



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

Parent workshop: Phonics and early reading

Thursday 16th November 2023

Miss Bennett



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**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?

Reading is a very vital skill.

A photograph of a 'Quarterly Utilities Invoice' from Greater Vernon Water Utility. The invoice is white with black text and includes a barcode. It lists account information, a table of charges, and the total amount due.

QUARTERLY Utilities Invoice			
ACCT NUMBER: 123456		BILLING PERIOD: Jan 1, 2020 - Mar 31, 2020	
ACCESS CODE: 11111		TO: Mar 31, 2020	
DUE DATE: May 14, 2020		BILLING DATE: Apr 7, 2020	
FOLIO: 12345 123		ROUTE: 10	
METER NO.	NO. OF DAYS	CURRENT READING	CONSUMPTION
A-12345678	91	236	168 68 CUBIC METERS
PREVIOUS BILL AMOUNT		AMOUNT	
PAYMENT		324.63	
GWN WATER METER RENEWAL < 1"		-324.63	
GWN RESIDENTIAL WATER INFRASTRUCTURE BASE < 1"		7.48	
GWN RESIDENTIAL WATER Tier 1 0-40 m3 @ \$0.89 (A)		96.00	
GWN RESIDENTIAL WATER Tier 2 41-60 m3 @ \$1.79 (A)		35.60	
RES SEWER INFRASTRUCTURE BASE		50.12	
RES SEWER @ \$2.45 M3 ON 1ST FORT 2020 (A)		17.60	
GARBAGE - RESIDENTIAL		29.39	
YARD RECYCLING - RESIDENTIAL		4.11	
TOTAL		392.50	
AMOUNT NOW DUE:		392.50	



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.



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Phonics is:

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

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Blending to read words

The children must sound out each letter then blend to say the word.



Terminology

You will hear you children using these words.



Phoneme

The smallest unit of sound in a word.

E.g. /i/m/oo/ur/

Digraph

Two letters which together make one sound (phoneme)

E.g. /ee/ ay/ ow/

Grapheme

A written letter or group of letters to show how the phoneme is written.

E.g. /t/r/ie/ay/

Trigraph

Three letters which together make one sound (phoneme)

E.g. /igh/air/ ear/

Terminology



Blend

To combine individual phonemes into one continuous stream of sound to make a whole word.

E.g. s-n-a-p, blended together, reads 'snap'

Segment

To break down a word into its individual phonemes.

E.g. 'ship' can be segmented as sh-i-p

Split vowel digraph

A digraph representing a vowel sound where its two letters are split by an intervening consonant.

E.g. 'a-e' in 'take'

Teaching order

The children are taught the sounds in a particular order.











Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
 n		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
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 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.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 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 round

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 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 -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ 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 -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ 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 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ 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.

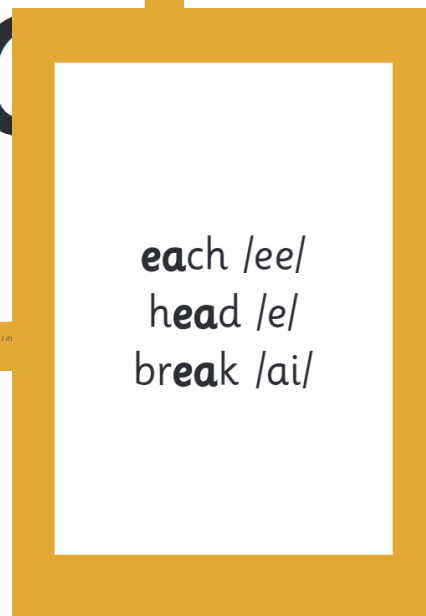
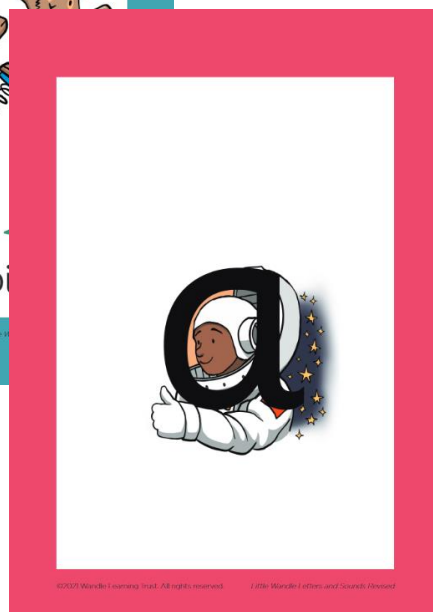
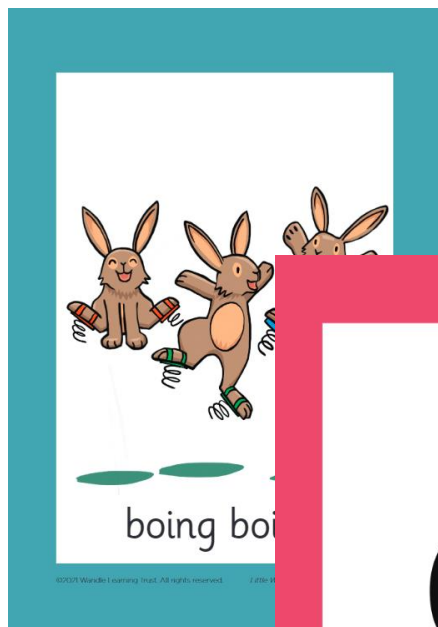
Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /eel/ e-e these /oo/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	their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

How we make learning stick

The teachers use specific resources to ensure every class is taught in the same way. We use grapheme cards and word cards.





