



# **WELCOME**

*Reception Early Literacy  
Parent Workshop*



# Daily Routine

8.30 - 8.50am:

Fine motor activities (later in the year handwriting)

8.50am:

Registration and wake up shake up

9am:

Whole class input; usually phonics and reading

Snack

9.40am:

Independent and adult led learning.

11.30am:

Lunch

12pm:

Whole class input; usually number

Afternoon registration

Independent and adult led learning

Snack

3.10pm:

Home time





# Drop off and collection

We are very proud of how the children have come in each session. To ensure a smooth and quick handover **please support your child to walk round with their backpack on their back.**

If your child is being collected by someone different by please email the office and copy in your class teacher/s. Please feel free to notify the EYFS staff at drop-off as well.

We know it is tempting but please try to avoid peering through the window at the end of the day as it is distracting for the children during our carpet time. Thank you.



# PE – Monday and Wednesday

The children wear the same uniform every day in Reception.

Please ensure that you child is **not** wearing any jewellery (including earrings) on Monday or Wednesday.





# A few reminders:

- Wellies
- Only one water bottle is needed as we refill these throughout the day.
- Please bring in one small piece of whole fruit (no chopped up fruit) to go into the class fruit bowl.
- Only water please in water bottles.
- Hair bobbles are to be **white** and **blue** only please and can it please be tied back
- No stationery is needed, apart from a glue stick donation.
- Toys and cards are very special so please leave them at home.





# Top Tips

- Please help your child by naming **all** items of clothing, water bottles etc.
- Hooks on items of clothing enable children to be independent.
- Coat with a hood, as children will be accessing the outdoor learning areas.
- Early to bed! (e.g. 6-6.30pm)



# Birthday celebration

Just a thought.....



This year we have children with medical needs and allergies so you may wish to donate a classroom resource that all their friends can enjoy, instead of birthday sweets.

We would be very grateful if you would like to purchase an item from our wish list below.

[https://www.amazon.co.uk/hz/wishlist/ls/2VW8SSMG5RYU9?ref=wl\\_share](https://www.amazon.co.uk/hz/wishlist/ls/2VW8SSMG5RYU9?ref=wl_share)



