

Phonics and Early Reading



We will be sharing some information about how we teach phonics and reading as well as some ways you can support your child at home.

The journey to independent reading and writing begins with Phonics

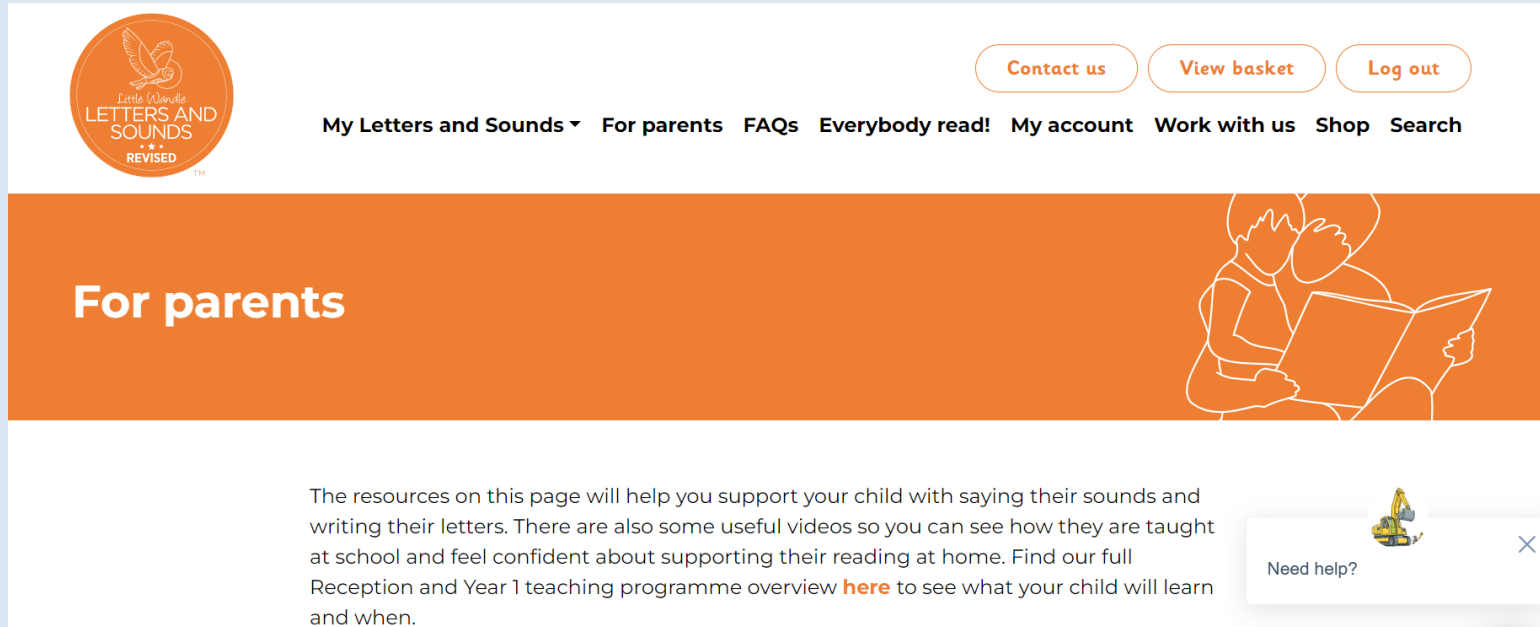


www.littlewandlelettersandsounds.org.uk

We use the Little Wandle Phonics and Reading scheme to teach phonics and early reading.

Please refer to the website as there are lots of useful support for parents.

Little Wandle Website



Go to www.littlewandlelettersandsounds.org.uk

No need to login, just click on the 'For Parents' tab.

Correct pronunciation of the phonemes is vital and there are videos on Little Wandle to support you with how to say the sounds.

Note: 'y' phoneme is pronounced y for yoyo in phase 2.

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

What is Phonics?

Synthetic phonics is **a method of teaching where words are broken up into the smallest units of sound** (phonemes).

The children are taught how to break up words, or decode them, into individual sounds, and then blend the sounds to read the word.



Phonics begins in the Early Years

Phase 1

- Before a child is able to distinguish between different phonemes in words they have to develop their listening skills.
- All the children in Nursery take part in whole class and group activities working on Phase 1 Phonics called Environmental sounds.
- Environmental sounds are the different noises they hear in the world around them.
- To improve their listening skills we enjoy many different activities; going on a listening walk naming different sounds that we can hear. Playing sound lotto. Guessing an animal from the noise it makes and many more. One of the favourite games we play is Noisy Neighbour.
- In the Summer Term all the children who will be starting school in the September, work with Mrs Davis in small groups beginning Phase 2 Phonics, this gives them an excellent introduction to the Little Wandle Programme and a good foundation for school.

Reception – Phase 2 & 3

Grapheme mat					Phase 2 and 3			
 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				

In Reception, the children will learn the phonemes in Phase 2 and 3. During the 2nd half of the Summer term, they will begin to practise blending words in Phase 4.

Phase 4 has no new sounds. The words in Phase 4 are longer words consisting of Phase 2 & 3 sounds, e.g. lamp, shelf, chain, chimpanzee.

