

Welcome to our Phonics information sharing session 28.09.23



Phonics and Early Reading

Aims of the session:

- Share information about how we teach phonics
- Explain how we teach reading
- Give ideas for how to support at home



Phonics

What is **Phonics**?

- Phonics 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

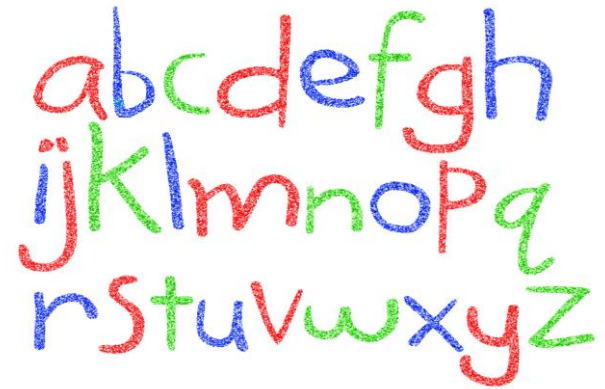


Did you know?



The English language has:-















- 26 letters



- 44 sounds



- Over 100 different ways to spell those sounds

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

'Little Wandle' Letters and Sounds Revised

Our school has chosen *'Little Wandle Letters and Sounds Revised'* as our systematic, synthetic phonics programme to teach early reading and spelling.



New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with
Phonics



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.

Phonics Terminology



You may hear your children say....

-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.

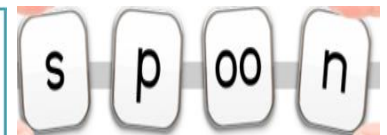
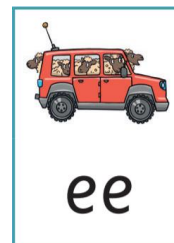
-blending – Putting together the sounds in a word in order to read it, e.g.

‘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



Examples of more than one way to spell a phoneme

- There are 5 ways to spell the 'c' sound and your child needs to know all of them and which one to choose for which word.

c – cat **k** – kite **ck** – sock **ch** – chemist
que – unique


The phoneme 'ay' is spelt differently in each of the words 'w**ay**', 'm**ake**', 'f**ai**l', 'gr**ea**t', 'sl**ei**gh' and 'l**ad**y'.



How we teach phonics

Daily short sessions:

- **Nursery** begin at Phase 1, listening to different sounds and distinguishing between them – beginning to orally blend and segment
- **Reception** begin at Phase 2, then into Phase 3 and 4
- **Year 1** begin revising Phase 3, then teach Phases 4 and 5
- **Year 2** revisit Phase 5, embed the sounds and work on spelling patterns

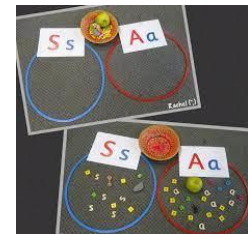
Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Formation phase	
S s		Slide your mouth wide and make the 's' sound at the back of your mouth s s s	Under the snake's chin, slide down and round to tail.
a a		Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the ant's head, and down into space.
t t		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 p		Bring your lips together and push them apart and say p p p	Down the penguin's back, up and round to head.
i i		Put 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 left of the top.
n n		Open your lips to hold your tongue behind your teeth and make the 'n' sound n n n	Down the stick, up and over the net.

Specific order of teaching

Correct pronunciation is vital

Revisit previously taught sounds

Repeated Practice













We teach blending so your child learns to read









- Begin with oral blending (sound talk)
- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.









Gradually your child learns the entire alphabetic code. We teach phonics in this order:

Grapheme and mnemonic	Picture card	Grapheme and mnemonic	Picture card	Grapheme and mnemonic	Picture card	Grapheme and mnemonic	Picture card	Grapheme and mnemonic	Picture card
s s	 snake	d d	 duck	u u	 umbrella	j j	 jellyfish	qu qu	 queen
a a	 astronaut	g g	 goat	r r	 rainbow	v v	 volcano	ch ch	 cherries
t t	 tiger	o o	 octopus	h h	 helicopter	w w	 wave	sh sh	 shell
p p	 penguin	c c	 cat	b b	 bear	x x	 box	th th	 thumb
i i	 iguana	k k	 kite	f f	 flamingo	y y	 yo-yo	ng ng	 ring
n n	 nail	ck ck	 socks	l l	 lollipop	z z	 zebra	nk nk	 panda
m m	 mouse	e e	 elephant						

Gradually your child learns the entire alphabetic code. We teach phonics in this order:

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

Gradually your child learns the entire alphabetic code. We teach phonics in this order:

Overview of Little Wandle Phase 5 graphemes

Sound	Graphemes				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2
ai	ay play	a paper a-e shake			eigh eight aigh straight ey grey ea break
ow	ou cloud				
oi	oy toy				
ee	ea each	e he e-e these ie shield	y funny ey donkey		
ur		ir bird		or word ear learn	
igh		ie pie i tiger i-e time	y fly		
oo/yoo		ue blue rescue u unicorn u-e rude cute ew chew new	ui fruit ou soup		
oa		o go o-e home	oe toe ou shoulder ow snow		
or		aw claw		ou author our dinosaur oor floor al walk a water	augh daughter our pour oar oar ore more
e			ea head		
w			wh wheel		
j			g giant		dge bridge ge large
f			ph phone		
l			le apple al metal		
s			c ice se mouse ce fence	st whistle sc science	
v			ve give		
u			o-e some o mother ou young		
z			se cheese		
oo				u awful oul would	
air				are share ear bear ere there	

Sound	Graphemes				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2
ch				tch match ture adventure	
ar				a* half al* father	
o				a want	
r				wr wrist	
c				ch school	
sh				ch chef	ti potion ssi mission si mansion ci delicious
z				ze freeze	
n					kn knee gn gnaw
m					mb thumb
ear					ere here eer deer
zh					su treasure si vision
i					y crystal

*depending on regional accent

Notes

- No new GPCs are taught in Year 1 Spring 1, when the focus is on the revision of GPCs covered in the Phonics Screening Check.
- Year 1 Spring 2 also covers the schwa sound in longer words and at the end of words.



A Phonics lesson



Review: Practise previous phonemes

Teach: Learn a new phoneme, through a game and then how to write it

Practise: Oral blending and then blending sounds together to read.

Apply: This might be through a game initially and then through independent reading and writing

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

Correct Pronunciation of phonemes

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



R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat

R Sp1 wk1

meet

• — •

R Sp1 wk1

rain

• — •

R Sp1 wk1

sheep

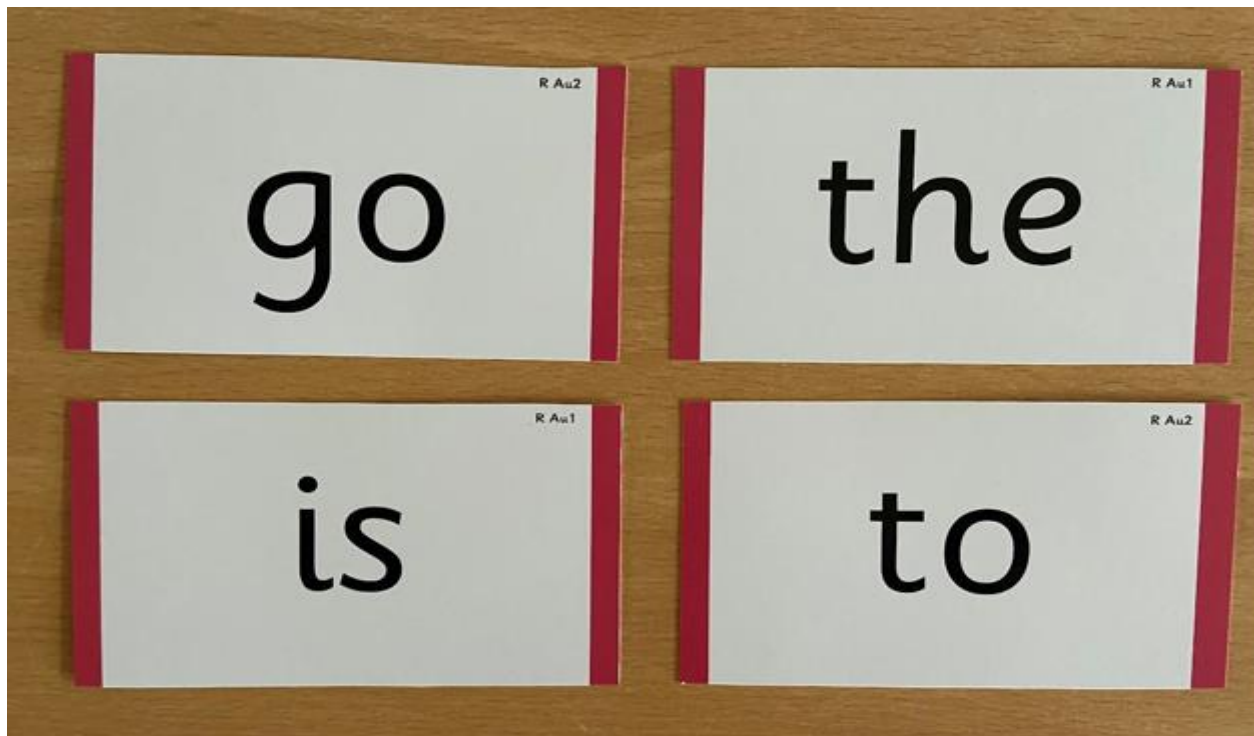
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Tricky Words



