

Welcome to our Little Wandle Phonics and Reading Meeting!



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

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



New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics lessons.

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 sessions that start off short and lengthen throughout the Reception year.
- Synthetic phonics – starting at letter sounds and building to blending into whole words.
- Specific order of teaching to ensure lots of repeated practice and consolidation.
- Recapping known sounds at the start of each lesson.
- Practice makes permanent!

m-u-s-t



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

Phonics Jargon!

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

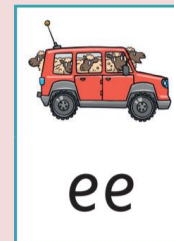
Grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. E.g. the phoneme 'ay' is spelt differently in each of the words 'w**ay**', 'm**a**ke', 'f**ai**l', 'gr**ea**t', 'sl**ei**gh' and 'l**a**dy'.

Blending – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g → frog'

Segment/Sound talk – 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



**Any phonics
questions?**



Reading

We want children to
love reading

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

Learning to read
should be
a positive
experience

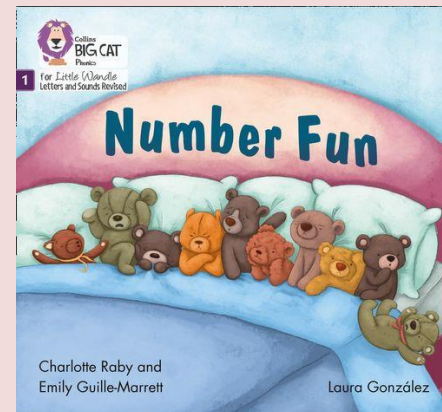
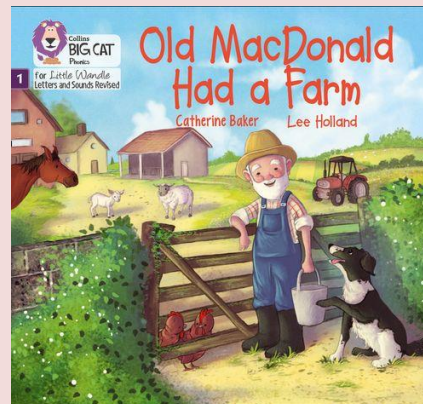
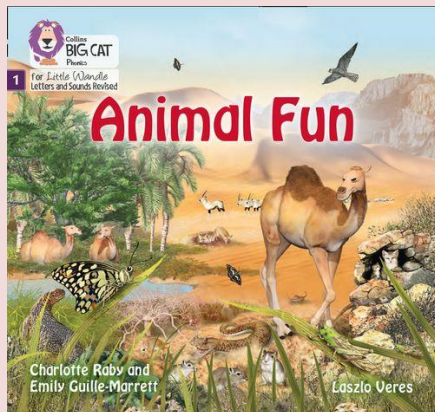


Reading should be
enjoyable

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

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 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

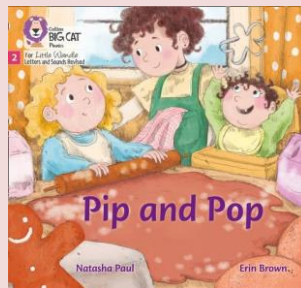
Read three times

Sent home on a Wednesday

How do we decide which books children read?

Children are assessed every 6 weeks using the Little Wandle assessments. From this, Miss Orr and Mrs Daly allocate a book that matches your child's secure phonics knowledge, using the guide from Little Wandle.

Children are grouped into Reading Practice Groups according to their Phonics ability. Please be aware that your child's reading group may change throughout the year depending on their phonics progression.



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 sounds) 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

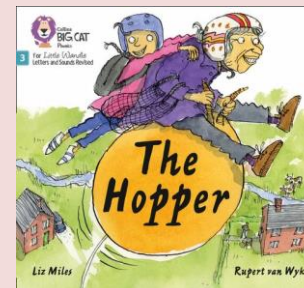
- Ask your child:
 - What do these words mean?

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? (works after animals)
 - Is this a fiction or non-fiction book? (non-fiction)
 - What animals can you see on the front cover? (camels)
- Now read the book. Enjoy looking at the pictures and talking about them.



Reading Practice Sessions

The 3 Reads – each one begins with a quick recap of sounds and words.

1. Decoding (Monday)
2. Prosody – intonation/expression (Tuesday)
3. Comprehension (Wednesday)



When children have their book sent home, they should be **95% fluent** following their 3 reads in School. Please do not worry if a book seems too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency and independence – this is the goal.

Celebrate their success!!!

Tracking Home Reading

Children have their yellow reading diaries where any adult who has listened to them read their book, can date, sign and write a comment if they wish.

We collect yellow diaries in at the start of each day and award reading dojos to those children who have read the night before/that morning.

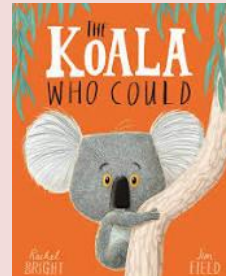
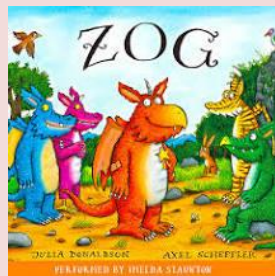


Home Support

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!



Spellings

Spellings will **not** be sent home in Reception or Year 1 as they are incorporated within our daily phonics lessons.

As children are practicing their spellings every day, we feel it is an unnecessary pressure for parents when it is already being taught in school.

Spellings will formally start in Year 2.

How else can you help?

- ✓ 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, sound talking and blending. No schwaring please!
- ✓ Let your child “show off” their reading to you. Celebrate and praise all the way!
- ✓ Share books with your child for pleasure – bed time reading?

Websites for Phonics games:

Phonics Play

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

Phonics Bloom

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

Topmarks

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

Thank you for joining us!

Any questions?



CATHOLIC PRIMARY SCHOOL