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

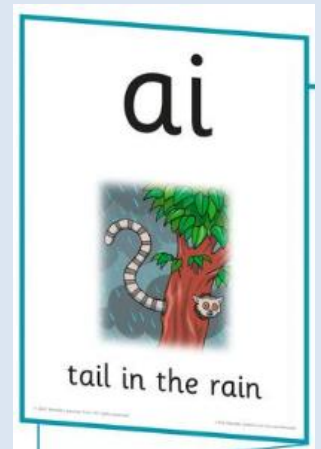
Year 1 - Phase 3, 4 & 5

Grow the code grapheme mat					Phase 2, 3 and 5		
					yoo		
ai	ee	igh	oa	oo		oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							

At the beginning of Year 1, the children will revise the phonemes in Phase 3 and practise blending words in Phase 4. From Autumn 2, they will learn the phonemes in Phase 5 until the end of the Summer term.

How we teach phonics in Reception & Year 1

1. Revisit previously taught sounds and words at start of each lesson.
2. Revisit tricky words and then teach a new tricky word.
3. Introduce a new sound.
4. Practise blending the new sound in words.
5. Practise reading or writing, either spelling words or writing a sentence.



Terminology

- **Phoneme** - the smallest unit of sound as it is spoken.
- **Digraph** - two letters which make one sound, e.g. ch, sh, ai
- **Trigraph** - three letters which make the one sound, e.g. igh, air, ear
- **Split digraph** - two letters which make one sound, separated by another sound in between, e.g. a-e: make, o-e: rope, e-e: even, u-e: tube.
- **Grapheme** – the written letters which represent a sound (phoneme)
- **GPC** – Grapheme phoneme correspondence

s



t



n



d



th

ss

ck



ch



sh

The digraphs introduced in Phase 2 are mainly consonant digraphs.

Phase 3 digraphs and trigraphs are taught with a caption to help the children to remember.

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

During phonics lessons we use sound buttons to help the children to sound talk and blend to read each word.

R Sp1 wk1
meet
· — ·

R Sp1 wk1
rain
· — ·

R Sp1 wk1
sheep
— — ·

R Au1 extra
map
· · ·

R Au1 extra
nip
· · ·

R Au1 extra
sat

Sound buttons also support the children to spell words.

Words which do not follow the rules and cannot be decoded easily are tricky words or common exception words. We teach the children which part of the word is tricky to sound out.

go

R Au2

the

R Au1

is

R Au1

to

R Au2

Assessment

- We assess the children approximately every 6 weeks.
- This assessment includes grapheme phoneme correspondence, blending the new phonemes within words, and reading tricky words.

Phonics Screening for Year 1

- In the 2nd half of the Summer term, Year 1 will complete a Phonics Screening Check. This is a list of 40 words which gets progressively harder. As it is a mixture of real words and pseudo words (alien words), we encourage the children to sound out and blend each word so they are not 'caught out'.
- During the 1st half of the Summer term, we will send out examples of the phonics screening check for you to practise and support your child with. We don't tell the children they are doing a test, and as we assess them regularly throughout the year, the children are used to this type of assessment.

Reading

We want children to
love reading

Learning to read should
be a positive experience

Reading should
be enjoyable

Every child is a reader



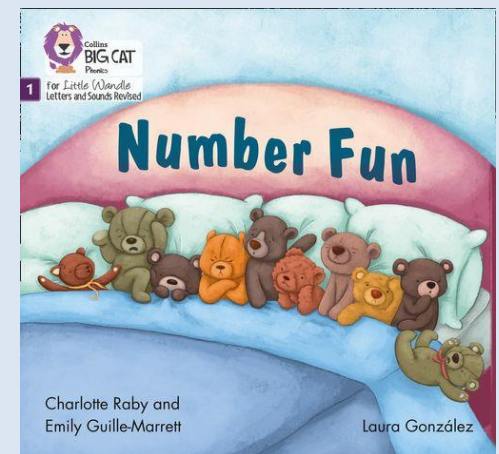
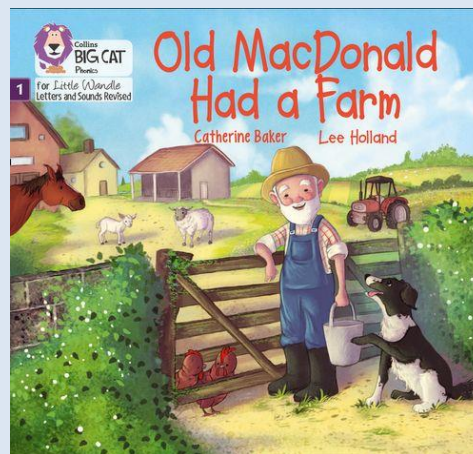
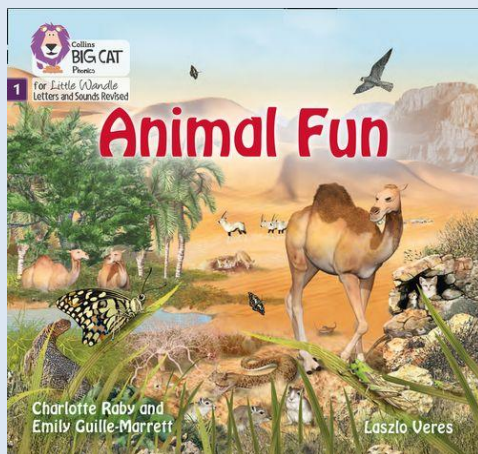
We want children to
read for pleasure