# Literacy Early Learning Goals

## Comprehension ELG

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## Word Reading ELG

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Writing ELG

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN



Little Wandle  
LETTERS AND  
SOUNDS  
★ ★ ★  
REVISED

Teach reading:  
change lives







“

**A love of reading is the biggest indicator  
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”

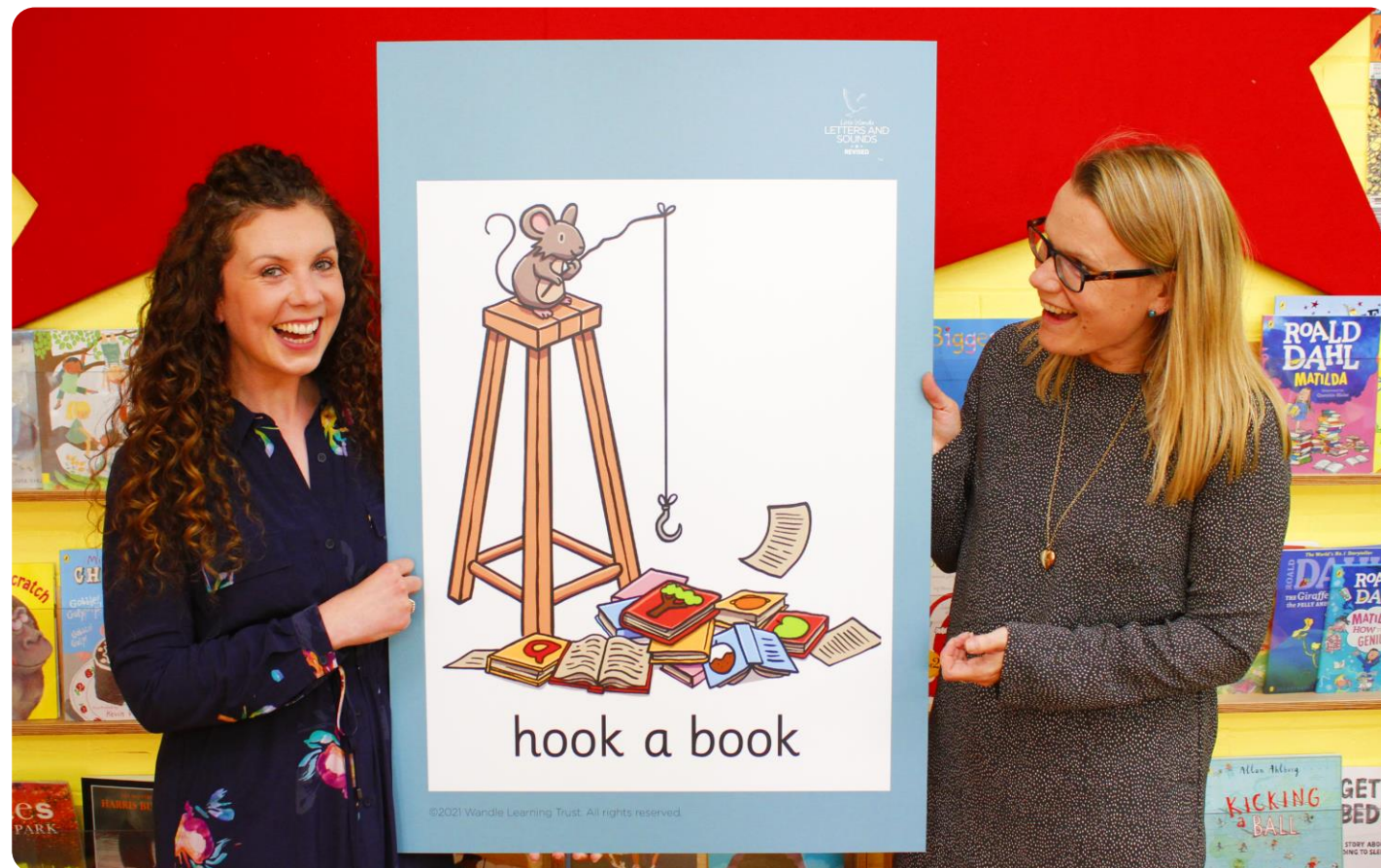


# Phonics

# Little Wandle Letters and Sounds Revised



Our school uses *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.**

”

# Terminology



## Phoneme

The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to understand and use the term 'phoneme'.

Children are first helped to identify the separate sounds in words through oral blending and segmenting.



# Terminology



## Grapheme

A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.

# Terminology



## GPC

This stands for grapheme–phoneme correspondence, the sound–letter relationship between each element of the alphabetic code. Written English is quite complex and does not have one-to-one grapheme–phoneme correspondence. The same phoneme can be represented by different graphemes in different words, and the same grapheme can represent different phonemes in different words. To ensure learning is systematic, and to avoid cognitive overload, this programme generally teaches one fairly common grapheme representation of each phoneme first. Alternative spellings of the same phoneme, and alternative pronunciation of the same grapheme are usually taught later, mostly in Phase 5 in Year 1.

# Terminology



## Blend

To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs lots of practice. Practice in oral blending is very helpful in the process of learning to read. It is important to understand that blending sounds into a word is not simply a matter of saying them more quickly. Phonemes need to be joined into one continuous stream of sound to make a spoken word.

# Terminology



## Segment

To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.

# Terminology



## Digraph

A grapheme using two letters to represent one phoneme. With the children, we will be reinforcing it with the mantra 'two letters, one sound'.



# Terminology

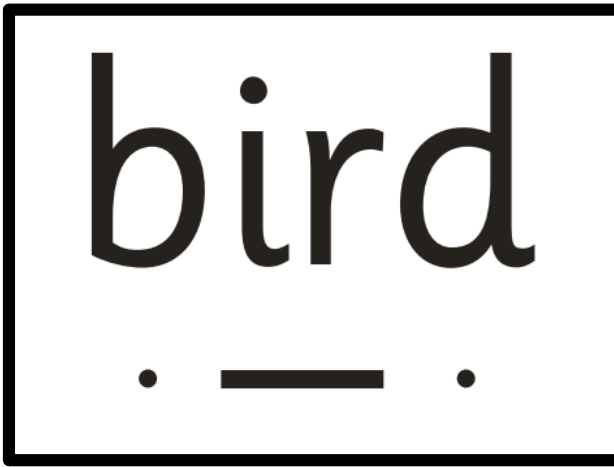


## Trigraph

A grapheme using three letters to represent one phoneme. With the children, we will be reinforcing it with the mantra 'three letters, one sound'.

