

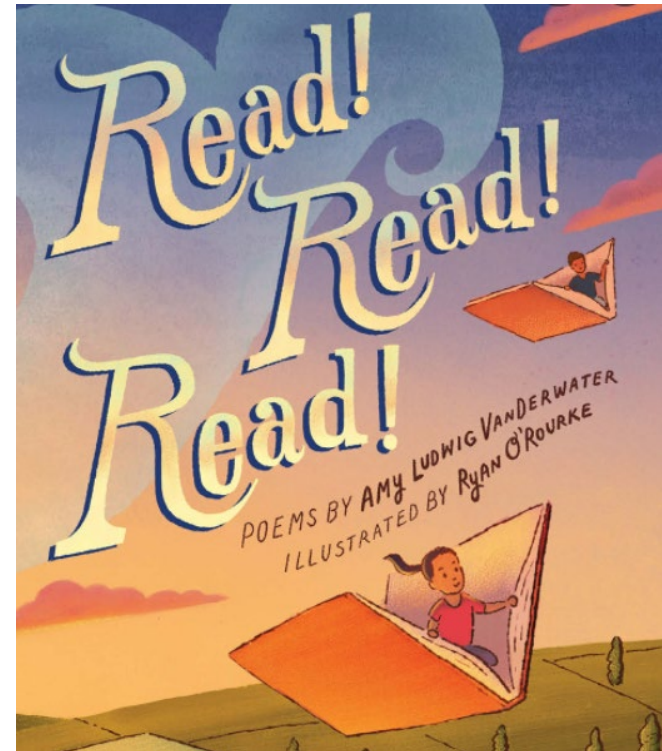
Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!





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

Carl Sagan



Thank you for joining us

If you have any questions please email
Mrs Dodd via the office.