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

Reading

Once children have a secure knowledge of a number of GPC's (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 we teach reading

Reading practice sessions are:

- Timetabled twice a week
- Taught by a trained teacher or teaching assistant
- Taught in small groups

Books are:

- Matched to the children's secure phonic knowledge and word reading.
- Read during each practice session.
- In Year 1 these books are then sent home so the children can continue to develop fluency, expression and comprehension skills.

During each reading practice session we focus on:

- 1. Decoding**
- 2. Prosody (intonation, expression)**
- 3. Comprehension**

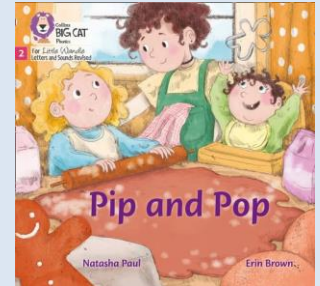


When the children take their book home to read, they should be reading with 95% accuracy to enable them to read fluently. Please do not worry that a book is too easy, your child needs to develop fluency and confidence in reading. Rereading a book which they have read before helps to develop fluency – this is the goal.

Celebrate their success!

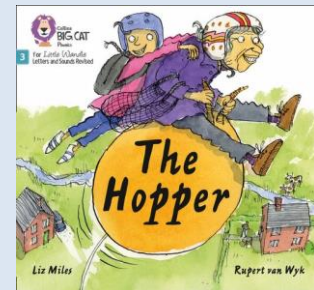
How will this work?

The children are assessed, then we allocate books for them to read. These books will enable them to secure their phonic knowledge.



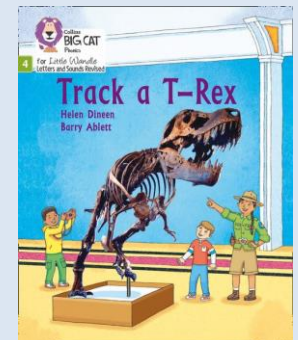
Year 1

The children will take their Reading Practice Book home (after reading it twice in school)
A new book will usually be sent home every Friday.



Reception

A new book will usually be sent home every Monday. The children will complete a Reading Practice Session twice a week using a different book appropriate to their level.



Please ensure your child's reading book is in their bag everyday.

Reading at Home

Please celebrate, praise, and talk about the book with your child.



Remember to make a note in your child's reading record book every time they read at home.

There is some helpful information at the front of each book, e.g. phonemes, blending practice, tricky words as well as unfamiliar vocabulary which you might need to explain to your child. At the back of each book, there are some examples of questions to ask your child.

As the books are only changed once a week, please use the E-books to supplement their reading. The **E-books** should follow the same format and be read at least 3 times to ensure your child is reading fluently, with expression, and has a secure understanding of the text. Your child's E-book login will be in their Reading Record Book.

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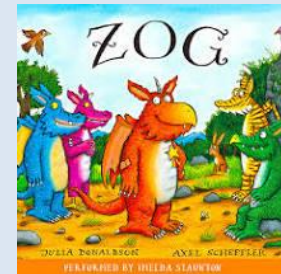
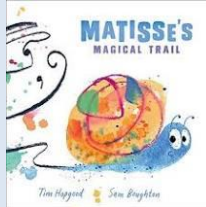
Reception - Sharing Book

Children will also bring home a 'sharing book' from our class library each week.

To become lifelong readers, it is essential that they read for pleasure.

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

Enjoy the book together and foster a love of reading "pair and share".



Why is reading a challenge?

Once they start formal schooling, children begin to learn how to:

- Link oral language systems to the visual code
- Develop ways of telling stories
- Compose messages to write
- Recognise a few letters and a few words
- Work out how to pull together knowledge of several kinds to make one decision, like solving a new word.
- Master the directional schema for print (which takes time!)
 - left to right sweep, go back to start a new line, etc.

It should be no surprise that children are successful in these at different rates.





**Mother said,
'I am baking'.**

Further support

Group work – carefully selected and taught by trained staff.

Catch up sessions – short term.

Daily readers – short and long-term.

Reading Recovery – an intervention of 1:1 daily sessions lasting for between 12 and 22 weeks, for those children particularly struggling with accessing early reading and writing.

What else can parents do?

Please look at the Little Wandle videos and guidance for parents
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

If you would like to watch how a phonics lesson is taught, please click on the following link:
<https://www.youtube.com/watch?v=MoCnunAWbGk>

Support your child to learn the alphabetic code

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

Remember – reading doesn't just happen in a book. You can encourage them to read your shopping list, signs, labels, etc.

Children love story time, especially a bedtime story.

Thank you for joining us

Any Questions?