# Terminology

## Sound button



A graphic device to help children recognise the separate phonemes in a printed word. Sound buttons can be used as a support in the early stages of learning. For each word, a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph, as shown above.

# We teach blending so your child learns to read



- Teacher-led blending is taught throughout each Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



# Blending to read words



# Tricky Words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.





# Reading Tricky Words



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>  
Click on the **How We Teach** tab and then **How we Teach Tricky Words** video.

# Our progression



## 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<br><ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul> | 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<br><ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul> | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes  | No new tricky words      |
|---|--------------------------|
| Review Phase 3<br><ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul> | Review all taught so far |

| Summer 1 Phase 4   | New tricky words  |
|--|---|
| Short vowels with adjacent consonants<br><ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> </ul> | 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<br><b>Phase 5</b><br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/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 |

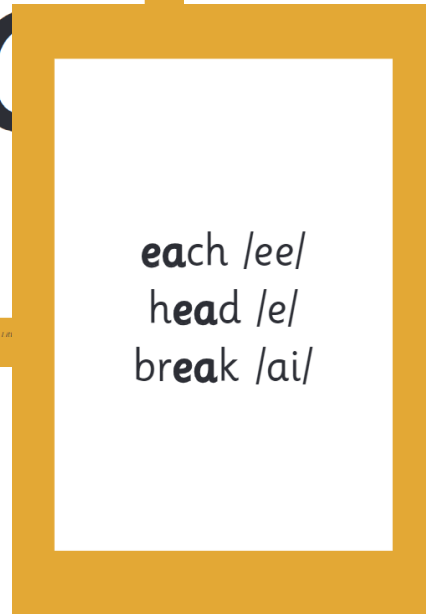
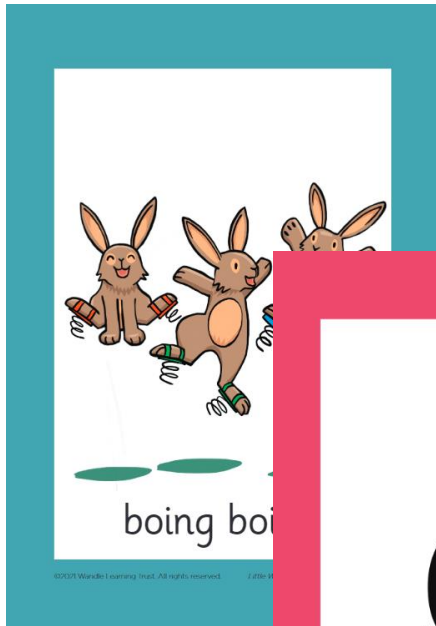
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

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

# How we make learning stick





# Reading and spelling

# Spelling



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



Click above to watch how we teach spelling.

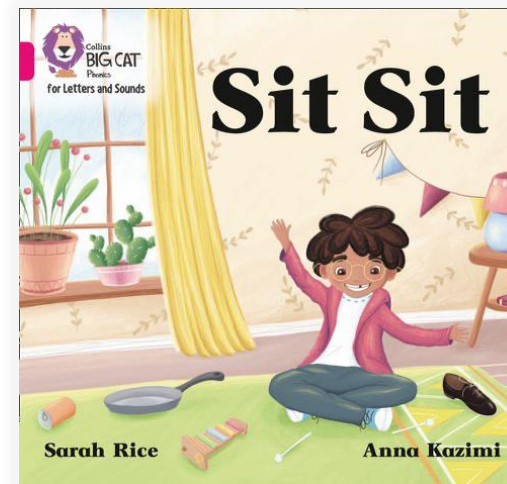


# How do we teach reading in books?



## Reading practice sessions are:

- timetabled three times a week
- 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



