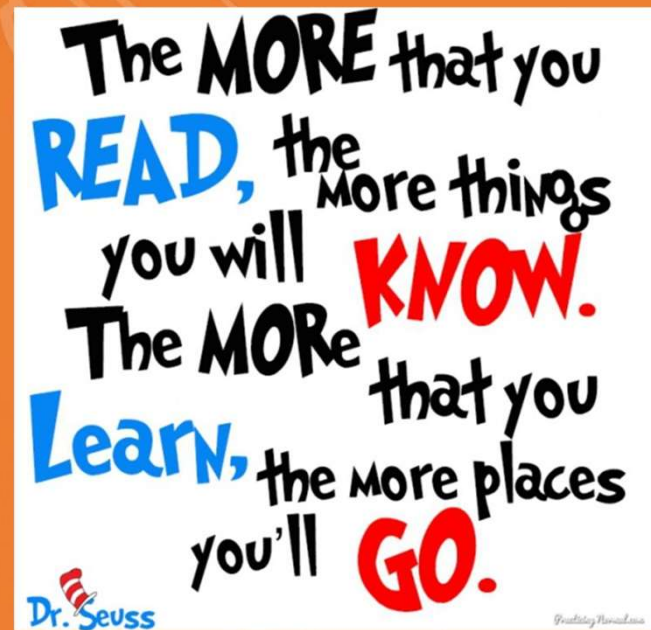




# Teach reading: change lives

Parent workshop: Phonics and early reading

A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN





# Phonics

# Little Wandle Letters and Sounds Revised



*Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.





## Phonics is:

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



## Pre-phonics:



- *Spoken language/ Learning to use voices.*
- *Primary carers are key in helping children to develop their speaking and listening.*
- *Provide opportunities to speak and listen to people. Constant talk and exposure to vocabulary.*
- *Joining in with sounds. (stories, rhymes, clapping, skipping etc)*

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# Teaching order








## Phase 2 grapheme information sheet

### Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>s s</b>	 snake	Show your teeth and and let the s hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
<b>a a</b>	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.
<b>t t</b>	 tiger	Open your lips, put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
<b>p p</b>	 penguin	Bring your lips together and push them open and say <b>p p p</b>	Down the penguin's back, up and round its head.
<b>i i</b>	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>	Down the iguana's body, then draw a dot [on the leaf] at the top.
<b>n n</b>	 net	Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.

## Phase 2 grapheme information sheet

### Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>j j</b>	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
<b>v v</b>	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	Down to the bottom of the volcano, and back up to the top.
<b>w w</b>	 wave	Pucker your lips and keep them small as you say <b>w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
<b>x x</b>	 box	Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	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 <b>y</b> without	Down and round the yo-yo, then follow the string sound

Gradually your child learns the entire alphabetic code

# Terminology



**Phoneme-** *this is the sound e.g. c, m, ch, ou. There are roughly 44 in our English language.*

**Grapheme-** *this is a way of writing down a sound. This may consist of one or more letters e.g. **ie** as in **pie**, **igh** as in **high**.*

**Segment-** *this is when children pull words apart by saying the sounds e.g. c-a-t m-oo-n f-ar-m-er*



**Blend-** *this is when sounds are put together to make a word.*

**Digraph-** *a grapheme containing two letters that make one sound e.g. sh, th or vowel digraphs such as oa, ee.*

**Split digraph-** *when a vowel digraph is split by a consonant e.g. a\_e lake\_ or i\_e bike\_*



## **Phase 1**

*Exploring sounds*

## **Phase 2**

*Introduction of phonemes and graphemes to pronounce and write correctly*

*Children start to segment and blend CVC words (consonant-vowel-consonant) e.g. b-i-g*



### **Phase 3**

*Continuation of single sounds and introduction of digraphs and trigraphs.*

*Children know one way of writing down all 44 phonemes.*

*Children know the names of letters.*

### **Phase 4**

*Revision of phase 3 and consolidation through reading and writing words that contain taught phonemes including 2 syllable words such as 'lunchbox' and 'sandpit'.*



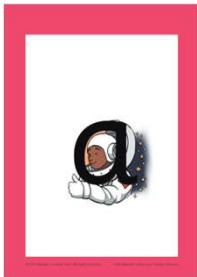
## Phase 5

- *Split digraphs e.g. a\_e e\_e i\_e o\_e u\_e*
- *New graphemes ay, ou, ie, ea, oy, ir, ue, ue, aw, wh, ph, ew, ew, oe, au, ey*
- *Alternative pronunciations in reading and writing e.g. ch grapheme in ch-check, sh-chef and s-school.*

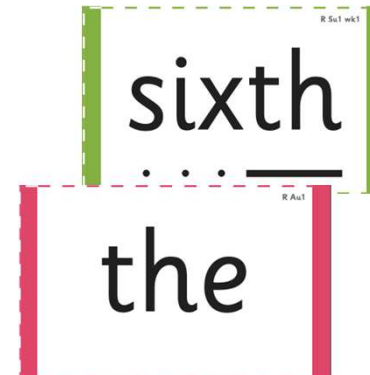
## Phase 6

- *Revision of phase 5 and consolidation through reading and writing words to create fluency in reading.*
- *Explore spelling rules e.g. 'ing' and 'ed'.*

# How we make learning stick



- *There are specific resources.*
- *Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'.*
- *Every time we teach a new sound, we also read and practice the sound*
- *Then go on to reading a sentence containing some of those words.*
- *Displays in the classroom and on the tables to support the children throughout the day.*





# Reading and spelling

# Reading and spelling



ea

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**ea**ch /ee/  
h**ea**d /e/  
br**ea**k /ai/

And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion

## Tricky words/ 100 most common words



- Words that can not be sounded out.
- Must be memorised.
- Spelling is the same.
- 200 common words continued in year 2.