Reading and spelling

Reading and spelling

The children will learn that a grapheme can make different sounds in different words.



ea

each /ee/
he**ea**d /e/
bre**ea**k /ai/

The children will learn all the different ways to write a phoneme for example sh:



shell

chef

special

caption

mansion

passion

Tricky words- e.g. we, the, was
The children will identify the tricky part of the word.



Spelling

The children are taught to do the following:

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

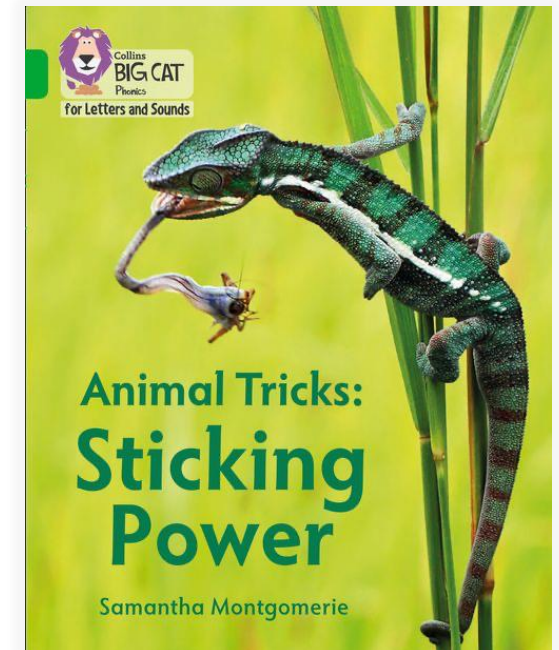
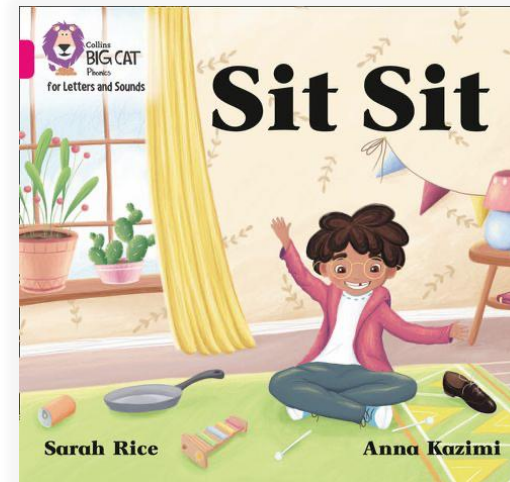
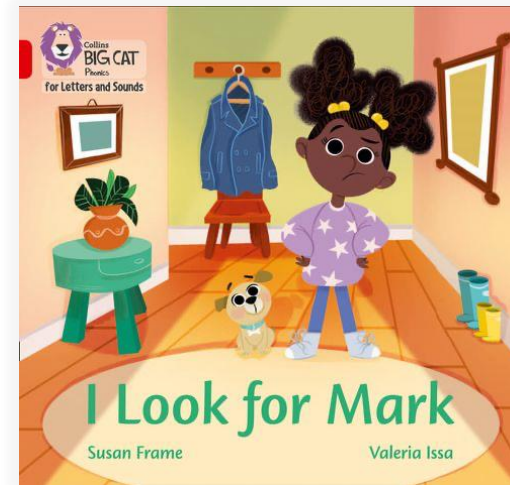


How do we teach reading in books?



Reading practice sessions are:

- timetabled two times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



We use assessments 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

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...

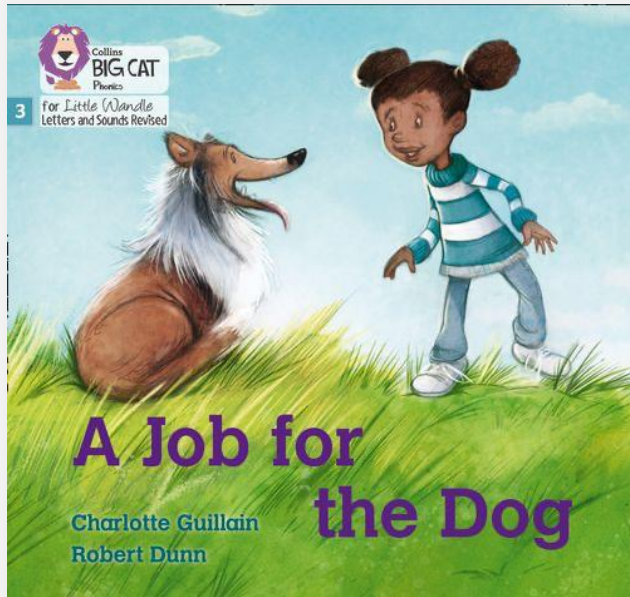
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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