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

Children are taught what part of the word is tricky



Tricky Words



Little Wandle tricky words

Reception

Phase 2

and*
as*
be
full
go
has*
he
her*
his*
I
into
is
me
no
of
pull
push
put
she
the
to
we

Phase 3

all
are
by
my
pure
sure
they
was
you

Phase 4

come
do
have
here
like
little
love
one
out
said
says
so
some
there
today
were
what
when

Taught in Phase 5

again
any
ask
beautiful
because
busy
call
could
different
eye
friend
hour
house
improve
laugh
many
mouse
move
Mr
Mrs
Ms

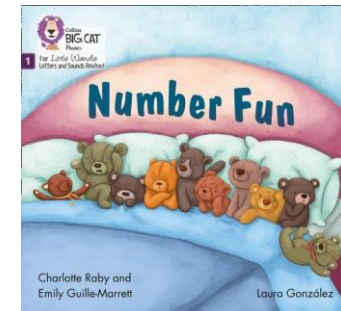
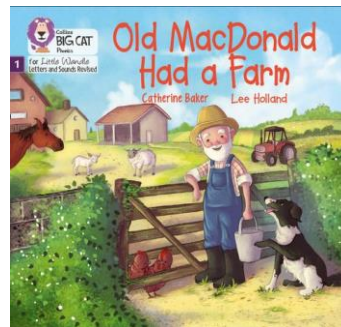
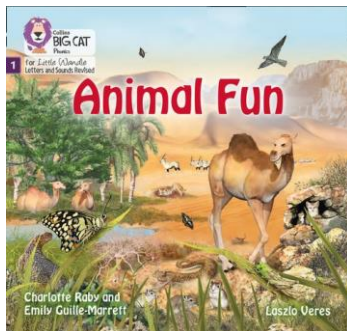
oh
once
our
parents
people
pretty
school
shoe
should
their
thought
through
two
want
water
where
who
whole
work
would
your

Reading



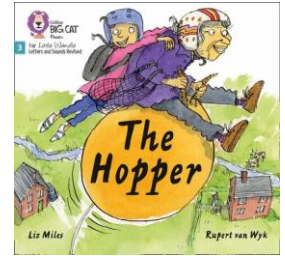
Once children have a secure knowledge of a number of GPCs (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

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 we teach reading



Reading practice sessions are:

Timetabled 3 times a week

Taught by trained teacher or teaching assistant

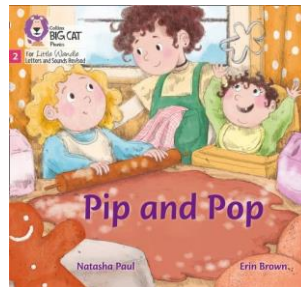
Taught in small groups

Books are:

Matched to children's secure phonic knowledge and word reading

Read three times

Sent home after the 3rd session



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

In school, your child will have 3 Reads – each one begins with some quick sounds and word practice.

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



When children take their book home to read 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. They have also read that book in school three times so they should be able to read it fluently. Re-reading a book they have had before helps develop fluency – this is the goal.