# Spelling

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

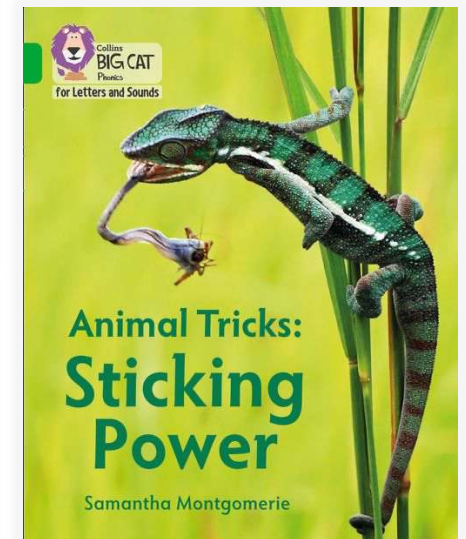
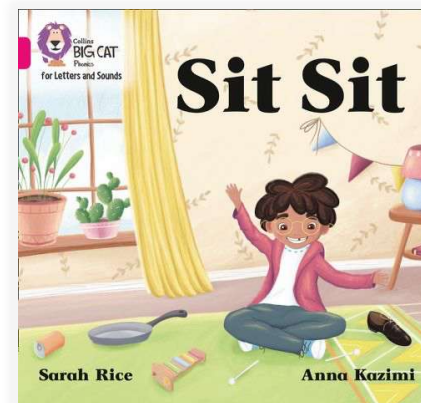
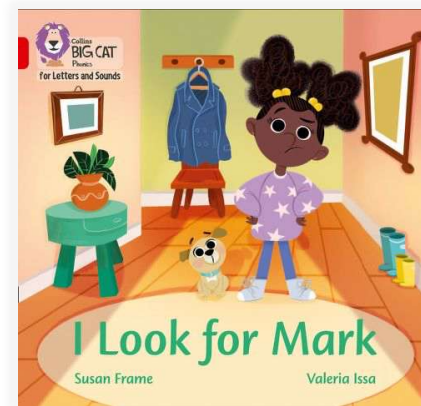


# How do we teach reading in books?



## Reading practice sessions are:

- timetabled three times a week (decoding/ sounding out, Prosody/ expression, Comprehension)
- To gain fluency/ automaticity
- taught by a trained teacher/teaching assistant
- taught in small groups.



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



**Reading a book and chatting had a positive impact a year later on children's ability to...**

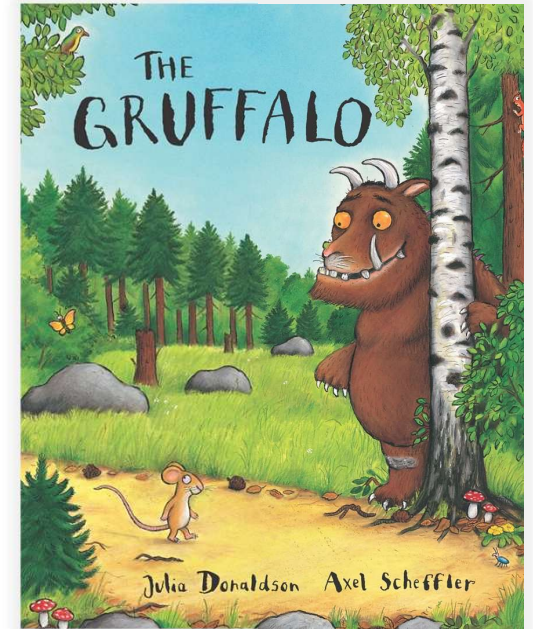
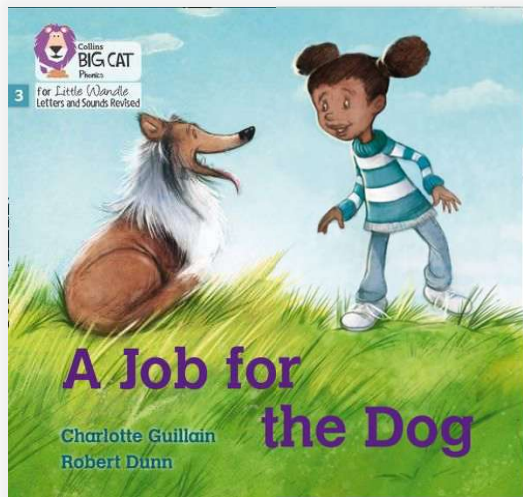
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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



*Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J*

# Books going home



# 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 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