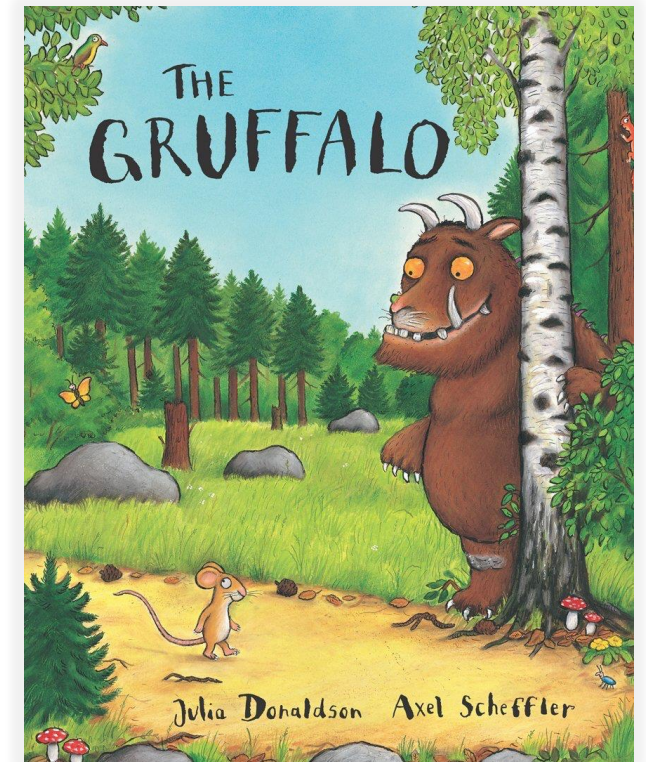


Books going home

phonics book

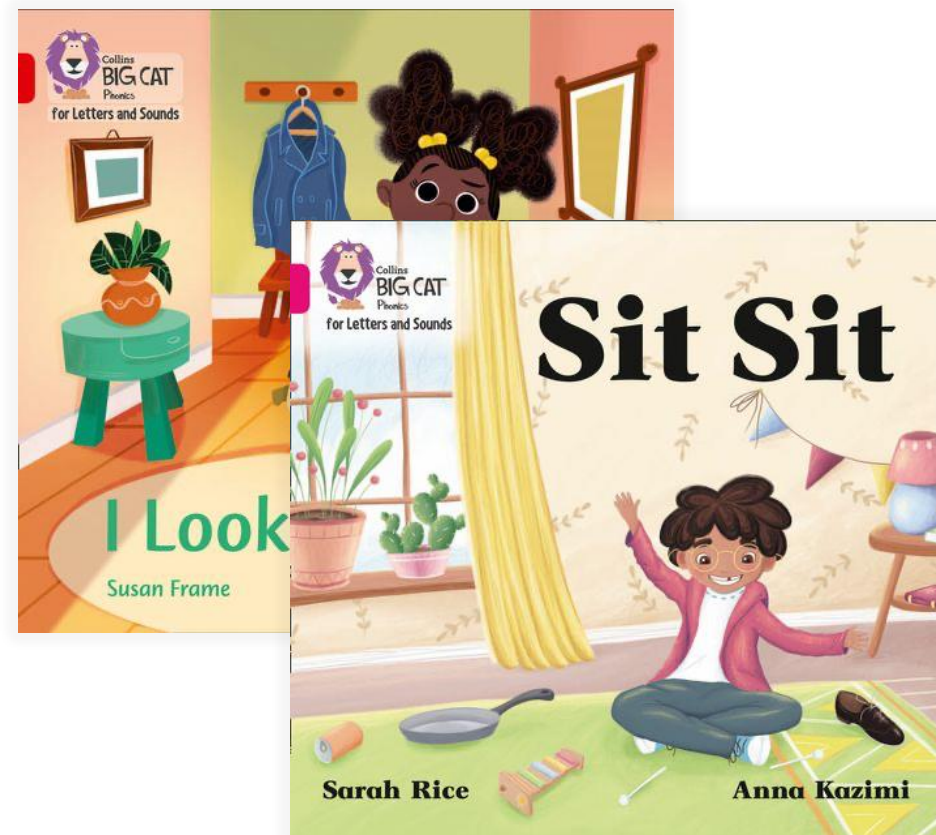


sharing book



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 encourage them to sound it out and blend. If they are still unsure read it to them.
- Talk about the book and celebrate their success.



Supporting your child with phonics

For more information and videos to watch please go to:



www.littlewandlelettersandsounds.org.uk/resources/for-parents/



**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 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.



“

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

Carl Sagan

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