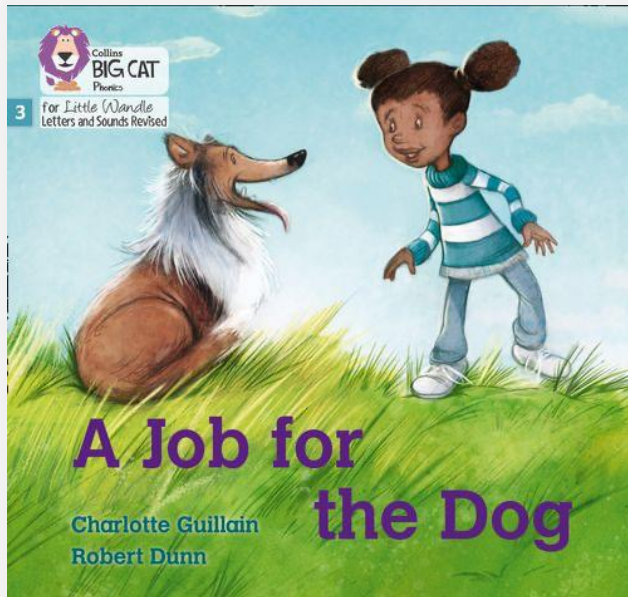
**Reading a book and chatting had a positive impact a year later on children's ability to...**

- 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.



# Books going home



Your child will bring their reading book home on a **Friday**, after reading it 3 times in school. Please return it in their wallet along with their completed reading record each **Monday**.

# Reading ebooks at home



As your child progresses through the scheme, each book they bring home will be available as an ebook for them to access at home.

Log in details for the Collins ebook website can be found in your child's reading record.



# Reading wordless books



Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



# Reading books




- As we progress through the phonics scheme and the children are introduced to the first sounds and Tricky Words, they will bring home books which feature these sounds (and only these sounds) so that they are able to de-code them for reading.
- This sets the children up to succeed.




# Reading promise

- Reading record books will be looked at and signed once a week by the teacher.
- We have talked to the children about the importance of looking after our lovely new reading books.
- In view of the considerable financial costs involved, we will be asking parents to reimburse the school for any lost books. The reading books for EYFS are £5 per copy.
- Please can you use the questions in the back of each reading book to develop your child's comprehension.
- Please can you record the title and any comments about how much you have enjoyed reading with your child in their reading record each week.






St Thomas of Canterbury Catholic Primary School  
Where every child is special



Reading Promise




- Reading is the key to all areas of learning.
- Children are expected to practise their sounds daily using the flashcards sent home.
- A reading book that your child has read at school that week will come home on a **Friday** so that your child can celebrate their learning with you. Please return it on a **Monday**.
- From half term onwards, a reading for pleasure book (in a story sack) will come home on a **Monday** for you to read to your child. Please return it on the **Friday**.
- Reading Record Books will be looked at and signed once a week by the teacher.
- We have talked to the children about the importance of looking after our lovely new reading books. Please can you support this at home.
- Please can you use the questions in the back of each reading book to develop your child's comprehension skills.
- To show your support, please countersign below. Thank you.

My Reading Promise

*I promise to practise my sounds each day with an adult and read my reading book each week. I shall ask the adult to write the date, pages read and a short comment in my reading record.*

Child's signature:.....

I support my child's promise.  
Signature of Parent/Carer:.....