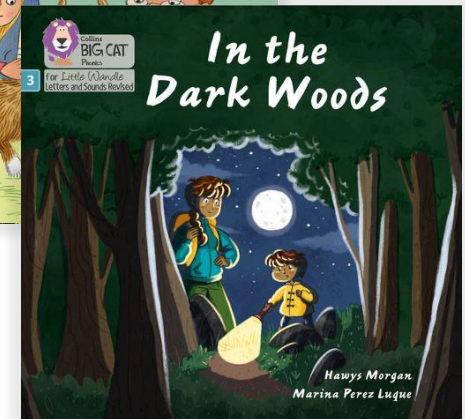
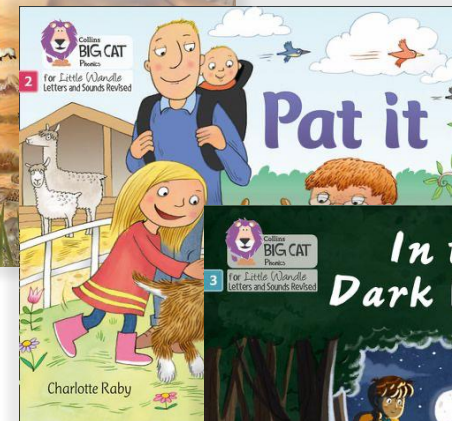
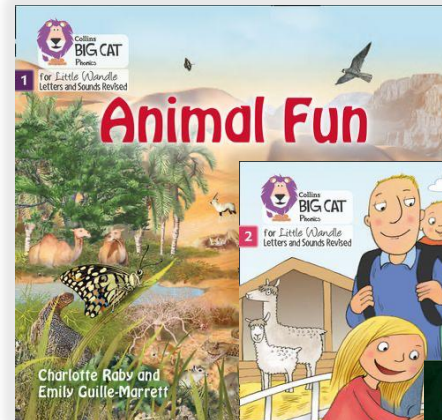
Celebrate their success!!!

How do we find the right book for your child?

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



We assess the children every 6 weeks to check progress and any child who needs extra support will have daily keep up sessions planned for them

Reading Books at Home

Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge.

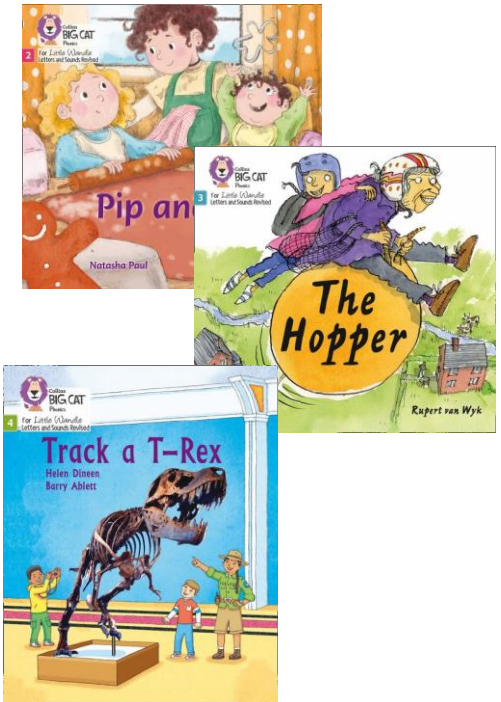
Children will take their Reading Practice Book home (after reading it 3 times in school).

Please share the front cover page before reading – this covers the sounds and words contained in the book.

Celebrate, praise, and talk about the book with your child. At the back of the book there are questions you could ask about the text.

Please make sure books are in book bags every day.

Please look after our books.



🐾 Before reading 🐾

Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together:
ee igh oa oo ar ur ow air er or
- Read the words together:
feeds high goats pool arm
- Common exception words:
the (on)to are

Check understanding

- Ask your child:
 - What do these words mean?
coax hoots cavort talons curl
sheds gathers Harper
- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

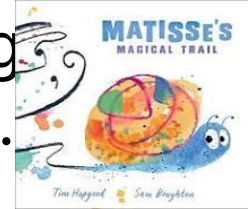
Talk about it

- Look at the cover and read the title together. Ask your child:
 - What do you think an animal park-keeper does? (looks after animals)
 - Is this a fiction or non-fiction book? (non-fiction)
 - What animals can you see on the front cover? (zebras)
- Now read the book. Enjoy looking at the pictures and talking about them.

Supporting at home.

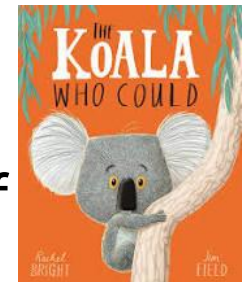
Reading for pleasure books

In Reception children will also bring home a 'reading for pleasure' book from our class library each week.

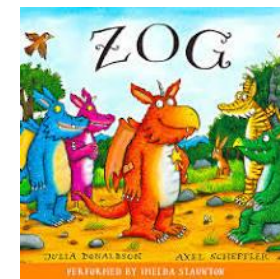


To become lifelong readers, it is essential that they read for pleasure.

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.



What else can parents do?

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

Websites for Phonics games:

Phonics Play -

<https://www.phonicsplay.co.uk/>

Phonic Bloom -

<https://www.phonicsbloom.com/>

Topmarks -

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