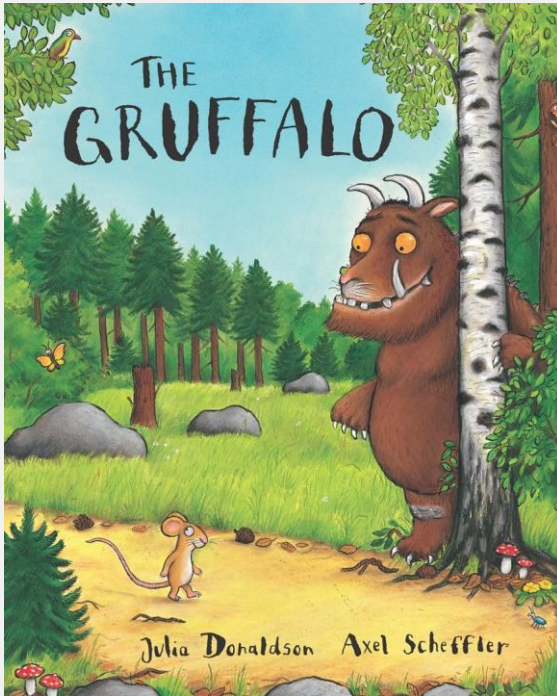


Where every child is special

Little Wandle  
LETTERS AND  
SOUNDS  
\*\*\*  
REVISED

A resource for schools  
The Department for Education

# Story Sacks going home



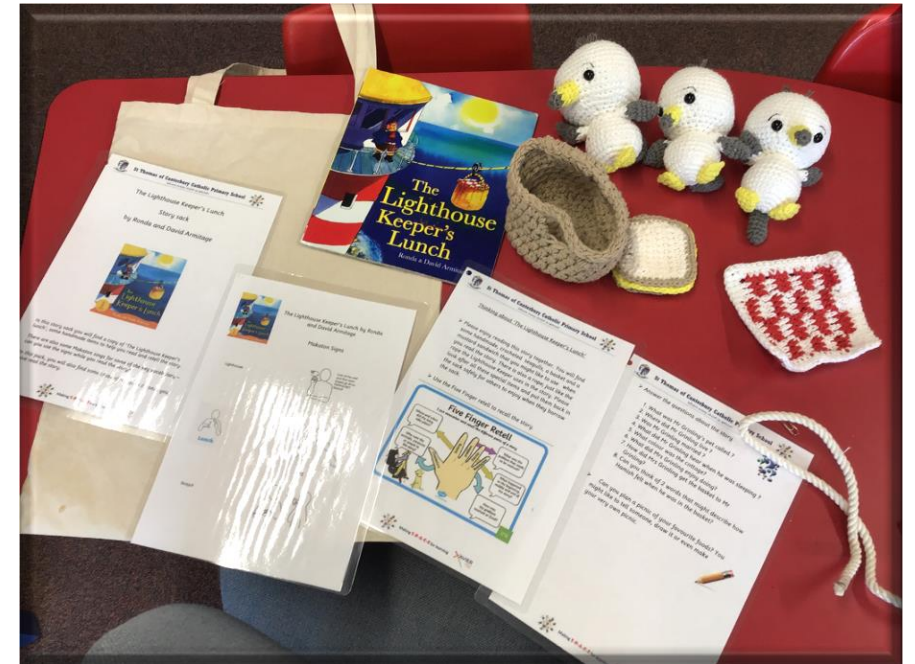
After half term your child will bring home a reading for pleasure book in a story sack on a **Monday**. Please return it on **Friday**. In each sack there is a photo of the contents to help you make sure that all the items are returned intact.

# Read to your child



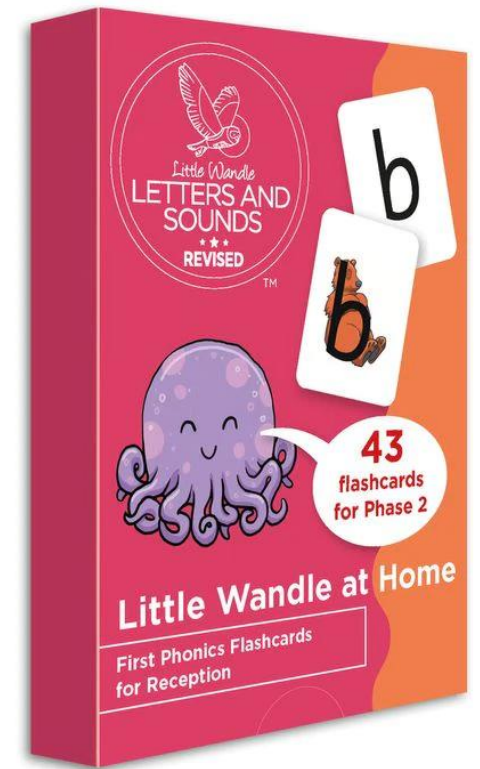
## The reading for pleasure (story sack) book is for **YOU** to read to your child:

- 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
  - Try the activities provided in the story sack.



# Home learning

- Your child will also bring home flashcards of the sounds taught that week, each **Friday** in their plastic wallet. Please support your child in learning to recognise and say the sounds correctly. Correct pronunciation is key to being able to blend sounds into words.
- Tricky Word cards will also be provided, as and when they occur in the teaching sequence.
- Please return the empty wallets to school each **Monday** so that the new sound cards can be added.
- Please refer to our [Learning At A Glance](#) page on the school website for information on which sounds and words are being taught each week.



# Top tips



- Make reading and phonics as much fun as possible.
- Use the flashcards for games – snap/Kim’s game/hiding them around the house/using them to make words.
- Look out for environmental print.
- Play ‘robot speak’ games: “Please put on your h-a-t, can you see my ‘s-o-ck-s’?”
- Play ‘I spy’ with segmented words for your child to blend e.g. “I spy with my little eye a black ‘c-a-t’.”
- Choose the right time and place for your child to read to you.
- Encourage your child to hold the book, turn the pages, point to the pictures/words – these are all important early reading skills.



# Supporting your child with phonics



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**

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

# English as an additional language



- Please continue to talk and read to your child in your first language, in addition to reading their school book in English.

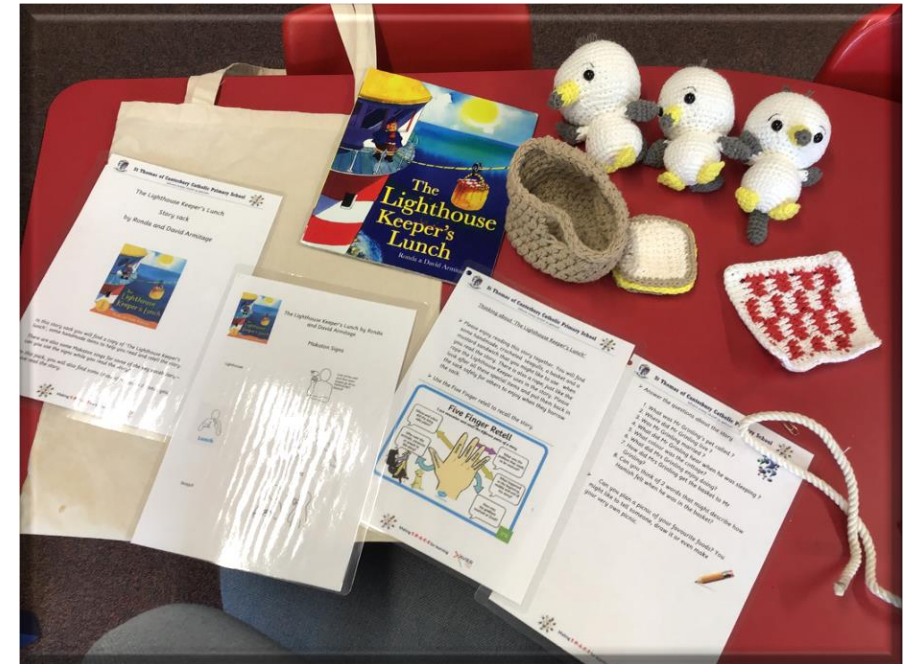
**EVERYONE** is...

**Different and unique**

**Equal and respected**

**Loved and belongs**

**I am EVERYONE**







# Please do ask...

If you cannot find the information you need or need clarification on a matter on the website, weekly school newsletter or Learning at a Glance, please do email your class teacher/s:

<https://www.st-thomas.surrey.sch.uk/learning/reception/>

## **St. Henry's Class:**

mrshills@st-thomas.surrey.sch.uk

mrswichmann@st-thomas.surrey.sch.uk

## **St. Salvatore's Class:**

mrssumsion@st-thomas.surrey.sch.uk



**Thank you for coming**

Any questions?